

Child Abuse and Neglect: Gender Based Teachers Awareness

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ABSTRACT

Child abuse and Neglect is a concern as the grown child is later a responsible citizen of society. The well round develop child in a peaceful manner is constructive and an asset to the society and eventually to the nation and globe. Child Abuse and Neglect affects child personality in a socio-psychological manner. Identification of CAN at a right time and intervene for the child right empowers a vulnerable child. Hence teachers may play key role in Child Abuse and Neglect. The objectives of the study were to identify the perceived concept of CAN along with the CAN Awareness among Primary School Teachers based Gender. The data was analyzed at dual stage Qualitative and Quantitative and it was found that Moderate number of Schools does not have Policies to overcome & prevent the CAN and few of the Primary School teachers are unaware of POCSO Act. Few of Male & Female teachers are unaware of Case Identification & Reporting of CAN. Moderate number of Male & Female teachers has not participated in child abuse and neglect related awareness Training Programme.

Keywords: *Child abuse and Neglect, Gender, teacher Awareness*

It is important for the Individual professionals working with children to identify and recognise child abuse and neglect when they come across with such situation. For instance, if a teacher knows that, or has reason to believe that, a child is being hit or disciplined in a concerning way, the first question the practitioner must ask themselves – is this, or might this be, child abuse?

Child Abuse and Neglect refers to any form of physical and emotional ill-treatment, sexual abuse and negligent treatment or any other from exploitation occurring harm to child's health and dignity.

The awareness of CAN is must among school teachers as most of the time a child spend in the school other than the home. The unperceived abuse and overlooked neglect by the

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concern elders or professional may affect child's personality and could lead him/her in the worst state of life.

In the present research paper an attempt has been made to find out the CAN Awareness among School teachers based on gender.

REVIEW OF LITERATURE

McIntyre, Thomas C.(1987) studied the teachers awareness of child abuse and neglect. The method adopted was self-report survey and the results revealed that, Most of teachers believed that they had never had abuse or neglected students in their classes. 39% teachers reported having taught on an abuse and neglected students. 37% reported having seen a child who was abused. Further it was concluded this is due to probably lack of pre-service training and in-service training dealing with child abuse and neglect.

Kenny, M. C. (2001) studied and determined the reports of child abuse made by the teachers with their knowledge of child abuse laws with reporting procedure and their perceived in deterrents in abuse. Also evaluated the teachers' responses to case vignettes. A survey of 197 teachers was conducted. The instrument that included knowledge of child abuse law and procedures, two scenario of legally reportable and abuse. The results revealed that, 73% of this sample reported they had never made a report of child abuse. Only 11% of teachers reported that they were instances in which they abuse may have occurred, but failed to report.

Cynthia Crosson-Tower (2003) reports on 'The role of Educators in Preventing and Responding to Child Abuse and Neglect' published by United States Department of Health and Human Resources. The report stated brief overview of Child Abuse and Neglect and the role of educators in preventing and responding to maltreated children and indepth description of the various types of child abuse and neglect. The report discussed a variety of reasons that educators must become involved in preventing and responding to child abuse and neglect i.e. community efforts, educational opportunities, legal concerns, professional responsibilities, personal commitment.

Hynniewta, B., & et al. (2017) studied school teacher's knowledge and attitude on child abuse of Udupi District by using descriptive survey. Data was collected from 100 school teachers of urban English medium schools. It was found that Majority of the school teachers (84%) had average knowledge on child abuse and have favorable attitude towards identification and reporting of child abuse.

Ramesh G, & et al. (2017) Surveyed on primary school teachers for child abuse and neglect of Kanpur City. The data was collected from 220 primary school teachers using structured close ended questionnaire. The results of the study revealed that CAN was either never or rarely noticed among 47.3%. The criteria of recognizing the CAN was known by 57% and 90% felt comfortable considering an expert opinion in their schools and so can report confidently.

Definitions of Terms and Phrases used in the Study

Child Abuse and Neglect: Child Abuse and neglect refers to Child Abusing in terms of physical abuse, sexual abuse, emotional abuse, psychological abuse, and neglect refers to denied and negligence towards the needs of the child.

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Teachers Awareness: Teachers Awareness refers to the identification of case and reporting, Awareness of POCSO Act, Essential training of Sensitization about child abuse and neglect.

Objectives of the Study

- 1) To study the concept of Child Abuse and Neglect perceived by primary teachers.
- 2) To find the CAN awareness among primary teachers.
- 3) To find the CAN awareness among primary teachers based on gender.

METHODOLOGY

Research Design

The descriptive survey method was adopted to find the awareness of CAN among the primary school teachers in Kolhapur city.

Sampling and Sample

The purposive sampling of primary school teachers was chosen from Kolhapur city. The total number of sample was 83 consists of 56 male and 27 female teachers.

Tool used for the study

The researcher made 'child abuse and neglect awareness' questionnaire was administered for the data collection of the study. The half-open ended questionnaire on CAN consists of 12 statements was found appropriate to find out the CAN Awareness among Primary School Teachers.

Data Analysis

The data was analysed in two parts

- I. **Qualitatively**
- II. **Quantitatively**

First the data collected was categorized and analyzed qualitatively to find the concept of CAN perceived by the Primary School Teachers.

Secondly, descriptive survey was adopted to find out CAN Awareness among Primary School .

Statistical technique- Percentage for the quantitative data analysis.

Finding of the Study

The concept of Child Abuse and Neglected perceived by Teachers The data obtained from school teachers was analyzed during content analysis and the responses were:

The Concept of Child Abuse: 1) Any sort of behavior activity which may hurt physically or may to touching a child in a way that hurts physically, insulting and embarrassing the child or behavior (90.2%), 2) Any behavior which may hurt the kid or activity which make the kid embrace and afraid (89.1%), 3) Child labour and hurting physically (88.2%), 4) Torturing & Exploitation of boys & girls physically and mentally within the age group under 18 years (87.5%), 5) Touching & fondling to the children (85.2%), 6) Not understanding the emotions, aggressive behavior, to pressurize, using bad words (78.9%), 7) To pressurize work delegated more than the capability (75%), 8) Denying the physical and mental rights of the children (65.2%), 9) Physical strain / Mental pressure to the child (61%), 10) Forcing them to unwanted things (55%), 11) Overloading of work without interest (45%), 12) Forcefully not sending pupil to school (35%.3)

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The Concept of Neglect: 1) Not giving educational aids or educational facilities (92.7%), 2) Not paying the attention to the basic needs and expectations of children (91.1%), 3) Not giving the quality time and nutritious complete food to the kid (87.9%), 4) Neglect the emotional, physical, mental needs of the children (81.5%) 5) Not respecting children opinion and forcing them to listen (80.3%), 6) Not listening to the kids, not fulfilling the needs (78%), 7) Not paying attention to the children's issue (65.2%), 8) Not understanding the children's emotional world (59.7%), 9) Punishing to the children without knowing the cause / verifying the mistakes (57.2%), 10) Neglecting behavioral change of the children (52.3%), 11) Not believing on the children (51%), 12) Not refining innate abilities (35.1%).

Table No.1 Child Abuse and Neglect Awareness among Primary School Teachers

SN	Component	Yes %	No %
1	Child Abuse and Neglect awareness programme conducted in their schools	86.8	13.2
2	know about Case Identification & Reporting with reference to Child Abuse & Neglect	74.7	25.3
	Sources of Information about Case Identification & Reporting with reference to Child Abuse & Neglect	POCSO Act Training conducted by ARPAN Sanstha, Government Training Programme, News Papers, TV Channels, Education Department Advertisement, Colleagues in the school.	
3	case of Child Abuse in their school	2.4	97.6
	School have Rehabilitation Programmes for the cases of child abuse	Grievance Redressal Committee, Parents meet, Suggestion Box, Parents Awareness Workshop, Guest Lectures, Cultural Awareness Programme	
4	School have Policies to overcome & prevent Child Abuse and Neglect	57.9	42.1
5	school conducts specific programme/ Activities for Child Abuse and Neglect	57.9	42.1
	Specific programme/ Activities conducted by school for Child Abuse and Neglect awareness	Parents meeting, Individual guidance for students, POCSO Act workshop, Parents Orientation meeting, Organizing drama and stage shows for students.	
6	Participation of teachers in any of the child abuse and neglect related awareness Training Programme	45.8	54.2
	Teachers participation in awareness / Training Programme	POCSO Act Training organized by Zilha Parishad and the NGO Arpan	
	awareness / Training Programme organized by	Arpan Sanstha, Mumbai, Education Department, Head Master	
7	Are you aware of POCSO Act?	69.9	30.1
8	Teacher notices and taken follow-up in the change in abnormal behavior of the students?	76	24
	Teachers followed activities for taken follow-up in change in abnormal behavior of their students	Parents Meet, Face to face discussion with parents and students, Student House Visit, Telephonic contact sessions with parents. Students interview.	
9	feel that awareness should be created about Child Abuse and Neglect ?	94	6
10	awareness about CAN in among surrounding society of school	61.4	38.6
11	In between School and parents have good communication	92.8	7.2
12	School organized CAN awareness programme for Parents and School ?	79.5	20.5
	CAN awareness programmes organized by the school for Parents and school	Mother-Child Meeting, Suggestion Box, Parents Meet, Orientation and Training Programmes for Parents, Essay and Drawing competitions.	

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Observation and Interpretation:

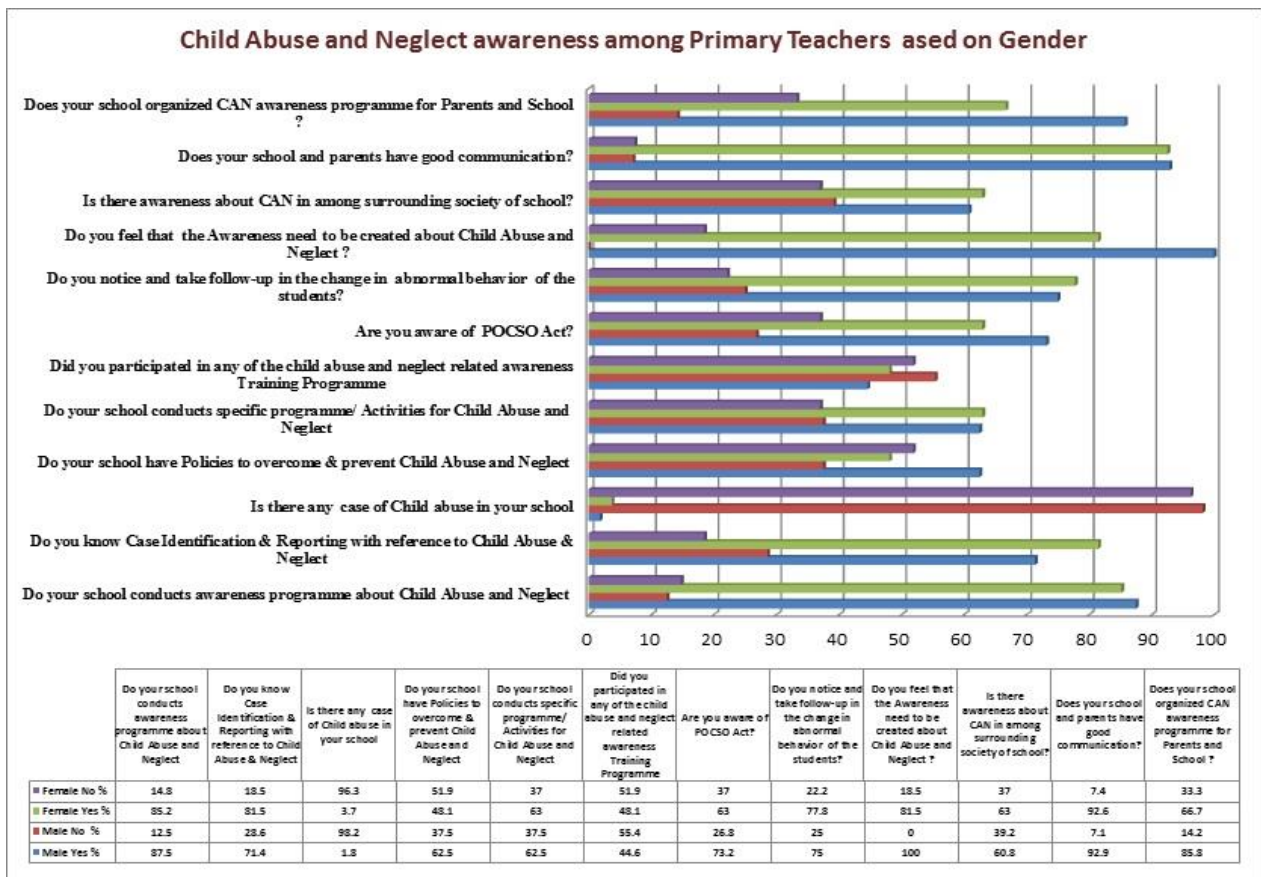
From the observation of Table No.1 it is observed and interpreted that, among the total Primary School Teachers the responses were:

- 1) Majority (86.8%) of school conducts CAN programme wherein few (13.2%) of them do not conduct so.
- 2) Most (74.7%) of the teachers are aware of and Few (25.3%) are unaware of Case Identification & Reporting of CAN.
Teachers got training of Case Identification & Reporting of CAN through POCSO Act Training conducted by ARPAN Sanstha, Government Training Programme, News Papers, TV Channels, Education Department Advertisement, Colleagues in the school.
- 3) Majority (97.6%) of the teachers responded 'No' and Few (2.4%) 'Yes' for having case of CA in their school.
Teachers responded that their School have Rehabilitation Programmes for the cases of child abuse, Grievance Redressal Committee, Parents meet, Suggestion Box, Parents Awareness Workshop, Guest Lectures and Cultural Awareness Programme
- 4) Moderate (57.9%) of the teachers responded 'Yes' and (42.1%) 'No' for having school Policies to overcome & prevent the CAN.
- 5) Moderate (57.9%) of the teachers responded 'Yes' and (42.1%) 'No' for school conducts specific programme / Activities for CAN.
Teachers responded that their school conducts specific programme / activities for Child abuse and Neglect were Parents meeting, Individual guidance for students, POCSO Act workshop, Parents Orientation meeting, Organizing drama and Stage shows for students.
- 6) Moderate (54.2%) of the teachers responded 'No' and (45.8%) 'Yes' for their participation in child abuse and neglect related awareness Training Programme.
- 7) Teachers responded that they participated in POCSO Act Training organized by Zilha Parishad and the NGO Arpan, Mumbai.
- 8) Most (69.9%) of the teachers were aware of POCSO Act, Few (30.1%) are unaware of POCSO Act.
- 9) Most (76%) of the teachers notices and takes follow-up in the change in abnormal behavior of their students and Few (24%) do not do so.
Teachers takes follow-up programme for change in abnormal behavior of students by conducting parents Meet, Face to face discussion with parents and students, Student House Visit, Telephonic contact sessions with parents and Students interview.
- 10) Majority (94%) of the teachers feels that awareness should be created within the society wherein Fewer (6%) do not feel like so.
- 11) Most (61.4%) of the teachers feels that there is awareness about CAN in society around the school wherein Fewer (38.6%) do not feel like so.
- 12) Majority (92.8%) of the teachers feels that schools and parents have good communication fewer (8%) of them do not feel like so.
- 13) Most (79.5%) of the teachers responded that their school organizes CAN awareness programme for Parents and School wherein Few (20.5%) of them do not do so.
Teachers responded that their organizes CAN awareness programmes by conducting Mother-Child Meeting, Parents Meet, Orientation and Training Programmes for Parents, Essay and Cultural competitions.

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Table No.2 Child Abuse and Neglect awareness among Primary Teachers based on Gender

Components	Male		Female	
	Yes %	No %	Yes %	No %
Do your school conducts awareness programme about Child Abuse and Neglect	87.5	12.5	85.2	14.8
Do you know Case Identification & Reporting with reference to Child Abuse & Neglect	71.4	28.6	81.5	18.5
Is there any case of Child abuse in your school	1.8	98.2	3.7	96.3
If yes ,Total number	02			
Do your school have Policies to overcome & prevent Child Abuse and Neglect	62.5	37.5	48.1	51.9
Do your school conducts specific programme/ Activities for Child Abuse and Neglect	62.5	37.5	63.0	37.0
Did you participated in any of the child abuse and neglect related awareness Training Programme	44.6	55.4	48.1	51.9
Are you aware of POCSO Act?	73.2	26.8	63.0	37.0
Do you notice and take follow-up in the change in abnormal behavior of the students?	75.0	25.0	77.8	22.2
Do you feel that the Awareness need to be created about Child Abuse and Neglect ?	100	0	81.5	18.5
Is there awareness about CAN in among surrounding society of school?	60.8	39.2	63.0	37.0
Does your school and parents have good communication?	92.9	7.1	92.6	7.4
Does your school organized CAN awareness programme for Parents and School ?	85.8	14.2	66.7	33.3



Graph No.1 Child Abuse and Neglect awareness among Primary Teachers based on Gender

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From the Table No.2 It is observed and interpreted that, among the total sample,

- 1) Majority of (87.5%) Male & (85.2%) Female teachers have responded that their school conducts CAN awareness programme wherein Few (12.5%) Male & (14.8%) Female teachers do not conduct so.
- 2) Most of (71.4%) Male & (85.2%) Female teachers have aware and Few (28.6%) Male & (18.5%) Female teachers are unaware of Case Identification & Reporting of CAN.
- 3) Majority of (98.2%) Male & (96.2%) Female Teachers responded 'No' and Fewer of (1.8%) Male & (3.7%) Female teachers 'Yes' for having case of CAN in their school and the total number is 2.
- 4) Moderate of (62.5%) Male & Few (48.1%) Female teachers responded 'Yes' and Few of the (37.5%) Male and Moderate of the (51.9%) Female teachers stated 'No' for their school have Policies to overcome & prevent CAN.
- 5) Moderate of the (62.5%) Male & (63.0%) Female of the teachers responded 'Yes' and Few of the (37.5%) Male & (37.0%) Female 'No' for their school conducts specific programme / Activities for CAN.
- 6) Few of the (44.6%) Male & (48.1%) Female teachers responded 'Yes' and Moderate of the (55.4%) Male & (55.1%) Female teachers 'No' for their participation in child abuse and neglect related awareness Training Programme.
- 7) Most of the (73.2%) Male & Moderate of the (63.0%) Female teachers are aware of POCSO Act, Few of the (26.8%) Male & (37.0%) Female teachers are unaware of POCSO Act.
- 8) Most of the (75%) Male & (77.8%) Female teachers notices and takes follow-up in the change in abnormal behavior of their students and Few of the (25%) Male & (22.2%) Female teachers do not do so.
- 9) All of the (100%) Male & Most of the (81.5%) Female teachers feels that awareness should be created within the society wherein Few of the (18.5%) Female teachers do not feel like so.
- 10) Moderate of the (60.8%) Male & (63%) Female teachers feels that there is awareness about CAN in society around the school wherein Fewer (7.1%) Male & (7.4%) Female Teachers do not feel like so.
- 11) Majority of the (92.9%) Male & (92.6%) Female Teachers feels that schools and parents have good communication and fewer (7.1%) Male & (7.4%) Female Teachers of them do not feel like so.
- 12) Majority of the (79.5%) Male & Most of the (66.7%) Female teachers responded that their school organizes CAN awareness programme for Parents and School wherein Few (14.2%) Male & (33.3%) Female Teachers of them do not do so.

RESULTS AND DISCUSSION

The Concept of Child Abuse perceived by the Primay School teachers were,

- 1) Any sort of behavior activity which may hurt physically or may to touching a child in a way that hurts physically, insulting and embracing the child or behavior.
- 2) Any behavior which may hurt the kid or activity which make the kid embarass and afraid.
- 3) Child labour and hurting physically.
- 4) Torturing & Exploitation of boys & girls physically and mentally within the age group under 18 years.
- 5) Touching, fondling and making uncomfortable to the children.
- 6) Not understanding the emotions, aggressive behavior, to pressurize, using bad words.
- 7) Pressurizing to do work and not understanding the capability and ability.
- 8) Denying the physical and mental rights of the children.

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- 9) Physical strain / Mental pressure to the child.
- 10) Forcing them to do unwanted things.
- 11) Overloading of domestic work without interest.
- 12) Forcefully not sending pupil to school.

The Concept of Neglect:

- 1) Not giving educational aids or educational facilities
- 2) Not paying the attention to the basic needs and expectations of children
- 3) Not giving the quality time and nutritious complete food to the kid.
- 4) Neglect the emotional, physical, mental needs of the children
- 5) Not respecting children opinion and forcing them to listen.
- 6) Not listening to the kids, not fulfilling the needs
- 7) Not paying attention to the issues of children
- 8) Not understanding the children's emotional world
- 9) Punishing to the children without knowing the cause / verifying the mistakes
- 10) Neglecting behavioral change in the children
- 11) Not believing on the children
- 12) Not refining innate abilities.

Quantitative Analysis

- 1) Moderate number of the teachers responded that their Schools do not have school Policies to overcome & prevent the CAN.
- 2) Moderate number of the teachers responded 'Yes' and 'No' for school conducts specific programme / Activities for CAN.
- 3) Most of the teachers were aware of POCSO Act, Few are unaware of POCSO Act.
- 4) Most of the teachers notices and takes follow-up in the change in abnormal behavior of their students and Few do not do so.
- 5) Majority of the teachers feels that awareness should be created within the society wherein Fewer do not feel like so.
- 6) Most of the teachers feels that there is awareness about CAN in society around the school wherein Fewer (38.6%) do not feel like so.
- 7) Most of Male & Female teachers have aware and Few Male & Female teachers are unaware of Case Identification & Reporting of CAN.
- 8) Few of the Male & (Female teachers responded 'Yes' and Moderate of the Male & Female
- 9) teachers 'No' for their participation in child abuse and neglect related awareness Training Programme.
- 10) Most of the Male & Moderate of the Female teachers are aware of POCSO Act, Few of the Male & Female teachers are unaware of POCSO Act.
- 11) Most of the Male & Female teachers notices and takes follow-up in the change in abnormal behavior of their students and Few of the Male & Female teachers do not do so.

CAN awareness is essential in the contemporary era for Teachers. Schools are taking initiative for awareness in the form of identification and intervene but moderate numbers of teachers have not been participated neither oriented about Child Abuse and Neglect. The POCSO Act may play key role if teachers are well aware of and takes leading role for the prevention and education of CAN. The Teacher education programme should include the Child Abuse and Neglect concept and Prevention Programme as an integral part of Curriculum along with POCSO Act.

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Conflict of Interest

The author declared no conflict of interests.

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