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Promoting Holistic Development and Diversity through the Investigation of a Wide Range of Global Cultures

ABSTRACT

Child abuse Is the physical, sexual or emotional maltreatment or neglect of a child or children. In the United States, the [Centers for Disease Control and Prevention](#) (CDC) and the Department for Children And Families (DCF) define child maltreatment as any act or series of acts of commission or omission by a parent or other caregiver that results in harm, potential for harm, or threat of harm to a child. Child abuse can occur in a child's home, or in the organizations, schools or communities the child interacts with. There are four major categories of child abuse: [neglect](#), physical, sexual, emotional abuse

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"تقييم معارف معلمي المدارس الابتدائية حول الاعتداء

على الأطفال في مدينة كركوك"

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 الخلاصة

خلفية البحث :- الاعتداء على الأطفال في أغلب الأحيان يكون سببه ناتج من المشاكل التي تحدث للعوائل، التي يُمكن أن ترفع الأخطار إلى الأطفال. هذه المشاكل معقدة ومرتبطة ببعضها، وتتطلب ردود شمولية مُنسقة. الاعتداء على الأطفال والإهمال يؤدي إلى صعوبة العلاج وإظهار تأثيرات جانبية على المدى البعيد بالإضافة إلى مشاكل اجتماعية أخرى .

أهداف الدراسة:- تهدف الدراسة إلى تقييم معارف معلمي المدارس الابتدائية حول إساءة معاملة الطفل في مدينة كركوك ، بالإضافة إلى إيجاد العلاقة بين المعلومات الديموغرافية للمعلمين وبعض معارفهم حول إساءة الطفل .

منهجية البحث:-

أجريت دراسة و صافية على معلمي المدارس الابتدائية للفترة من حزيران 2013 ولغاية نيسان 2014 . ولتحقيق أهداف الدراسة اختبرت عينة غرضيه مكونة من (100) معلمي العلوم، والتربية الرياضية مع المدير في (34) مدارس ابتدائية في مدينة كركوك. ولغرض جمع المعلومات صممت استمارة استبيانيه مكونة من (44) فقرة شملت الخصائص الديموغرافية للمعلمين ومعارفهم. جمعت معلومات العينة بطريقة المقابلة الشخصية مع عينة البحث وحللت باستخدام التحليل الوصفي (التوزيع التكراري، النسبة المئوية والوسط الحسابي).

النتائج:- اظهرت نتائج الدراسة إلى أن غالبية المعلمين كانوا ضمن الفئة العمرية (40-49) سنّة وتُشكّل (44.0 %)، (54.0 %) من المعلمين كانوا نساء، (54.0 %) كانوا من خريجي المعهد و(82.0 %) منهم متزوجون.

الاستنتاجات :- استنادا إلى نتائج البحث ، استنتج الباحثون أن المعلمين ليس لديهم معلومات جيدة حول إساءة معاملة الطفل، ولديهم معارفهم جيدة حول علامات و أعراض وطرق العلاج .

التوصيات:- أوصت الدراسة بتصميم برنامج تربيوي لزيادة المعرفة ووعي الناس حول الاعتداء على الأطفال. إنشاء مراكز لحل مشكلة الطفل. تزويد المعلمين بكتيبات ومجلات حول الاعتداء على الأطفال ويزودون أيضا بالقانون الخاص لحماية الأطفال من الانتهاكات

Background :- Child abuse is most often due to the problems besetting families, which can elevate the risks to children. These problems are complex and interconnected, and require coordinated, holistic responses. Child abuse and neglect has begun to demonstrate linkages between maltreatment and long-term adverse effects and other social problems.

Aim of the study:- In order to assess in order to" Assess the Primary School Teacher Knowledge's Regarding Child Abuse In Kirkuk City" and find out the relationship between Teacher Knowledge's and some socio-demographic characteristic

Methodology:-A descriptive study was carried out from July 2013 to April 2014. Data are collected through using the constructed questionnaire for the purpose of the study with the use of interview technique. Simple probability random sample of (100) science, manger and physical sport teachers is selected from (34) primary schools in Kirkuk city. A questionnaire is designed of (44) items for data collection, Data are analyzed through the application of the descriptive statistical analysis approach and inferential statistical approach. Frequencies, Percentage, men of score and chi-square.

The findings of the study indicated that majority of the teachers were between age **Results:-** (40-49) years and constitute (44.0%) , (54.0%) from teachers were female ,(54.0%) were graduate from Institute and (82.0%) from them were married .

Conclusions The result of the study find that overall depicts assessment are significant difference between teacher's knowledge and their some demographic data,

Recommendation the study recommended educational program should be designed to increase people knowledge and awareness about their child abuse. Striking up the center to solve the child's problem. Providing scientific booklet, publication and journal about child abuse and Providing the special law to protect the child for abuses.

1–Introductio:–

Child abuse is the physical, sexual or emotional maltreatment or neglect of a child or children. In the United States, the [Centers for Disease Control and Prevention](#) (CDC) and the Department for Children And Families (DCF) define child maltreatment as any act or series of acts of commission or omission by a parent or other caregiver that results in harm, potential for harm, or threat of harm to a child. Child abuse can occur in a child's home, or in the organizations, schools or communities the child interacts with. There are four major categories of child abuse: [neglect](#), physical, sexual, emotional abuse[1] .

In [Western countries](#), preventing child abuse is considered a high priority, and detailed laws and policies exist to address this issue. Different jurisdictions have developed their own definitions of what constitutes child abuse for the purposes of removing a child from his/her family and/or prosecuting a criminal charge. According to **the Journal of Child Abuse and Neglect**, child abuse is "any recent act or failure to act on the part of a parent or caretaker which results in death, serious physical or emotional harm, sexual abuse or exploitation, an act or failure to act which presents an imminent risk of serious harm" [2].

However, Douglas J. Besharov, the first Director of the U.S. Center on Child Abuse and Neglect, states "the existing laws are often vague and overly broad"(Besharov, et. Al. 1998.) and there is a "lack of consensus among professionals and [Child Protective Services](#) (CPS) personnel about what the terms abuse and neglect mean"(Krason, et. Al.2007) Susan Orr, former head of the United States Children's Bureau U.S. Department of Health and Services– Administration for Children and Families, 2001–2007, states that "much that is now defined as child abuse and neglect does not merit governmental interference"[3].

2–Objectives of the study

- 1– To assess Primary School Teacher's Knowledge about Child Abuse
- 2– To find out the relationship between Primary School Teacher's Knowledge and some socio demographic characteristic

3– Methodology

To achieve the objectives of the study quantitative design (descriptive study) was carried out from July 2013 to the end April 2014 in order to assess the " Primary School Teacher Regarding child abuse in Kirkuk City

Setting of study The study is conducted in (34) primary school that receives all teachers in Kirkuk city, the schools are distributed throughout Shorja Q, Panga Ali Q, Shoraw Q, Raperin Q, Rezgary Q, Eskan Q ,of (100) Science, manager and physical sport teachers. Shorja Q, shouhada Q, Rahemawa Q, Teseein Q, arafa Q, wasity Q, Wahedhuzairan Q, , EmamQasim Q, Qadisiaalolaa Q,almualmeen Q, al–naser Q, al–askare Q, gharnata Q, al–mansoor Q, al–asra Q,adan Q .

The Sample Simple probability random of (100) science, manger and physical sport teachers is selected from (34) primary schools in Kirkuk city. The sample is comprised of (46) male and (54) female . Through extensive review of relevant literatures, a questionnaire was constructed for the purpose of the study. Overall items included in the questionnaire were (2) parts included the following Part one demographic data this is comprised of (6) items and Part two general knowledge, sing and symptoms this is comprised of (38) items. 3- likert scale option was used in the rating scale as: (3) for Yes , (2) for I don't know ,and (1) for No.

Validity of study Prior to the collection of data, the tool was examined to identity its validity. The investigator submitted tool to panel which consist of (8) experts in different field knowledge (nursing and medicine)

Pilot study a pilot study was conducted for a period of one week at the beginning of the study in Al amang ,Hardi, primary schools. Five teachers were studied and evaluated

Data collection the data collection process was performed from the period 3rd July 2013 up to the 20th of august 2013 .

Data analysis The collected data were analyzed through the application of descriptive statistical analysis (frequency and percentage) and inferential statistical data analysis (Chisquare)

4- Results:-

Table (1) distribution of the demographic characteristics of the sample

(N=100)

NO	Age(years)	Frequency	Percentage
1	20-29	12	12
2	30-39	33	33
3	40-49	44	44
4	50-59	10	10
5	≥ 60	1	1
Total		100	100
NO	Gender	Frequency	Percentage
1	Male	46	46
2	Female	54	54
Total		100	100
NO	Level of Education	Frequency	Percentage

1	Secondary school graduate	13	13
2	Institute graduate	54	54
3	College graduate	33	33
4	Other	0	0
Total		100	100
NO	Marital Status	Frequency	Percentage
1	Single	12	12
2	Married	82	82
3	Divorced	2	2
4	Widow/er	3	3
Total		100	100
NO	Children number	Frequency	Percentage
1	Never	27	27
2	1-3	41	41
3	4-6	30	30
4	7 and more	2	2
Total		100	100
NO	Residing	Frequency	Percentage
1	Urban	94	94
2	Rural	6	6
Total		100	100

The result of table (1) shows that (44%) of the teachers are at age group (40-49) years and (1%) of them with age group (≥ 60) years (12%). According to the gender of sample, (54%) of them of teachers were female, and the remaining (46%) of them male, and regarding to the educational level of teachers (54%) institute graduated and (13%)

of them is secondary school graduated, relative to Marital status show that (82%) were married, and(12%) of them were single, with respect to children number that (41%) have (1–3) child, and (2%) of them have (7 and more) child, the finding shows that (94%) teacher from urban, and (6%) of them live from rural.

Table (4–2) Distribution of the Primary school teacher's knowledge regarding for child physical abuse with Mean of Scores , Percentage, Frequency, Severity and Chi–square.

No	Consider the possibility of child physical abuse when the child	Yes		NO		I don't know		MS	Severity
		F	%	F	%	F	%		
		1	Has unexplained burns, bites, bruises broken bones, or black eyes.	41	41,0	38	38,0		
2	Has fading bruises or other marks noticeable after an absence from school.	41	41,0	34	34,0	25	25,0	2.0	MS

$$\text{Obs. } X^2 = 24.286$$

$$\text{DF} = 8$$

$$\text{Crit. } X^2 = 15.51$$

3	Seems frightened of the parents and protests or cries when it is time to go home.	54	54,0	37	37,0	9	9,0	2.1	MS
4	Shrinks at the approach of adult.	54	54,0	38	38,0	8	8,0	2.1	MS
5	Report injury by a parent or another adult caregiver.	33	33,0	48	48,0	19	19,0	1.8	LS

This table indicates that the mean of score was moderate significant in items (1,2,3,4) and low significant in items (5)

No	Consider the possibility of neglect when the parent or other adult caregiver.	Yes		NO		I Don't Know		MS	Severity
		F	%	F	%	F	%		
1	Appears to be indifferent to the child.	50	50,0	30	30,0	20	20,0	2.2	MS
2	Seems apathetic or	46	46,0	37	37,0	17	17,0	2.06	MS

	depressed.									
3	Behaves irrationally or in a bizarre manner.	44	44,0	44	44,0	12		12,0	2,0	MS
4	Is abusing alcohol or other drugs.	21	21,0	53	53,0	26		26,0	1,68	LS

Table (4 - 5): Distribution of Consider the possibility of neglect the parent or other adult caregiver with Mean

of Scores for , frequency, percentage , severity and Chi-square.

Obs.X² =25.292 DF=6 Crit. X² = 12.59

This table indicates that the mean of score was moderate significant in items (1,2, 3) and low significant in items (4)

No	Consider the possibility of emotional abuse when the child	Yes		NO		I Don't Know		MS	Severity
		F	%	F	%	F	%		
1	Shows extremes in behavior, such as overly compliant or demanding behavior, extreme	59	59,0	30	30,0	11	11,0	2,29	MS

	passivity, or aggression.								
2	Is either inappropriately adult (parenting other children, for example) or in appropriately infant (frequently rocking or head banging, for example).	41	41,0	40	40,0	19	19,0	2.01	MS
3	Is delayed in physical or emotional development.	48	48,0	34	34,0	18	18,0	2.14	MS
4	Has attempted suicide.	22	22,0	55	55,0	23	23,0	2.24	HS
5	Reports a lack of attachment to the parent	48	48,0	35	35,0	17	17,0	2.13	MS

Table (4 – 6): Distribution of the Primary school teachers' knowledge regarding for child emotional abuse with Percent age, frequency , mean of scores , severity and Chi-square.

No	Consider the possibility of sexual abuse when the child:-	Yes		NO		I Don't Know		MS	Severity
		F	%	F	%	F	%		
1	Has difficulty walking or	41	41,0	43	43,0	16	16,0	1.96	LS

	sitting.									Obs.X ² =31.219
2	Suddenly refuses to change for gym or to participate in physical activities.	38	38,0	48	48,0	14	14,0	1.9	LS	DF=8
3	Report nightmares or bedwetting.	33	33,0	45	45,0	22	22,0	1.88	LS	Crit. X² = 15.51
4	Experiences a sudden change in appetite.	31	31,0	35	35,0	34	34,0	1.96	LS	This table indicates that the mean of score was highly significant in items (4)and moderate significant in items (1,2,3,5)
5	Demonstrates bizarre, sophisticated, or unusual sexual knowledge or behavior.	40	40,0	45	45,0	15	15,0	1.95	LS	Table (4 - 7):
6	Runs away.	39	39,0	44	44,0	17	17,0	1.95	LS	distributi on of the Primary school teacher's knowled ge regardin g for
7	Reports sexual abuse by a parent or another adult caregiver.	24	24,0	46	46,0	30	30,0	1.78	LS	square

child sexual abuse with Percentage, frequency , mean of scores , severity and Chi-square

Obs.X² =26.646

DF=12

Crit. X² = 21.03

This table indicates that the mean of score was low significant in items (1,2,3,4,5,6,7)

5-Discussion :-

The demographic characteristic shows that (44%) of the teachers are at age group (40–49) while (1%) of them with age group (≥ 60) years, According to the gender of sample, (54%) of them of teachers were female, and the remaining (46%) of them are male, and regarding to the educational level of teachers (54%) institute graduated and (13%) of them is secondary school graduated, Relative to Marital status show that (82%) were married, and (12%) of them were single, with respect to children number that (41%) have (1–3) child, and (2%) of them have (7 and more) child, the finding shows that (94%) teacher from urban, and (6%) of them live in rural.

The study supported by (Julie Kos, 2004) that primary school teachers (80 female) and their ages ranged from 23 to 49 years, with an average age of 36.22 years , (SD = 9.68 years) Teacher's demographic details [4].

(The National Education Association, 2001) reported that only 9% of America's elementary school teachers were men. More than a decade later, the situation has improved little; for example, the Bureau of Labor and Statistics (as cited by the Men Teach organization) reported that 18.8% of elementary and middle school teachers in America were men. (Jones, 2003) cites female teachers' concerns about the comparatively low number of men in the teaching profession and their hope of having more male elementary colleagues to offset the disproportionate number of female teachers[5]

The analysis was conducted on (4) items to assess the primary school teacher knowledge regarding child abuse about his signs and symptoms.

Relative to the teachers knowledge about chilled physical abuse, The result indicates that the mean of score was moderate significant in four items (Has unexplained burns, bites, bruises broken bones, or black eyes. Has fading bruises or other marks noticeable after an absence from school. Seems frightened of the parents and protests or cries when it is time to go home. Shrinks at the approach of adult). with respect of low significant in one item (Report injury by a parent or another adult caregiver).

Gilbert, (2009) mention the physical abuse is an act of another party involving contact intended to cause feelings of [physical pain](#), [injury](#), or other physical suffering or [bodily harm](#) [6]

It is well documented in studies of child physical abuse around the world that skin manifestations were the most frequent presentation, The rate of fractures in this study was 10.5% and head injury was 9.7% (El-Hak et. al., 2009)[7].

Regarding to the chilled emotional abuse. The result indicates that the mean of score was moderate significant in four items (Shows extremes in behavior, such as overly compliant or demanding behavior, extreme passivity, or aggression. Is either inappropriately adult (parenting other children, for example) or in appropriately infant (frequently rocking or head banging, for example. Is delayed in physical or emotional development. Reports a lack of

attachment to the parent).

Radford et. al. (2011) found that just fewer than 7% of the 18–24 year olds they questioned had experienced emotional abuse during their childhood.[8]

Emotional abuse can affect a child throughout their life especially their social and cognitive development (Riggs, 2010)[9].

According to the chilled sexual abuse, The result indicates that the mean of score was low significant in all seven items (Has difficulty walking or sitting. Suddenly refuses to change for gym or to participate in physical activities. Report nightmares or bedwetting. Experiences a sudden change in appetite. Demonstrates bizarre, sophisticated, or unusual sexual knowledge or behavior. When a chilled Runs away and Reports sexual abuse by a parent or another adult caregiver.

Other study in India by (Rosenzweig ,(2009) shows that 21.90% child respondents reported facing severe forms of sexual abuse and 50.76% other forms of sexual[10].

A fact that a recently released report by Human Rights Watch confirms in a report they released in Luck now, One look at the report on child sexual abuse termed, “Breaking the Silence–Child Sexual Abuse in India” and the horrifying reality would become more than evident. (Anjali, 2013).[11]

6–Conclusions :

group between 1–The findings of the study indicated that (44%) of teachers were in age (40–49) and (%1) in a group age (≥ 60).

were male. 2–High percentage of teachers were female represent (54%) and (46%)

Marriage 3– Majority of the sample having child (41%) between (1–3) child, (82%).

4–Most of the sample had graduate in institute represent (54%) and graduate in secondary school. (12%)

5–Majority of the sample residing in urban represent (94 %) and (6%) residing in rural.

7– Recommendation: –

1– Educational programs should be designed to increase people and teacher's knowledge and awareness about their child abuse.

2– Striking up the center to solve the child's problem.

3–Providing scientific booklet, TV program, publication and journal about child abuse.

4– Providing the special law to protect the child for abuses.

5– Recruitment of sociologist in all schools to decries the state of abuses.

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