

**THE ROLE OF THE PRIMARY SCHOOL TEACHER
IN DEALING WITH CHILD SEXUAL ABUSE**

by

SANPATHIE RAMPERSHAD

submitted in fulfilment of requirements

for the degree of

MASTER OF EDUCATION

in the subject

PSYCHOLOGY OF EDUCATION

at the

UNIVERSITY OF SOUTH AFRICA

SUPERVISOR: DR C A JANSEN

JANUARY 2000

"I declare that: THE ROLE OF THE PRIMARY SCHOOL TEACHER IN DEALING WITH CHILD SEXUAL ABUSE is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references."



SANPATHIE RAMPERSHAD

2000:01:31

DATE

DEDICATION

This work is dedicated to my mum (Mrs Rajdai Raghunath) and my late dad (Mr Rampershad Raghunath) for their inspiration and encouraging support towards my academic career.

To my husband

Gopaul Naidoo

My eternal thanks for his unstinting support and love throughout my studies.

ACKNOWLEDGEMENTS

- 1. God, for walking with me and for His ever-present guidance to accomplish this study.**
- 2. My supervisor Dr Cecelia Jansen for her professional assistance.**
- 3. Mr Norman Hall for his sincere, obliging and expert assistance in my empirical research.**
- 4. Mrs Surika Julyan for her assistance in the analysis of the questionnaire.**
- 5. Mr John Naidoo for his kindness and loan of his computer.**
- 6. Mr Roy Venketsamy for his ready assistance and proofreading.**
- 7. All the members of my family and friends for their encouragement and support which inspired me to complete this study.**
- 8. My sister Mrs Surya and her husband Mr Kishen Dhunpath for their assistance in proofreading.**
- 9. The principals and teachers of the Durban South Region for their co-operation in the administering and completion of questionnaires.**
- 10. Mrs Joan Van Niekerk, the Director of Childline for her assistance in drawing up the questionnaire and her encouragement to pursue this research.**
- 11. Mr Siva Govender for his expert editing and layout of this research study.**
- 12. Dr M M Spruyt, lecturer at the University of Zululand (Department of Afrikaans) for her expert, professional and obliging guidance, editing and proofreading of this research study.**
- 13. Dr M M Vos, lecturer at the University of Zululand (Department of Education) for her kind assistance and guidance.**
- 14. Prof Herman Bodenstein for his encouragement to complete my studies.**

2nd December 1997

TO WHOM IT MAY CONCERN

RE : ANNIE NAIDOO/RAMPERSADH

Ms Naidoo/Rampersadh is to be commended for undertaking a study on the role of the teacher in the primary school with regard to the management of child sexual abuse and the abused child within the school environment and educational system.

In our experience at Childline Family Centre, children appear most likely to report child sexual abuse, especially if this is happening in the child's own home environment, to a school teacher. This is possibly because, next to the parent, teachers tend to be perceived by children as caring, protective role models.

The teacher's response to the child's disclosure of abuse is critical. That response needs to be one of caring and concern for the child's well being, whilst recognising and respecting the often confused and ambivalent feelings and emotions children often have about the abuser. The teacher also needs to access the resources that the child needs in order to deal with the abuse and protect the child from further abuse.

After the child has been put in touch with other systems that assist with the management of abuse, the teacher still has a vital role to play. If he/she is the first person to whom the child has disclosed the abuse, then he/she may have to support the story of the child's disclosure in criminal court (if charges are laid) as the 'first report' witness.

The teacher may also continue to see the child on daily basis at school. As reports of abuse are processed by a number of complicated systems, the teacher has the opportunity to continue to offer the child emotional support on a daily basis. This is especially important in cases where other aspects of the child's life has undergone some drastic changes, e.g. where the child has been removed from their own family environment.

Sexual abuse and the sometimes traumatic events that follow disclosure may directly impact on the child's school performance and ability to concentrate at school. Here the teacher's role is to monitor these possible changes as they may be

Childline

THE CHILDLINE
FAMILY CENTRE

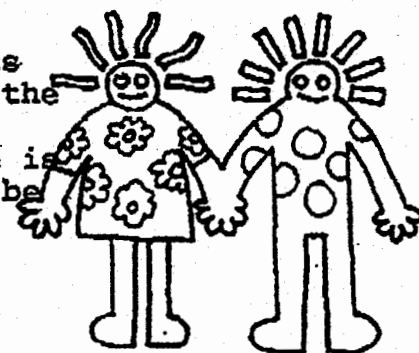
PO Box 37875
Overport 4067
123 Percy Osborne Rd
Durban, South Africa

Toll free crisis line
0800-055555

Treatment line
031-230904

Fax
031-236008

Fund raising # 06601009-006

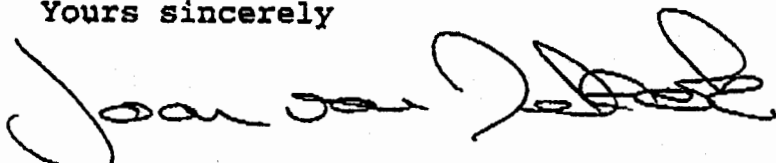


of significance in the ensuing court case, as well as to offer the child extra support in the learning environment.

The teacher may at this stage also work closely with other helping professionals who are offering the child support and assistance. Coordination of events in the child's life following disclosure may also be linked to how the child is generally coping and the child's performance and behaviour at school are significant indicators.

In view of the above comments on the role of the primary school teacher in the management of the sexually abused child, one can only applaud Ms Naidoo/Rampersadh's research as an effort to bring clarity to and recognition of this vital link in the life of the abused child.

Yours sincerely

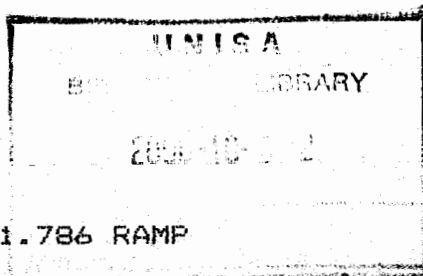


Joan van Niekerk
DIRECTOR

Dear Annie sorry for the delay in getting this done - you must feel VERY frustrated with me - apologies

Please change the content if necessary

Joan



0001759863

SUMMARY

The urgency of research in the field of *child sexual abuse* has inspired most efforts to be concentrated on treatment and counselling. An important objective of this study was to show that equal importance should be directed towards the identification, causes, effects and prevention of child sexual abuse. It became evident from the literature study that the catastrophe of child sexual abuse can be reduced if teachers, especially *primary school teachers*, are professionally trained to identify, protect, prevent, report, support and guide the sexually abused child or possible victims of child sexual abuse.

An empirical study to determine the importance of the role of the *primary school teacher* in dealing with child sexual abuse has been conducted. The results and the educational implications of the findings are discussed and finally guidelines are given to assist *primary school teachers* in their task of giving support and guidance to the sexually abused child.

Key Words:

Child abuse, sexual abuse, primary school child, the *primary school teacher*, *meaningful* role of the primary school teacher, support and guidance.

TABLE OF CONTENTS

	Page
CHAPTER ONE	
PROBLEM FORMULATION AND PROGRAMME OF THE RESEARCH STUDY	
1.1.1 BACKGROUND AND AWARENESS OF THE RESEARCH PROBLEM	1
1.2 STATEMENT OF THE PROBLEM	5
1.3 ANALYSIS OF THE PROBLEM	6
1.4 DEFINITION OF CONCEPTS	7
1.4.1 Child abuse	7
1.4.2 Sexual abuse	8
1.4.3 The primary school child	8
1.4.4 The primary school teacher	9
1.4.5 Meaningful role of the primary school teacher	10
1.4.6 Support	11
1.5 AIMS OF THIS STUDY	11
1.6 RESEARCH METHODOLOGY	12
1.7 DEMARCATION OF THIS STUDY	13
1.8 PROGRAMME OF THIS STUDY	13

1.9 CONCLUSION

CHAPTER TWO**CONSTITUENTS OF CHILD SEXUAL ABUSE**

2.1	INTRODUCTION	15
2.2	THE PREVALENCE OF CHILD SEXUAL ABUSE	16
2.3	DEFINITION OF CHILD SEXUAL ABUSE	17
2.3.1	A child	17
2.3.2	Sexual	18
2.3.3	Abuse	18
2.3.4	Child sexual abuse	19
2.3.5	A critical review of the definition of child sexual abuse	21
2.3.6	Suggestions that can help resolve unsettled issues of child sexual abuse	22
2.3.6.1	The setting	23
2.3.6.2	The ages and developmental level of the abuser and the child	24
2.3.6.3	The nature of the abuse	24
2.3.6.4	The effects and severity of the abuse	25
2.4	FORMS OF SEXUAL ABUSE	26

	Page
2.4.1 Legally defined terms of sexual abuse	27
2.5 A MULTIFACETED PHENOMENON OF CHILD SEXUAL ABUSE	29
2.5.1 The interrelation of child sexual abuse	30
2.6 THE CAUSES OF CHILD SEXUAL ABUSE	35
2.6.1 The child as a causative factor	37
2.6.2 The role of the family (particularly the parent)	39
2.6.2.1 Personality traits of family members and parents	40
2.6.2.2 Other contributory causes relating to increase in risk	41
2.6.2.3 The social and environmental conditions that increase risk	42
2.6.4 Political disturbance and unrest	43
2.6.5 Cultural practices and values	43
2.7 THE EFFECTS OF CHILD SEXUAL ABUSE	44

CHAPTER THREE**THE ROLE OF THE PRIMARY SCHOOL TEACHER IN DEALING WITH
CHILD SEXUAL ABUSE**

3.1 THE ROLE OF THE TEACHER (IN GENERAL)	49
3.1.1 Introduction	49
3.1.2 The interrelated task of the primary school teacher	51
3.1.3 The role of the primary school teacher in helping to combat child sexual abuse	52
3.1.4 Shortcomings and limitations of the teacher (with particular reference to the primary school teacher)	53
3.1.5 Factors of consideration for the primary school teacher	55
3.1.5.1 The community	57
3.1.5.2 The family	57
3.1.5.3 The child	61
3.1.5.4 Factors relating to the home and school	65
3.2 IDENTIFICATION	68
3.2.1 Indicators of child sexual abuse	69

	Page
3.2.2 Characteristics and traits more specific to child sexual abuse	75
3.2.2.1 Symptoms in younger children (childhood phase)	75
3.2.2.2 Symptoms in pre-adolescent and adolescent period	79
3.2.3 Characteristics exhibited by parents of sexually abused children that could facilitate identification	81
3.3 REPORTING CHILD SEXUAL ABUSE	83
3.3.1 Compulsory reporting: comparative explanation	83
3.3.2 A critical comparison of reporting procedure	84
3.3.3 The primary school teacher's responsibility to report	86
3.3.4 When to report	87
3.3.5 Guidelines for primary school teachers about reporting	89
3.3.6 Agencies to which reports can be made	91
3.4 THE ROLE OF THE PRIMARY SCHOOL TEACHER IN HELPING THE ABUSED CHILD IN THE CLASSROOM	92
3.4.1 The abused child in the classroom	93
3.5 THE ROLE OF THE DEPARTMENT OF EDUCATION	96
3.6 THE ROLE OF THE SCHOOL	96

3.6.1 Reasons for school involvement

97

3.6.2 Shortcomings and limitations of the school

99

	Page
CHAPTER FOUR	
EMPIRICAL RESEARCH: PRESENTATION AND ANALYSIS OF RESEARCH DATA	
4.1 INTRODUCTION	101
4.1.1 Development of a research design	102
4.1.2 Planning of the questionnaire	103
4.2 THE QUESTIONNAIRE AS A RESEARCH AID	104
4.2.1 The research instrument	104
4.2.1.1. The construction of the questionnaire	106
4.2.1.2 Selection of respondents	107
4.2.1.3 Distribution of the questionnaire	107
4.2.1.4 The questionnaire	108
4.3 COLLECTION OF DATA	109
4.4 PROFILE OF RESPONDENTS	112
4.5 DATA PROCESSING: STATISTICAL TECHNIQUE AND RESEARCH GOALS	115
4.5.1 Background	115

	Page
4.5.2 Statistical techniques	116
4.5.2.1 Chi-square test	116
4.5.2.2 Validity	117
4.5.2.2.1 Factor analysis	117
4.5.2.3 Reliability	118
4.5.2.3.1 Item analysis	119
4.6 RESULTS OF THE STATISTICAL ANALYSIS	119
4.6.1 Validity of the questionnaire as a measuring instrument in determining the role of the primary school teacher in dealing with child sexual abuse	119
4.6.2 Reliability of the questionnaire as a measuring instrument in determining the role of the primary school teacher in dealing with child sexual abuse	122
4.6.3 Chi-square tests to determine association between variables	124
4.6.4 Correlation to measure association between variables	132
4.6.5 Ranking	137
4.7 CONCLUSION	138

	Page
CHAPTER FIVE	
FINDINGS AND RECOMMENDATIONS OF THE RESEARCH STUDY	
5.1 INTRODUCTION	140
5.2 SUMMARY	141
5.2.1 Chapter 1	141
5.2.2 Chapter 2	144
5.2.3 Chapter 3	144
5.2.4 Chapter 4	144
5.3 FINDINGS AND RECOMMENDATIONS OF THE STUDY	144
5.3.1 THE ROLE OF THE SOUTH AFRICAN COMMUNITY	146
5.3.2 THE ROLE OF EDUCATION	147
5.3.3 THE ROLE OF THE PRIMARY SCHOOL TEACHER	148
5.3.4 THE ROLE OF THE SCHOOL	151
5.4 GENERAL RECOMMENDATIONS	156
5.4.1 The convention of the rights of the child and the Child Care Act	157
5.4.2 Prevention programmes	157
5.4.3 The law and child sexual abuse	158

	Page
5.4.4 The role of the police	160
5.4.5 Welfare agencies	160
5.4.6 Resources in the rural areas	161
5.4.7 Media	161
5.4.8 Multidisciplinary teams	162
5.5 CONCLUSION: THE ROLE OF THE PRIMARY SCHOOL TEACHER IN DEALING WITH CHILD SEXUAL ABUSE	163
BIBLIOGRAPHY	164
APPENDICES	xxii

LIST OF TABLES

Table 2.1	Multifaceted phenomenon of child sexual abuse	34
Table 4.1	Results of the validity test	120
Table 4.2	Reliability of research data	123
Table 4.3	Significant differences associated with age	125
Table 4.4	Significant differences associated with gender	128
Table 4.5	Significant differences associated with teaching experience	130
Table 4.6	Significant difference associated with grades being taught by respondents	131
Table 4.7	Significant differences associated with education level of the respondents	132
Table 4.8	A correlation between variables of age and teaching experience of respondents	133
Table 4.9	A correlation between variables:	
	• Number of sexually abused children encountered	
	• Number of sexually abused boys encountered	
	• Number of sexually abused girls encountered	134
Table 4.10	A correlation between actions taken teacher upon encountering incidents of child sexual abuse	135
Table 4.11	A correlation between characteristics displayed by sexually abused children	135

	Page
Table 4.12 A correlation between methods of reporting incidents of child sexual abuse	136
Table 4.13 A correlation between action taken by respondents when incidents are reported	136
Table 4.14 A correlation between actions of assistance given by respondents when incidents are reported	137

LIST OF FIGURES

Figure 2.1	The interrelation of child abuse	31
Figure 2.2	Causes of child sexual abuse	32
Figure 4.1	Age of respondents	113
Figure 4.2	Gender of respondents	113
Figure 4.3	Standards taught of respondents	114
Figure 4.4	Teaching experience of respondents (in years)	114
Figure 4.5	Educational level of respondents	115
Figure 5.1	Holistic approach to the recommendation of child sexual abuse	145
Figure 5.2	Standard operating procedure	152

CHAPTER ONE

PROBLEM FORMULATION AND PROGRAMME OF THE RESEARCH STUDY

1.1 BACKGROUND AND AWARENESS OF THE RESEARCH PROBLEM

At a launch of a National Programme of Action for Children and Report on Child Poverty, held on May 31 1996, the previous State President of South Africa, President Nelson Mandela made the following statement: "Our children are our nation's future and that prospects for development were seriously undermined by the kind of large scale deprivation of children that South Africa has experienced." On this occasion the President agreed that investing in the children's health, nutrition and education would not only improve South African children's quality of life but the gains will reverberate into future generations.

According to the Constitution (1996:13) the State of South Africa pledged its commitment to protect its children and grant every child the right to:

- A name and a nationality from birth.
- Family or parental care, or to appropriate alternative care when removed from the family environment.
- Basic nutrition, shelter, health-care services and social services.
- Protection from maltreatment, neglect, abuse or degradation.

This indicates that children are perceived as one of the country's most valued assets. The present South African Government of National Unity (1997) legislated its commitment to children by signing and ratifying the Convention on the Rights of the Child (see Appendix I).

According to Schurink (1996:9) the constitution and the ratification of the Convention on the Rights of the Child should have been introduced decades ago because 62% of the children in South Africa were reported to be victims to crimes of a sexual nature. The following facts about child sexual abuse were extracted from newspaper articles, the Child Protection Unit of the Human Sciences Research Council (HSRC) (Focus Forum 1996:10-15) in South Africa and Finkelhor (1984:56) in the United States of America:

- Child sexual abuse is not confined to the disturbed segments of the socio-economic strata of society (Finkelhor 1984:1).
- Boys as well as girls are high risk, up to 38% of all girls and 10 % of all boys (one in every ten) experience some form of sexual abuse before the age eighteen years (Finkelhor 1984:1).
- Only a fraction (one fifth) of all sexual abuse cases is reported (Thom 1996:15).
- Perpetrators are not only faceless strangers lurking in dark corners but persons known to the victim as well (Schurink 1996:10). Findings indicate that 83,5% of the perpetrators in South Africa were familiar to victims, of these 21,4% were acquaintance, 10,3% were relatives or other family members, 9,2% were friends, 6,3% were the neighbours, 17% were the fathers or stepfathers and 5,1% were the mothers (Schurink 1996:10). A similar situation was found in the United Kingdom. The Childline in the United Kingdom indicated that 95% of child sexual abuse cases came from within the child's family circle and acquaintances. The natural father being responsible for 51% of the cases relating to girls and 31% relating to boys (Sanderson 1990:12).
- Young or school-going children are most susceptible to sexual abuse; the average age amongst boys is 9,9 years and girls 9,6 years. Finkelhor (1984:18)

states that 22 % of the boys and 23% of the girls are sexually abused before the age of eight years.

- South Africa is one of the child sexual abuse capitals of the world. Only seven percent of reported sex crimes against children are prosecuted (Gillis 1998:13).

Finkelhor (1990:20), Carderelli (1990:3) and Glaser and Frosh (1989:3) agree that child sexual abuse is no longer a rare occurrence nor is it limited to the disturbed sections of the population. The Child Protection Unit of the South African Police Service indicated that during the period 1993-1994, officially reported rape cases against children increased from 4736 to 7 559 (63%) (Schurink 1996:8). A research study undertaken by the HSRC indicates that the age of children was positively related to the increase in occurrences (Schurink 1996:11). The peak age range in which children became victims was thirteen (13) to fifteen (15) years increasing by 30% and ten (10) to twelve (12) increasing by 20%. Children belonging to this age group are of school-going age (Schurink 1996:11). As a primary school teacher with fifteen (15) years of experience, the researcher fears that not enough is being done to help children who are victims of sexual abuse at schools. Although this may be a social problem that needs to be handled by the social and welfare services, Robertson (1996:59) believes that the primary school teacher can play a vital role in detecting any form of abuse and in helping the child cope with it.

According to Venketsamy (1997:4) the pressures of the modern world have resulted in parents being less able to cope with the task of parenthood alone. Therefore the school, particularly the *primary school teacher*, acting in *loco-parentis* towards their pupils, are charged with the task of sharing the responsibility and caring of children (Mackintosh 1987:24). According to the researcher an educator is more than a mere teacher of a subject. An educator seeks to impart to the child the qualities, which will enable him/her to reach responsible adulthood successfully. Children do what their parents and important others (in most cases the teachers) in their lives approve of (Kruger 1996:65). The teacher can play a major role in rebuilding the child's self

esteem and trust in others (Robertson 1989:59). Therefore it is important that the teacher ensures that this responsibility is fulfilled especially when dealing with sexually abused children.

With regard to the research topic, Hendrikz (1990:15) views the teacher as an integral part in the processes of detection, disclosure and therapy of child sexual abuse. Robertson (1989:58) states that the teacher is sometimes the only person to whom the first report of child abuse is made and therefore the teacher should not turn his/her back on abused children. According to Gillis (1994:157) the child should be reassured that he/she is right to inform the teacher. The child should be supported and encouraged by the teacher to rebuild his/her self-confidence. Child sexual abuse can be regarded as an injustice and devastation that needs care and healing. This comes from feeling and caring for the child (Lew 1993:xxiv). The primary school teacher should therefore be caring towards victims of child sexual abuse.

However, the trauma of the abuse can be reduced if teachers are trained to identify sexually abused children (Robertson 1989:58). Teachers can be trained to support and guide victims of child sexual abuse when the incident is being reported. Sanderson (1990:9) is of the opinion that those children who have benefited from positive therapeutic intervention may have been able to repair the damages of child sexual abuse and lead healthy and well-adjusted lives. But, according to Sanderson (1990:9) those who did not receive help to disclose abuse remained deeply scarred and could remain scarred throughout their lives.

Unfortunately there is a lack of literature on child sexual abuse (particularly about the *role of the teacher* in dealing with child sexual abuse) that could assist sexually abused children. Levett (1987:76) indicates that there is relatively little research in the area of child sexual abuse. The researcher agrees with Finkelhor (1988:10) that although public awareness and concern about the problem reflected in the media have been intensified, research has been slow to materialize and disseminated.

Haugaard and Repucci (1988:14-15) maintain that although meaningful action has been undertaken, the problem of child sexual abuse has not diminished. Intervention in terms of increased public awareness through the welfare agencies and the police have done little to alleviate the problem. Haugaard and Repucci (1988:13) are of the opinion that our knowledge about child sexual abuse is still at a rudimentary level. Hartman (1995:1) believes that research in this field is still in an infancy phase. The lack of literature and diversity of child sexual abuse phenomenon make it essential to define child sexual abuse clearly in order to understand its causes, effects and treatment.

1.2 STATEMENT OF THE PROBLEM

The problem that will be investigated in this study pertains to the educational perspectives concerning the role of the *primary school teacher* in dealing with child sexual abuse.

The following question requires answers and clarity:

In what way can the primary school teacher perform an important role in dealing with child sexual abuse in terms of identification, reporting, assisting and supporting and how can he/she interact with the different stakeholders to curb the incidence of child sexual abuse?

This research study will attempt to explore the extent to which the primary school teacher has a vital role to perform in the lifeworld of a child, especially, the *sexually abused child*.

Information highlighting specific roles and functions of the primary school teacher with regards to protection, support, prevention and reporting when dealing with child sexual abuse will be collated in this research study.

1.3 ANALYSIS OF THE PROBLEM

Schurink (1996:2) states that sexual offences against children in South Africa continue to increase at a rate of 29% per annum. A high percentage of sexual abuse occurred amongst children of school-going age (see Chapter 1.1 par. 2). According to Mackintosh (1987:24) at least half, if not more, cases of reported abuse and neglect involved children of school-going age.

Children spend most of the day at school with teachers. Robertson (1989:58) believes that because the child spends more than one third of his/her day in the care of teachers it is obvious that potentially teachers can assist in detecting any form of abuse. Teachers can play an important role in responding to the social problem of child sexual abuse (Mackintosh 1987:24).

According to Rees (1987:96) the teacher and other persons interacting with the child exert either a positive or negative influence on the child's developing personality. But, whether the teacher is able to assist the sexually abused child is controversial because there is a misconception that the teacher's role is merely to transmit academic knowledge.

According to Loening (1988:44) teachers are in the best position to identify:

- Changes in behaviour.
- Changes in standard of work.
- Depression in children.
- Sexual acting out.
- Attention seeking children.
- Withdrawal behavior.
- Injuries in children.

According to a report by Killian (1991:12) teachers are identified as an integral part of a team working with child sexual abuse. Teachers are sometimes the only professionals who are likely to have known the child before the disclosure of the abuse, and will continue to deal with the child in conjunction with the involvement of other professionals for some time afterwards. Teachers should make every child feel worthy, accepted, adequate, successful and proud to be the unique person he/she is. Each pupil should be helped and given assistance to set his/her own personal, realistic goals and aspirations (Killian 1991:12; Van den Aardweg and Van den Aardweg 1988:51). Dorfling (1998:15) regards teachers, especially junior primary teachers as surrogate mothers whom children worship. Therefore, according to the researcher, teachers have a powerful influence on children. Walters (1991:12) states that teachers may be the only adults with whom the sexually abused child has any positive relationship.

1.4 DEFINITIONS OF CONCEPTS

It is essential for the researcher to explain briefly the terms that are used so that the reader will understand the meaning and scope of the dissertation. The following concepts are identified as concepts that need clarification.

1.4.1 Child abuse

According to Gillis (1994:141) the term 'child abuse' was initially reserved almost exclusively to cases of violent battering or sexual assault. Gillis (1994:141) broadly defines child abuse as the intentional infliction of physical injury or emotional harm to a child, or the intentional hindering of a child's optimal development by a parent or custodian, by failing to provide the necessary conditions for his/her development as a person in totality. The term *child abuse* includes physical, emotional and sexual abuse and neglect. Lew (1993:13) believes that child abuse in varying combinations, duration and intensities can have devastating long-term effects on the child.

Although child abuse is mostly physical it can also influence the child's cognitive and psychosocial development. The scars of abused children are often deeply buried or hidden and these victims can feel permanently scarred and damaged and believe themselves to be unable to lead a happy normal life (Kruger 1996:59).

Any form of injury inflicted on or failure to protect a child against danger intentionally or intending to, should also be classified as child abuse. However, for centuries society has condoned infanticide, physical abuse, sexual abuse and other forms of exploitation of children (Hartman 1995:53).

1.4.2 Sexual abuse

Bagley and King (1990:237) broadly define sexual abuse as follows: "Any sexual activity or experience imposed on a child that is unwanted by the child at the time and which may result in emotional, physical or sexual trauma."

Sexual abuse can be described as the sexual exploitation and mistreatment of a child for the sexual pleasure or gratification of a significantly older person. It includes related offenses such as indecent exposure, obscene telephone calls, pornography, child molestation (inappropriate fondling, oral genital contact and mutual masturbation), child prostitution, attempted intercourse, incest, rape or sodomy. Sexual abuse is considered by most professionals to be the most severe form of maltreatment (Reber 1995:717; Gillis 1994:148).

A detailed exploratory study and a consensus regarding the definition of child sexual abuse will be presented in Chapter 2.

1.4.3 The primary school child

The primary school child is a child ranging between the ages of six (6) to twelve (12) years. The child enters the school, which is a new and perhaps unfamiliar

environment for him/her, only experienced as portrayed by older siblings (Van den Aardweg and Van den Aardweg 1988:182).

Vrey (1990:88) states that it is only possible to characterize or define the primary school child by observing his/her developmental process of independence. Each child possesses a driving force or a will to self-actualize. A primary school child can only fulfil his self-actualization with educational support. The educator should make the child feel secure so that he/she can venture into the unknown with confidence, knowing that he/she will make mistakes in his/her choices and decisions. The child will also know that he/she will be helped and guided and support will not be rejected (Van den Aardweg and Van den Aardweg 1988:50).

According to Kruger (1996:56-88) children between the ages six (6) to twelve (12) years can be categorized as the early childhood and middle childhood developmental phases. It is during this phase that children are vulnerable and susceptible to changes in life's experiences. Kruger (1996:56-58) states that children attach meaning to life based on other peoples' perceptions, ideals, norms and values and would do things to please other people. These characteristics can make the primary school child easily susceptible to abuse (Vrey 1990:11).

1.4.4 The primary school teacher

According to Van den Aardweg and Van den Aardweg (1988:234-235) a teacher is one who seeks to help youth to become equipped for life, to realize their (the children's) potential and to assist them on their way to self-actualization and to ultimate adulthood. Teachers are an important part of a pupil's world and not only influence his/her performance but also help in the rebuilding of his/her self-concept and trust in others (Robertson 1989:59). According to Dreckmeyr (1993:117) the primary task of a teacher is to develop and implement teaching-learning strategies. This does not mean that teachers should confine themselves to teaching-learning practice only. Teachers should be regarded as the provider of necessary external stimuli with a view to evoking the desired behaviour. The teacher is a living

curriculum in school, whose life and teaching concretely embody values, principles and norms and thus help to shape the life and world-view of pupils (Dreckmeyr 1993:117).

The high incidence of child sexual abuse (see Chapter 1.1 par.5) makes it essential for teachers to be aware of encountering sexually abused children in their classes. According to the researcher the *primary school teacher* can be regarded as a significant figure in the lifeworld of the primary school child. It is during this phase that children identify with other people's (teacher's) actions, values and beliefs. Therefore the primary school teacher can play a meaningful role that can ensure the development of a positive and healthy self-image in the primary school child.

1.4.5 Meaningful role of the primary school teacher

Barnhart and Barnhart (1988:1806) define 'role' as the part played in real life, or the part or function assumed by a person or thing. In social psychology it refers to any pattern of behaviour involving certain rights, obligations and duties which an individual is expected, trained and encouraged to perform in a given social situation (Reber 1995:673). Within this context both the child and teacher have specific roles to perform. The child according to Vrey (1990:11) is a human being or person born weak and unable to help him-/herself and needs to be educated. The teacher is seen as one of the persons who can fulfill this role.

According to Vrey (1990:205), the educator's/teacher's first task is to "...take notice of and encounter the educand, whom by virtue of his/her vocation he/she has to help, support, accept and encourage and to whom subjects have to be taught so that the educand can achieve self actualization in society."

1.4.6 Support

Reber (1995:772) describes support as the furnishing of comfort, recognition, approval and encouragement to another person. The term '*support*' means to give strength, courage, confidence, keep up, help or supply with necessities of life.

In this research study the researcher understands the term 'support' to mean a supportive role function, to be sympathetic to the problems, to be empathetic and to understand the problem, to share the problem and provide and sustain a supportive role to victims of child sexual abuse.

According to the researcher the term 'guidance' is consequential to support. Barnhart and Barnhart (1988:945) define guidance as the action of guiding and giving direction. Child guidance is concerned with the vast array of potential educational, emotional and behavioural problems that children may display. Guidance is counseling given to pupils in order to solve their problems (Reber 1995:325). Within the context of this research study the term '*guidance*' would mean help, assistance, direction, solutions and guidelines given to resolve a problem.

1.5 AIMS OF THIS STUDY

The fundamental aims of this study are:

- To pursue a study of ready available literature on the prevalence of child sexual abuse.
- To investigate the definition of child sexual abuse. (The various definitions will be studied with the intention of reaching a commonality on a uniformed definition).
- To undertake an empirical investigation on the role of the primary school teacher in dealing with child sexual abuse in terms of the following:

- * Identification of victims of child sexual abuse.
 - * Reporting of incidents of child sexual abuse.
 - * Assisting and supporting victims of child sexual abuse.
 - * Interacting with other stakeholders involved with child sexual abuse.
- To provide certain guidelines and recommendations so that accountable support can be rendered to pupils experiencing problems of sexual abuse.

1.6 RESEARCH METHODOLOGY

A study of the various literature sources and empirical investigations (quantitative and qualitative) relating to the role of the primary school teacher in dealing with child sexual abuse will be undertaken.

The methodology affected in this research study is as follows:

- An exploratory study of the relevant literature concerning *child sexual abuse*.
- A literature study of the role and functions of the *primary school teacher* in terms of identifying, reporting, supporting, preventing and protecting victims of child sexual abuse.
- An empirical (quantitative) investigation in the form of a structured questionnaire, to be completed by primary school teachers, to explore the importance of teacher involvement in child sexual abuse. The questionnaire will consist of questions on biographic details and information that will assist in identifying, reporting, supporting and protecting the primary school child from being a victim sexual abuse.
- Informal interviews (qualitative) with officials from of Childline, Social Welfare Agencies, Statistical Departments and a psychologist from the Department of Education and Culture will be conducted.

1.7 DEMARCATION OF THIS STUDY

In this study the researcher will focus on the role of the *primary school teacher* from a general perspective to a more specific one in dealing with sexually abused children. Although the primary school teacher will be singled out, the collated information can be pertinent to all teachers (Pre-primary, Primary and Secondary school teachers). It can be relevant to Secondary school teachers because there is a high level of sexual abuse amongst children below seventeen (17) years of age (Peter 1988:3).

Although the phenomenon of child sexual abuse is of universal concern, the researcher will restrict her empirical study to the teachers of the Indian population in the Durban South Region. The reasons for limiting this study to the teachers of the Indian population in the Durban South Region are because:

- Teachers of the other race groups are difficult to reach in terms of distance.
- Sources are not readily available.

1.8 PROGRAMME OF THIS STUDY

The following will be the further course of this study:

Chapter 2 will focus on the prevalence of child sexual abuse. It will review a range of definitions and propose a unified universal definition of child sexual abuse. It will describe other related issues such as causes, effects and the multifaceted nature of child sexual abuse.

Chapter 3 will provide a conceptual framework concerning the role of in *the primary school teacher* dealing with child sexual abuse. This chapter shall place special emphasis on the role of the *primary school teacher* in terms of identifying, reporting, preventing, protecting and supporting sexually abused children.

The planning and methodological issues of the research instrument will be explicitly explained in **Chapter 4**. It will introduce the reader to a review of presentation and analysis of the research data.

Chapter 5 will focus on the findings and recommendations based on the literature and empirical research.

1.9 CONCLUSION

Swarts (1996:5) states that "...the way in which a child victim is treated, will determine to what degree he/she will be able to cope with the trauma as well as his/her further development into adulthood." Approaches to treatment will therefore have to be well structured and designed to cater for the needs of the sexually traumatized child. The researcher agrees with Hartman (1995:xvii) that whichever techniques or modalities are employed, they should reflect comprehensive approaches which should encompass the emotional, cognitive and behavioural components inherent in the difficulties experienced by individual victims of child sexual abuse.

Hence, the purpose of this research investigation is to illustrate how complex the phenomenon of child sexual abuse is. In the next chapter the researcher will focus on the constituents of child sexual abuse. A detailed explanation of the different perceptions of child sexual abuse will be presented. The prevalence, causes and effects of child sexual abuse and its relativity to child abuse will be discussed.

CHAPTER TWO

CONSTITUENTS OF CHILD SEXUAL ABUSE

2.1 INTRODUCTION

According to Haugaard and Repucci (1988:14) it is important to have a concise understanding of the concept of child sexual abuse. This is vital because problem solutions are determined on the basis of problem definition. For example if child sexual abuse is an individual problem, the solution will involve an individual intervention. Likewise, if it is defined as an environmental situation, the solution will focus on environmental issues - the same to other influences.

This chapter therefore focuses on the definition of child sexual abuse according to its relation to other forms of abuse, its interrelation with education and the causes and effects of child sexual abuse.

However, reaching consensus on a universal definition is difficult. Garbarino and Gillian (*in* Haugaard and Repucci 1988:15) allege that the following issues should be considered when determining abusiveness:

- The intention of the act/actor.
- The severity of the abuse.
- The forms of the act.
- The effects of the act upon the recipient.

In view of the foregoing, this study will focus on the definition from a *multidimensional* perspective. The study will also endeavour to discuss the problem from a pedagogical perspective and its multifacetedness in terms of academic, social and personal development of the child.

In order to highlight the urgency of the problem, and to emphasise the relevance of the primary school teacher's involvement in child sexual abuse, the most recent figures indicating the level of prevalence are presented in the following section.

2.2 THE PREVALENCE OF CHILD SEXUAL ABUSE

Christopher and Kathleen (1991:58) have taken prevalence to mean the distribution of victimisation within the general population. The reason for incorporating prevalence and dimension in the research study is to authenticate the need for teacher involvement in child sexual abuse. Unfortunately, the statistics provided by clinical studies and mandated agencies are limited to only reported cases.

According to Pagelow (1984:24) only a fraction of life-threatening and cruel cases of child sexual abuse are reported because of a lack of a uniform definition or clear criteria upon which experts can reach common agreement. According to Kiesouw (1994:14), this may be so in South Africa as well, because sexual abuse is accepted as part of a broader social problem; as a child who is not by accident physically, sexually, mentally or psychologically harmed by a person in whose care he/she is in.

According to the Daily News (11 July 1996:7) the Child Protection Unit handled 16 083 cases of sexual abuse for the year 1995. However, because of under-reporting, it is difficult to establish the exact incidence level. Thus, the level of incidence can only be approximated. As claimed by many experts, the recorded cases are only the 'the tip of the iceberg' (Daily News 15 July 1996:5).

Because of the underreporting, the researcher has applied a ratio of (1:2) of reported cases of child sexual abuse as to unreported cases. Using the reported cases of 16083 in 1995 (Daily News 11 July 1995:16) the resultant figure will read 48 249. This may only be representative of single cases and it does not reflect either the number of times or the duration of the abuse. It would indeed be frightening to imagine the exact number if the duration and extent of the abuse are to be considered. Other

statistics regarding the prevalence of child sexual abuse are listed in Chapter One 1.1 par. 1.

According to Pagelow (1984:378) the problems plaguing research on sexual abuse are compounded by the lack of a common definition. The researcher is of the opinion that formulation of a comprehensive and uniform definition could assist in the identification, prevention, treatment as well as the prosecution processes of child sexual abuse.

2.3 DEFINITION OF CHILD SEXUAL ABUSE

Kiesouw (1994:15) maintains that child sexual abuse remains a problem because its complex nature and subjective experience make it particularly difficult to define. Anyone who is providing services and assistance to sexually abused children needs to have a comprehensive understanding of the phenomenon in order to guide and give support from a *holistic* point of view.

The problem of child sexual abuse has been deliberated and researched by psychologists, medical personnel, social workers, attorneys and the teaching fraternity. The problem is therefore investigated in different contexts, with each profession highlighting its own concern. Hence the problem is perceived differently from each perspective making the commonality of a definition difficult.

Before attempting to define what constitutes child sexual abuse it would be imperative to clarify the following concepts, namely: 'child', 'sexual' and 'abuse'.

2.3.1 A child

The Child Care Act 74 of 1983 (South Africa 1983) defines a 'child' as any person under the age of eighteen. Any person under the age of eighteen years is designated a child because of his/her dependence on adults structurally, psychologically, economically, socially and academically (Robertson 1989:3).

2.3.2 Sexual

According to Finkelhor (1984:23-24) the concept 'sexual' in an abusive context refers to any peculiar or aversive activity of sex. The abusive nature and characteristics would be discussed in relation to the age and developmental level of the participants. Finkelhor (1984:23-24) refers to sexual victimisation as sexual encounters, which include intercourse, anal-genital contact, fondling or exhibitionism.

2.3.3 Abuse

Child abuse does not procure a legally accepted uniform definition legally. According to Maurer (1991:6) in the Child Care Act No. 74 of 1983 (South Africa) the term 'ill treatment' is employed instead of the term 'child abuse'. Child abuse is the imposition of deliberate acts of abuse or abandonment that leaves evidence of long-term abuse or neglect of the child, whether it is physical, emotional or sexual.

Green (1980:4-5) describes child abuse as the infliction of serious injury upon young children by parents or caretakers. The injuries include fractures, subdural haematoma and multiple soft tissue injuries, often resulting in permanent disability and death. Green (1980:4) substantiates this definition as being non-accidental physical injury inflicted on children, encompassing a total range of physical injury. In a handout, *Child Abuse*, published by the South African Society for the Protection of Children against Abuse and Neglect (October 1988), the concept 'abuse' is defined as non-accidental injury, including acts of omissions inflicted by parents or guardians with no reasonable explanations.

According to Pagelow (1994:23) abuse is described as acts of omissions and commissions that impairs the physical and emotional development of the child, including corporal punishment, emotional deprivation, sexual abuse or exploitation. It also stipulates that the act of inflicting injury or allowing the injury to result rather than the degree of injury is determinant for intervention. Pagelow (1994:23)

indicates that in California the definition of 'abuse' includes the act of inflicting injury as being equally criminal or offensive as the degree of injury.

In South Africa, on the contrary, emphasis is placed on the degree of injury rather than the act of injury. The law insists on physical evidence in order to prove that a committed act is criminal or offensive. The researcher is of the opinion that the law should mandate that any act, intention or degree of injury be given equal consideration because they all have detrimental effects on the developmental process of the child. Hartman (1995: xv) agrees that the hidden scars of sexual abuse may stay with these children throughout their lives.

2.3.4 Child sexual abuse

The finality of a common and universal definition is controversial because many researchers in human sciences and other experts have made invaluable contributions towards the definition with emphasis placed in their own fields.

Robertson (1989:3) perceives child sexual abuse from within a South African context and defines it in general terms. Child sexual abuse is regarded as any sexual activity with a child (under the age eighteen) who cannot give informed consent. Robertson (1989:3) divides it into two broad categories; abuse that takes place *within the family* (interfamilial abuse) and that which occurs *outside of the family* (external familial abuse).

Mrzarek (1982:11) describes sexual abuse within a legal frame of reference, as acts being classified by criminal acts such as rape, incest, unlawful sexual intercourse, buggery and indecent assault. Killian and Ruciman (1991:ix) refer to Elliot's definition of sexual abuse as sexual exploitation of a child by an adult at an age inappropriate to the adolescent for the gratification of the adult or the adolescent. It specifies the form of abuse as ranging from obscene telephone calls, indecent exposure or voyeurism or acts such as fondling, molesting or taking pornographic pictures, intercourse or attempted intercourse, rape, incest or prostitution. The

number of times it occurred, or whether the perpetrator was homosexual or heterosexual is immaterial.

Although the above definitions may seem comprehensive there are certain crucial issues that have been omitted. Although the major forms of abuse were included in the definition it excluded other forms of sexual abuse like sodomy, paedophilia and verbal abuse. Furthermore, Elliot's definition does not include the fact that child sexual abuse could be a violation of human rights, dignity and all social norms.

For the purposes of this study child sexual abuse should be regarded as an all-inclusive phenomenon that affects all aspects of the child, including personal, social, cultural, psychological, and emotional. The following points will be taken into consideration:

- The child's developmental maturity.
- The child's ability to consent to any form of sexual activity.
- The nature of the abuse.

A Standing Committee of Sexual Abuse of Children (SCOSAC) has taken cognisance of these issues. Child sexual abuse is defined as any child who is below the age of consent to have been sexually abused by a sexually mature person by design or neglect of his/her usual societal or specific responsibilities which was intended to lead to the gratification of the sexually mature person (Glaser and Frosh 1989:5).

This definition of child sexual abuse pertains to whether or not it:

- Involves explicit coercion by any means.
- Involves genital or physical contact.
- Is initiated by the child (for example for financial reasons).

- Has discernible harmful outcomes in the short term.

The definition also takes cognisance of some of the following important issues relating to child sexual abuse:

- The development level of the child.
- The implication of sexual abuse.
- The nature of the abuse and its relationship to the other forms of abuse.

It considers the issue of exploitation of power of the abuser against the abused. There is an agreement that the act is offensive, whether or not coercion was involved.

According to the researcher an important criterium which should be included in the definition is that of society sharing a collective responsibility for the problem. The child forms an integral part of society and as such society owes the child an allegiance in assisting with the problem of child sexual abuse.

The following paragraph provides a critical review of the definition of child sexual abuse.

2.3.5 A critical review of the definition of child sexual abuse

Although the definitions in the preceding section cover most aspects of child sexual abuse, there is still a need for greater clarification and specification. According to the researcher, the definition of child sexual abuse is vague and it fails to specify other decisive elements of child sexual abuse. The upper age limit and non-contact abuse, for example, are important elements that need clarification.

Sanderson (1990: 13) offers the following explanation that clarifies these issues:

- *Age limitation*

Age limitation considers the interpretation of child sexual abuse to mean only experiences that occur between the child and an adult. There is no denial that offences are committed amongst peers as well. Teenage girls, for example, undergo great pressure and coercion from their peers into performing sexual activities (Sanderson 1990:13). Sanderson (1990:13) cites the definition of child sexual abuse as excluding consensual sexual activities between peers.

- *Non - contact abuse*

Whether non-contact abuse should be regarded as offensive or criminal remains controversial. Non-contact abuse should be considered criminal because exhibitionism, for example, generates shock and fear and thus merits the same consideration as contact abuse which in some cases, according to the researcher, can be intimidating to the child.

Glaser and Frosh (1989:5) maintain that certain sexual propositions coming from inappropriate sources such as a father/brother/teacher can have presumably significant psychological impact on the child. Exhibitionism and verbal experiences according to Glaser and Frosh (1989:5) constitute the same category of seriousness as acts that violate the child's body.

2.3.6 Suggestions that can help resolve unsettled issues of child sexual abuse

Glaser and Frosh (1989:5-8) maintain that unsettled issues relating to the definition can be resolved by classifying child sexual abuse into setting, developmental age, nature of abuse and severity.

Classifying the definition as above would assist in:

- Determining the most appropriate sentence for the offence committed.

- Affording personnel or professionals handling sexual abuse cases greater insight with regard to identification, reporting and providing some form of therapy or assistance to the victim.

A more detailed explanation of these issues is presented below.

2.3.6.1 The setting

It is essential that personnel concerned with child sexual abuse (the primary school teacher in particular) familiarise themselves with the related minor details. The setting refers to where the abuse occurs, that is whether it occurred *within* or *outside* the family (interfamilial or extrafamilial).

Glaser and Frosh (1989:6) describe interfamilial sexual abuse as any kind of sexual exploitation between relatives (irrespective of how distant). It implies any abuse occurring either within the immediate family or amongst members from extended families, including relatives, grandparents, aunts and uncles.

Russels (1986:135-6) defines *extrafamilial* sexual abuse as unwanted sexual experiences with persons unrelated by blood or marriage, ranging from petting, exhibitionism, verbal abuse to rape (completed or attempted forcible rape experiences). Examples of these cases are when offences are committed by any person outside of the family circle, either the neighbour, an after school care giver, a sports coach or any person unfamiliar to the child.

It is important that the teacher establishes a close rapport with the parent or home. This can help to identify possible cases of child sexual abuse. The environmental conditions, attitudes and personalities of parents can reflect the status of the child.

2.3.6.2 The ages and developmental level of the abuser and the child

Glaser and Frosh (1989:16-20) maintain that age must be understood to constitute the chronological as well as the psychologically designated age of the persons involved. Situations related to handicapped children especially must be considered. Age restrictions cannot be enforced on mentally handicapped children (Glaser and Frosh 1989:7).

Sexual abuse involves the use of coercion either explicitly or implicitly. The act is therefore considered abusive or criminal. Child sexual abuse does not occur only between adult and child, it is also prevalent between adolescent and adolescent. Adolescents are also guilty of criminal and abusive acts against children younger themselves (adolescents) (Sanderson 1990:13).

Age is an important criterion in the incidence of child sexual abuse and it has been indicated that abuse is highest amongst children of school going age (Chapter One par.1.1).

They (school children) should be more prudent and perceptive of symptoms of sexual abuse. Teachers should make children, especially primary school children aware of such possibilities because they seem to be most vulnerable to sexual abuse (Schurink 1996:11). Therefore teachers are considered best suited in identifying victims or potential victims of abuse.

2.3.6.3 The nature of the abuse

The nature of the abuse has to be appraised in terms of its relationship to other forms of abuse. The nature of abuse refers to the type of abuse, whether it is incest, molestation, exhibitionism, rape, pornography or intercourse. According to Schurink (1996:26) in South Africa and the rest of Africa, sexual exploitation of children forms part of the wider phenomenon of child abuse.

According to the researcher the nature of sexual abuse needs to be more specifically defined. It should include intended or attempted acts that have harmful sexual implications and should take cognisance of the use of a position of power to manipulate another for one's own gratification against the dictates or well being of the minor.

2.3.6.4 The effects and severity of the abuse

The South African legal system measures the extent of the abuse in terms of the physical injury and severity. It also measures whether the abuse includes physical as well as emotional injury, whether it includes neglect or whether it involves just one form of abuse (Pagelow 1984:244). Another important instrument that measures effects and severity is the duration of the abuse, for example whether it occurs just once or whether there is continued occurrence. Research (as early as 1979) conducted by Tsai, Feldman, Summers and Edgar (1979:407-417) points out that abused women who reported themselves as still being disturbed by their abuse had experienced abuse for a longer period of time. Pagelow (1984:381) regards any form of abuse as abhorrent and aversive and should be treated with the same seriousness as that of murder. It can destroy the self image of the child for the rest of his/her life. The extent to which the child's self image is damaged will be discussed in greater detail in Chapter Three.

In evaluating the attempts that have been made by researchers and clinicians to define the concept 'child sexual abuse', it is argued that no universality or real consensus on what should be subsumed or contained has been reached. Therefore, until such time as a definition is formulated, researchers will still have to rely on the use of a 'working definition' that best expresses their own beliefs and situations.

Having investigated the different definitions the researcher has attempted to formulate a definition of child sexual abuse, taking into consideration important aspects such as age, intent or act, the responsibility of society and the type of abuse.

'Child sexual abuse' can be defined as a criminal act inflicted on a child below the age of consent (with no age limitations on handicapped children), by an adult or age inappropriate person, by design or neglect of society or specific responsibilities in relation to the child who engages, intends or permits the engagement of any sexual activity, whether through contact or non-contact, explicit or implicit, which is intended to lead to the gratification of the sexually matured person, whether it occurred in an intrafamilial or extrafamilial context.

Besides having an informative knowledge about a 'good working definition' of child sexual abuse, it is important for teachers (especially the primary school teachers) to have an updated knowledge of the different forms of child sexual abuse.

2.4 FORMS OF SEXUAL ABUSE

Child sexual abuse is generally labelled criminal only if it involves rape or intercourse. Child sexual abuse does not exist only within the limitations of sexual activities. This phenomenon is qualified to include sexual molestation, sexual assault, sexual exploitation and any form of intent or attempted abuse (Robertson 1989:5).

These terms have specific legally defined labels. Because of the constant changes in the law and in technical legalities it is imperative that persons concerned with child sexual abuse update their knowledge on a continuous basis. Updated information would be of invaluable assistance to teachers in order to identify and protect children against sexual abuse because sexual abuse is not limited only to unlawful carnal intercourse. Criminal sexual offences are extended to include those described below.

2.4.1 Legally defined terms of sexual abuse

Pienaar (1996:16) contends that sexual crimes can be divided into two groups, namely statutory and common-law offences. Statutory offences are actions declared as crimes by an Act, Regulation or Ordinance, for example:

- Prevention of Family Violence Act, 1993 (Act 133/1993).
- Child Care Act, 1983 (Act 74/1983).
- Sexual Offences Act, 1957 (Act 23/1957).

Robertson (1989:4) cites some of the following terms of sexual abuse as common-law crimes:

- *Rape*

Rape is classified as a common-law crime and statutorized rape. Pienaar (1996:16) defines rape in terms of a common-law crime and it is committed when a male person has sexual intercourse with a female person against her will. This is an accepted norm of society as well. Statutory rape refers to the prohibition of sexual intercourse between adults and children under the age of sixteen. Statutory rape also refers to sexual intercourse between female and male against the will of the male.

- *Indecent assault*

Pienaar (1996:16) defines indecent assault as the unlawful and intentional assault of another with the objective of committing an indecency. It involves sexual contact with a person against his/her will, including fondling, masturbation or any form of sexual acts that are not sodomy or rape.

- *Sodomy*

Sodomy is the unlawful and intentional anal intercourse between two male persons. This type of offence is common amongst prisoners (Robertson 1989:4).

- *Child Prostitution*

According to Robertson (1989:5) Section 9 of the Sexual Offences Act was amended to protect children against prostitution. The implication is that no parent or guardian is permitted to use a child for prostitution as an income.

- *Exhibitionism or Voyeurism*

Pienaar (1996:16) describes exhibitionism and voyeurism as indecent non-contact exposure/abuse for sexual pleasure and gratification. Exhibitionism and voyeurism may not have any physical implications but its psychological impact and harm to the child is significant (Pienaar 1996:16).

- *Verbal Abuse*

Verbal abuse is an attempt by the perpetrator to achieve stimulation through sexual talk with a child (Robertson 1989:5). Obscene telephone calls are most common forms of verbal abuse. Verbal abuse is an invasion of an individual's privacy, and the results can cause grave psychological impairment (Robertson 1989:5).

- *Crimen Injuria*

This is a common-law crime, which protects the child against impairment of his/her dignity and honour. It includes indecent exposure and suggestions. The perpetrator is usually charged with this offence for reasons that he/she has not committed any one of the more serious offences mentioned above (Pienaar 1996: 4).

- *Paedophilia*

Paedophilia is an offence committed by a person whose primary sex object is the child. A paedophile may abuse one child, but it is more common for him/her to be simultaneously involved with a group of victims (children) (Reber 1995:547).

Although most cases of sexual abuse in the Republic of South Africa reach the level of the court they are usually acquitted (Daily News 10 July 1994), whilst some sentences against child sexual offences are very lenient. For example the following case of little Samantha can be an indication of the leniency of the South African legal system.

The biological father, step-brother and the step-mother were given ten and five years respectively for savagely and sexually assaulting an harmless, acquiescent seven year old child, Samantha (Daily News 10 July 1994). How can this sentence be justified in terms of the seriousness of the trauma and damage caused to the child?

From the above it is clear that child sexual abuse is a *multifaceted* phenomenon because of the different forms of sexual abuse, which because of its complexity, warrants further elucidation.

2.5 A MULTIFACETED PHENOMENON OF CHILD SEXUAL ABUSE

Child sexual abuse can be regarded as a multifaceted phenomenon because it affects the child's personal and social life. Child sexual abuse may be perceived as an inter-related phenomenon with the other forms of abuse. One may argue that when a child is sexually abused the child can experience physical and emotional pain. According to Rees (1987:96) teachers therefore need to be aware of many varied signs of sexual abuse including physical and emotional abuse. Rees (1987:96) believes that the

experience of sexual abuse has a profound influence on development including personality, character and behaviour.

As mentioned in Chapter Two: par. 2.3, child sexual abuse is a sensitive and complex phenomenon. It includes other elements related to a broader social process as well as its intimate personal interactional relationship between the victim and the perpetrator. It can affect the relationship between the victim and the other spheres of social life, for example his/her peers, members of the community, school or personnel and any person who possibly gets involved in assisting with the problem. Rees (1987:96) is of the opinion that in order to come to a conclusion or suspicion as to whether any child is being abused (or is at risk) teachers need to broaden their framework of reference to include not just the child in the classroom but also his/her immediate/extended family and the community and environment in which he/she lives.

At a conference: *The prevention and protection of children against abuse and neglect*, held in July 1995 at the University of Durban-Westville, local experts as well as experts from abroad, unanimously agreed that a multi-disciplinary and inter-disciplinary approach to the investigation of child sexual abuse can benefit all agencies concerned with child sexual abuse.

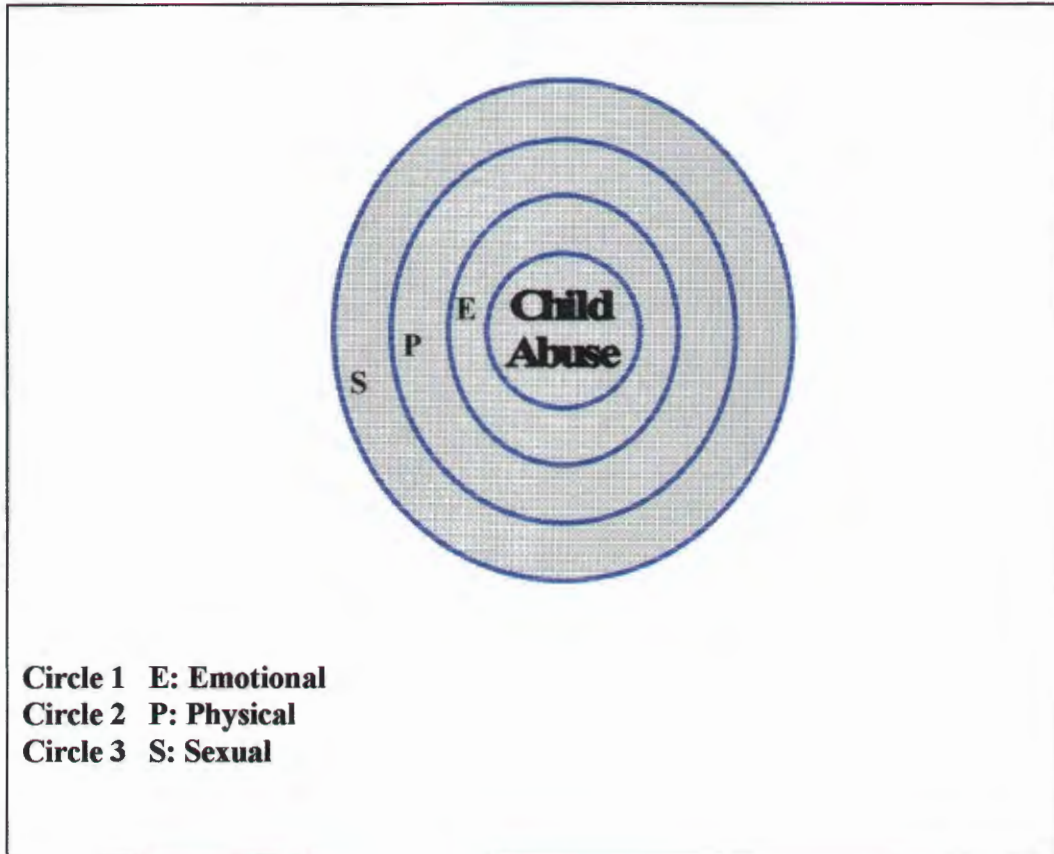
The multifaceted phenomenon of child sexual abuse in terms of its interrelationship with the other forms of abuse and its interactional process with other broader social processes will be discussed in the next section.

2.5.1 The interrelation of child sexual abuse

Child sexual abuse can be conceptualised as a part discipline that includes all other forms of abuse. It is a form of abuse where occurrence can be related to physical abuse and neglect and emotional abuse and neglect.

Figure 2.1 offers some clarity and specification on the interrelatedness of child sexual abuse with other forms of abuse.

Figure 2.1: The interrelation of child abuse



The different forms of child abuse can be perceived as *independent* as well as *interdependent* concepts. The following explanation proclaims that the effects of the abuse become more severe and detrimental as one moves outward on the paradigm (as seen in the above figure). Sexual abuse, according to the researcher, can be seen as most severe because it includes both physical and emotional forms of abuse:

- **Circle one**

According to Hartman (1995:54) **emotional abuse** or neglect is repetitive psychological cruelty, which causes the child to suffer. It is deliberate behaviour that undermines the development of emotional competence and involves verbal

ridicule and personally demeaning comment to the extent that the child's well being is jeopardised. Emotional abuse is part of any form of child abuse, since it is during childhood that children are particularly vulnerable to emotional and psychological scarring from trauma of maltreatment (Maurer 1991:6).

It is a phenomenon that can also exist in its own right. It does not necessarily involve either or both of the other forms of abuse, that is, physical or sexual.

- **Circle two**

Physical abuse is defined as inflicting injury such as bruises, burns, lacerations, head injuries or any other form of physical harm lasting for forty eight hours. This includes corporal punishment (Hartman 1995:54).

From the researcher's point of view, any form of physical abuse or neglect inflicted on a child would also have emotional implications. Children exposed to such abuse or injury would inevitably suffer psychological trauma as well.

- **Circle three**

Sexual abuse or neglect encircles emotional and physical abuse. Sexual abuse has many complexities together with its emotional and physical implications. As mentioned in Chapter 2.5 a victim of sexual abuse consequently suffers physical as well as emotional instability increasing the extent, severity and impact of sexual abuse which is at its greatest at this level.

The catastrophic experience of child sexual abuse does not terminate at the occurrence of the abuse. It involves interaction before, during and after the incident with the perpetrator and other members of the child's lifeworld. Child sexual abuse has an evolutionary effect. It affects the child's personal well being as well as relationships with others around him/her; for example, families, friends, teachers, religious ministers, and extending to people attempting to understand and study the

problem, for example doctors, social workers, personnel from the legal profession and other concerned persons who are involved (Hartman 1995:54).

An explanatory example of this situation is a case where a victim of sexual abuse displays emotional disturbances. This results in an estranged relationship with the members of the family, refusal to eat and deterioration in health. The deterioration in health involves interaction with a physician. The child's refusal to attend school results in interaction with teachers, peers and management personnel (Hartman 1995:54).

The researcher is therefore of the opinion that child sexual abuse can be perceived as a circular *interactional* process rather than a linear one. It results in the recurring, detrimental development of the child in totality. It affects the academic, social, cultural and moral development of the child. The process of growing up occurs within the framework of a system, which can be classified as:

- The family.
- The school.
- The society.

When one relates this to the Systems approach, the child can be regarded as an institute, interacting simultaneously with the other institutions that function as sub-structures. Any change or imbalance in any of the sub-structures will have an evolutionary reaction and change in the other sub-structures. Child sexual abuse can be analysed in a similar manner. When a child undergoes this *traumatic* experience of sexual abuse, it would disturb the equilibrium within the other sub-structures. This disequilibrium can cause dysfunctioning within the other institutions like the family, the school and society. The pre-requisite for a sound socialisation process is the harmonious interrelationship or interaction of all persons within these structures.

From the above analogy it can be rationalised that sexual abuse or neglect initiates a change in the child and will consequently result in changes within the others in the family, the school and the community. One of the key figures in the life of the child is the teacher. Therefore, the researcher would like to stress that the *primary school teacher*, within the sub-structure of a school, can perform a crucial role in assisting the sexually abused child.

The following Table 2.1 explains the multifaceted phenomenon of child sexual abuse. It is evident from Table 2.1 that the teacher has an important role to perform in the lifeworld of the child. The teacher notably serves as an *intermediary between childhood and adulthood*. The aim of the teacher as explained in Chapter Three, is to assist the child into leading a meaningful existence into adulthood.

Table 2.1: Multifaceted phenomenon of child sexual abuse

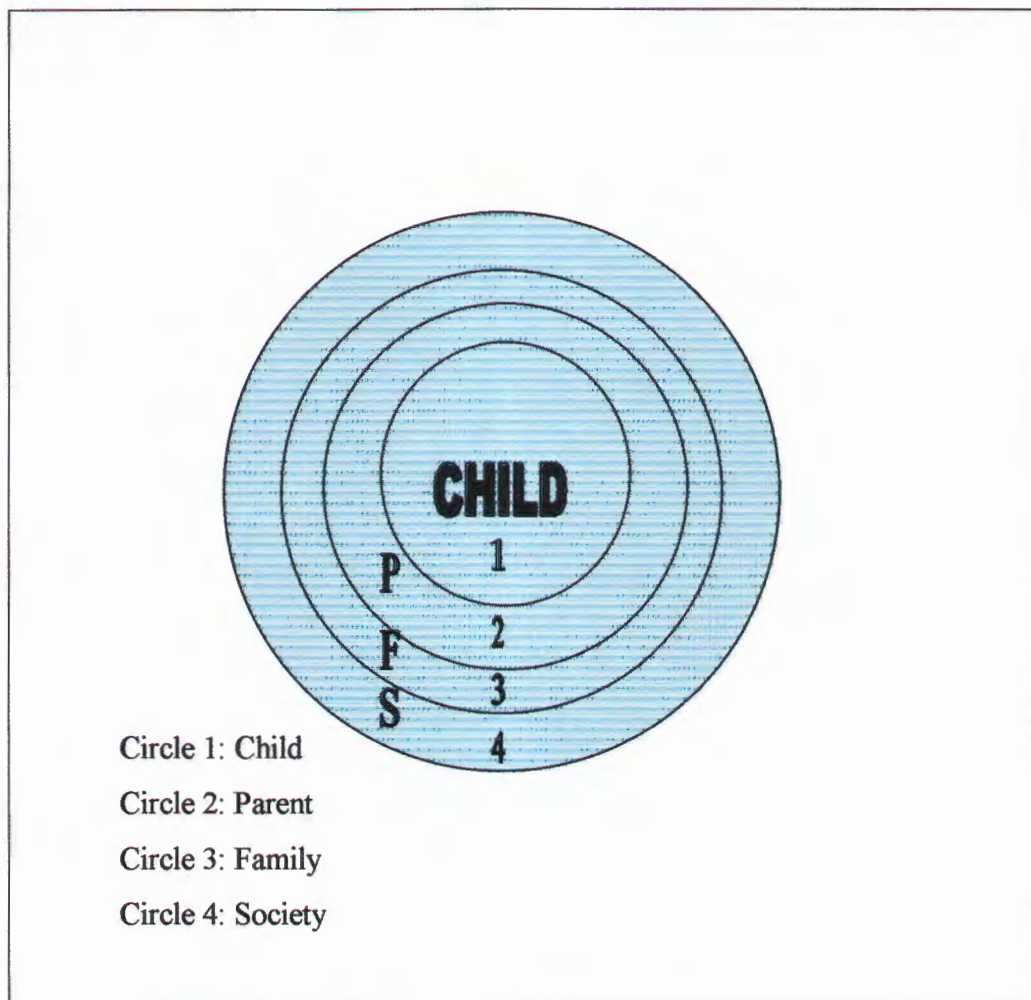
CHILD		
FAMILY	SCHOOL	SOCIETY
Parents	Principals	Neighbours
Siblings	Teachers	Friends
Cousins	Peers	Medical Practitioners
Grand-parents	Counsellors	Cultural Ties Social Workers

It is also evident that any attempt to deal with the problem would require a multi-disciplinary approach. Being a sensitive issue, it requires a comprehensive programme, an innovative management strategy and integration and co-ordination of

the various agencies. It cannot be resolved by one discipline or element alone. A single case may require or involve the interaction of the hospital staff, social workers, lawyers, court officials, school personnel, teachers, etcetera. Being a *multidisciplinary phenomenon*, the causes of this problem are discussed at length in the next section.

2.6 THE CAUSES OF CHILD SEXUAL ABUSE

Willows (1988:vi) indicates that there can be *no single cause* of child abuse and sexual abuse, furthermore that abuse occurs through the *interaction* of various factors in a child's life. The researcher has illustrated by means of a systems approach in Chapter Two: par. 2.5.1 that child sexual abuse and exploitation are rooted in many structural problems. The causes of child sexual abuse can likewise be described as an interrelated process: it evokes *interaction* with other individuals and aspects of life. Its relationship is affected by the family, school, socio-economic and socio-environmental conditions. It is therefore important to consider the child's experiential world in totality. Child sexual abuse can be better understood by using the circular causality model as illustrated in Willows (1988:vi). See Figure 2.2 Causes of child sexual abuse, on the next page.

Figure 2.2: Causes of child sexual abuse

According to Willows (1988:vi) the perpetrator may be a member from either one of the concentric circles (Circle 2: Parent; Circle 3: Family; Circle 4: Society). The *interaction* between the perpetrator and the victim results in the dysfunctioning in the other elements that constitute the child's experiential world. The *interpersonal* and *interactional* relationships amongst individuals within the concentric circles are causal factors that heighten the rate of crime, specifically child sexual abuse (Willows 1988:iv-v). The component of each of the concentric circles is discussed individually to illustrate its appropriateness.

2.6.1 The child as a causative factor

The child can be perceived as the greatest risk factor of sexual abuse. According to Schurink (1996:26-28) the reasons furnished below can be indicative of *how* the child can present him-/herself as provocative or vulnerable to sexual abuse:

- *Powerlessness / Power Exploitation*

An *imbalance* exists between the adult and child where the child is both physically and psychologically immature in relation to the adult. The adult has the power to abuse the child simply because of the defenceless and weaker nature of the minor.

- *Dependence on adults*

The child becomes an easy prey because of his/her dependence on the adult economically, socially, culturally, physically, emotionally, intellectually, etcetera.

- *Trust and misconceptions of adults' actions*

Usually a relationship exists between the adult and child. The perpetrator consequently uses this to his/her advantage and pursues his/her abusive actions and intentions.

- *Physical stature of the child*

A frail, weak, sickly or handicapped child is exposed to greater risk than a normal child.

- *The physical or mental stature of the mother or care giver of the child*

The risk of child sexual abuse is increased when the mother or the care-giver is either physically or mentally ailing or is ineffective.

- *The absence of the mother*

Children are more vulnerable to abuse when there is an absence of the mother. This is a common cause of sexual abuse because the absence of a mother often demands that her duties be fulfilled by another child (in most cases the elder daughter). When the child assumes the duties of an adult, he/she is regarded as an adult and becomes a substitute mother who is expected to satisfy needs, including the personal desires of an abusive father.

- *The unwanted or neglected child*

Unwanted children suffer an increased amount of neglect. This neglect in turn poses little or no threat to the abuser.

- *Easy accessibility*

Children are least occupied with responsibilities and this affords them enough leisure time, making accessibility to abuse very convenient.

- *Street children*

A single night spent on the streets can already mean sexual abuse. Offering sexual services for survival becomes a logical next step.

Although children present themselves as high risk the family and parents should share greater responsibility in minimising exposure of children to sexual abuse.

2.6.2 The role of the family (particularly the parent)

The family system, and particularly parents, has become the focus for most attempts to determine causes of child sexual abuse. Willows (1988:viii) maintains that understanding the family structure has crucial relevance in assessing the degree of risk of child sexual abuse.

Cooney (1991:49) concurs, and shows that the composition of families varies greatly. The definition of a family is not just limited to the parents and the children, but is extended to include relatives, grandparents, as well as the immediate members of the family. Factors that make significant contributions to the escalated rate of child sexual abuse within the family structure can be delineated according to Schurink (1996:25):

- Alcohol abuse.
- Drug abuse.
- Stress from demands of work.
- Working parents.
- Poverty (indigent or inadequate income).
- Unemployment.
- Insufficient leisure time.
- Materialistic demands.
- Traditional and cultural practices and values.

In addition Cooney (1991:49-65) attributes the following reasons as to why the family can increase the risk of child sexual abuse:

- Marital problems.
- Health problems.
- Interpersonal problems.
- Mental illness or retardation.
- Dependent/ Domineering husband.
- Dependent/ Domineering wife.
- Possessive/ Passive husband or wife.

According to Schurink (1996:25) family breakdown in terms of migration to urban areas, increasing the number of nuclear families, heightens the rate of child sexual abuse.

Another contributory factor to child sexual abuse is the personality traits of family members. Discussion on this important factor will be presented in the next section.

2.6.2.1 Personality traits of family members and parents

The personality traits and characteristics of members of the family including parents can be effective indicators of the risk of sexual abuse. Pagelow (1984:198) identifies the following traits as characteristic of abusing families and parents:

- Socially isolated families that have difficulties in communicating or relating to other people are rated susceptible.
- Immature personalities or young parents are conducive to abuse.
- Neuroticism or parents who suffer mental or nervous disorders.

- Schizophrenic parents also make the child vulnerable to abuse.
- Victims themselves are usually persons who have had similar experiences.

Besides these personality traits of parents and the family there are other general factors that can increase the risk of child sexual abuse.

2.6.2.2 Other contributory causes relating to increase in risk

The cause of child sexual abuse cannot be regarded as a singular factor. There are also other general factors that contribute to the high risk. According to Schurink (1996:25) these can be listed as follows:

- Single or divorced parents.
- Handicapped children within the family.
- Inadequate spacing between children.
- Socially isolated families.
- Misconceptions and unrealistic expectations directed towards the fulfilment of their own needs rather than that of the child's.
- A lack of awareness of the needs of the child.
- Lack of understanding of the child's developmental needs and parents being unskilled in child-care.

Careful consideration of the family can reflect an idea of the prevailing family atmosphere, be it violent, peaceful, supportive, chaotic or abusive. The family and parents are contributory factors towards the increased rate of child sexual abuse.

The social and environmental conditions (at home and outside the home) also have major implications with regards to child sexual abuse. A discussion of these factors will now be presented.

2.6.2.3 The social and environmental conditions that increase risk

Apart from the family structure the demands of society and environmental conditions also contribute towards the increased rate of child sexual abuse. Many factors within the society predispose certain families to abuse their children. Some of the factors that make a society vulnerable to child sexual abuse, according to Schurink (1996:27) are:

- Poverty amongst its members, especially when stress is present and importance is placed on materialistic values.
- A society that condones alcohol and drug consumption and where this type of living is a way of life.
- A patriarchal society that elevates the role of the father and regards whatever the father does or says as being always correct.
- A society with a low morale, where morals and values are usually disregarded.
- Any westernised society that condones liberal attitudes.
- A society with poor recreational facilities or with inadequate vocational training.
- A society that supports the imbalance of power, especially one that recognises and condones male dominance over female.

According to Schurink (1996:27) a low socio-economic community where children could be forced to earn money in order to survive could increase the risk of sexual abuse. This factor, however, does not exclude the average and above average economic groups.

Closely bonded with the socio-environmental conditions are the conditions relating to a certain political situation. An *imbalance* in the political climate can countervail the socio-environmental climate.

2.6.4 Political disturbance and unrest

South Africa is experiencing a changing situation with schools having classes of multiracial groups (The Daily News Supplement April-May 1997:1). Because of political instability, especially in the underprivileged areas, some of these children are exposed to traumatic unrest situations. Political upheavals and differences can increase the dangers amongst children and the vulnerability of children to sexual abuse. Loening (1988:78) shows that the increased instability within the community, with children travelling great distances to school and uncertainty of their safety, increases the risk to abuse.

Although these causes may co-exist, it does not necessarily mean that child sexual abuse will occur under these circumstances. These may be possible related causes that could be considered when one initiates an investigation into a suspected child sexual abuse case. The greater the situation presents itself to risk the greater are chances that abuse may occur. According to Loening (1988:78) the identification of causative factors of sexual abuse is not only an academic exercise but is an essential pre-requisite for effective intervention.

2.6.5 Cultural practices and values

Schurink (1996:28) maintains that there is a complex relationship between sexual exploitation of children and a loss of traditional values. It is customary amongst

some ethnic groups for girls to prove their fertility before marriage. Girls below the age of eighteen therefore become victims of this culture.

Schurink (1996:28) states that 'growing consumerism as a result of Westernisation has led black youth to opt for a fast life, that is, fast money, beautiful clothes and an indulgent lifestyle' which leads them to be available for child prostitution which is then considered to be child sexual abuse.

In the next section a brief outline of some of the frequently occurring effects on a child of child sexual abuse will be outlined.

2.7 THE EFFECTS OF CHILD SEXUAL ABUSE

Cooney (1991:66) indicates that effects of sexual abuse are not as visible as the bruises and burns that result from physical abuse. Furthermore, not every survivor experiences all of these effects, nor are they necessarily evident at the time when the abuse is occurring.

Sanderson (1990:45-46) is of the opinion that the effects of child sexual abuse are closely bonded with the definition. Knowledge of the definition and effects would assist in identification, treatment and prosecution as well. It would also attach greater significance to the phenomenon of child sexual abuse. The researcher is of the opinion that the most traumatic form of any abuse is sexual abuse, because it can invoke the most detrimental and negative effects. Christopher and Kathleen (1991:130-132) concede to this statement.

According to Christopher and Kathleen (1991:130-132) the effects of child sexual abuse as follows:

- Problems with sexual adjustment.
- Problems with interpersonal relationships.

- Educational problems.
- Psychological symptoms.

Kieran O' Hagan (1989:53-55) alleges that effects may be initial or long term and that psychiatric disorder is one of the commonest long term effects of child sexual abuse.

Research cited by Finkelhor and Browne (1985:530-541) as published in the *American Journal of Orthopsychiatry*, indicate that the most common reaction to sexual abuse is fear. Finkelhor and Browne (1985:530-541) classify the effects of child sexual abuse into the following four major headings:

- *Traumatic sexualization*

The child's sexuality is shaped in a developmentally inappropriate and dysfunctional manner. The child can develop a disturbed meaning of his/her anatomy and become confused about sexual morality. He/she tends to associate sexual activities with horrible memories and engages in specific sexual behaviour (for example sexual play with dolls, placing objects in the vagina or anal area, masturbating, display of seductive and behaviour) (Finkelhor *et al.* 1985:531).

The child feels 'damaged' by experiences and suffers a '*damaged goods syndrome*' in which the fear that he/she has been irreparably damaged is prevalent. The child displays excessive preoccupation with sexual relationships and consequently is unable to complete developmental tasks. According to Finkelhor *et al.* (1985:531) there is even evidence of confusion in role function and the child can become a pseudo-adult. This creates problems for the child in terms of peer relationships. The child experiences difficulty in socialising with peers and others around him/her (Finkelhor *et al.* 1985:531).

- *Powerlessness*

The child can experience a sense of powerlessness because of the coercion and manipulation by the offender (Finkelhor *et al.* 1985:532) resulting in the following characteristics coming to surface:

- Aggressiveness.
- Overly compliant.
- Sleep disturbances/nightmares.
- Impaired school performance.
- Damaged sense of capacity to learn or master the unknown.
- Seductive behaviour towards males.
- Fear the company of males (Finkelhor *et al.* 1985:532).

- *Betrayal*

The sexually abused child is not always able to develop trusting relationships with others easily (Finkelhor *et al.* 1985:532). A sense of trust is lost because the child has the feeling of being betrayed by someone he/she may have trusted originally (Finkelhor *et al.* 1985:531-2). He/she could even become depressed, subdued, withdrawn, suicidal, self-injurious or experience fatigue or physical illnesses (Finkelhor *et al.* 1985:532).

- *Stigmatisation*

The child can feel stigmatised because of the negativism that is exhibited by the perpetrator, the family or the community and anticipates rejection from peers and therefore cannot make friends easily. The child develops a low self-esteem, lacks

confidence, feels unworthy, feels guilty and perceives his/her body negatively (Finkelhor *et al.* 1985:532-533).

Cooney (1991:67) classifies the effects of child sexual abuse into two categories:

- Physical abuse.
- Emotional (affective) abuse.

According to Cooney (1991:66) some physical effects of sexual abuse make it likely that the abuse will be discovered. Victims of child sexual abuse either become pregnant, contract venereal diseases, genital infections or discharges or have lesions or swelling in the genital area that may make it difficult for the victim to sit without discomfort.

The emotional effects of sexual abuse can be devastating not only to children, but also to adults who were molested as children (Cooney 1991:67). Other emotional effects, according to Cooney (1991:66), not listed above are:

- The loss of childhood.
- Confusion.
- Negative attitudes toward sexuality.

Joseph (1985:201-206) contends that the effects of child sexual abuse can be identified in the following behavioural patterns:

- Acting out.
- Depression.
- Generalised anxiety.

- Extreme adolescent adjustment.
- Emotional disturbances.
- Helplessness or dependency.

Galambos (1984:285-293) also observes that aggressive, self-destructive behaviour and difficulty in coping with the demands of society could be identifiable effects in victims of sexual abuse.

The incidence of child sexual abuse has not diminished. The seriousness of the problem has made the need for a uniform definition of child sexual abuse extremely urgent. From the researcher's point of view, it can be inferred that child sexual abuse is a multifaceted phenomenon and that the role that the teacher plays, is crucial. The next chapter will focus on the decisive function of the *primary school teacher* in dealing with sexually abused children.

CHAPTER THREE

THE ROLE OF THE PRIMARY SCHOOL TEACHER IN DEALING WITH CHILD SEXUAL ABUSE

3.1 THE ROLE OF THE TEACHER (IN GENERAL)

3.1.1 Introduction

The Daily News (10 July 1996:8) reported that information on child sexual abuse is limited and unresearched within the South African context. Schurink (1996:6) established that the existing services offered to victims of child abuse are limited and under-resourced. A survey of literature available on the subject has revealed that similar problems are being experienced within the South African education system, namely under-resourcement and limited guidelines relating to child sexual abuse (Schurink 1996:7).

Concerns related to the pedagogical situation that are feared by most teachers are:

- How should the victims of child sexual abuse be treated in schools?
- What effective strategies can be effective when intervening in a sexual abuse situation even if the teacher is not a counsellor or a qualified therapist?
- What strategies can be implemented to prevent and protect children against sexual abuse?
- How can the primary school teacher identify cases of sexually abused children?
- What procedures should be followed once a case of child sexual abuse has been identified?

This research study aims to investigate and allay these fears. It attempts to establish a basic framework for understanding and dealing with the dimensions of child sexual abuse.

Pre-empting discussions on the above issues, the phenomenon 'education' needs to be clearly understood. According to Vrey (1990:3), education is discerned as a universal phenomenon that constitutes fundamental aspects of human life. Educational action is aimed at exercising a positive influence on the child, at developing his/her responsibility and at assisting him/her in equipping him-/herself for the proper and independent execution of his/her task. According to Odendaal, Bodenstein and Mabunda (1996:viii) education takes place when a person who is competent and qualified in a particular area introduces another person to and accompanies him/her towards mastery of this area and towards filling his/her place in society as a richer person. Education therefore involves the universal issue that concerns itself with *all children* whether victims of abuse or not. According to Robertson (1989:58) the teacher plays a vital role in the lifeworld of the child, who can facilitate the task of helping to detect any form of abuse and in assisting the child to cope.

Verster, Theron and Van Zyl (1982:25) agree that the teacher, especially the *primary school teacher*, finds him-/herself at a focal point of events salient to a child's life. The *primary school teacher* occupies an extremely important position in the educational process in school, in society and in the lives of children. As the pedagogic relationship of the teacher and pupil is by far the most important phase in the child's life, serious consideration should be given to including teachers in important issues concerning children. The strange anomaly of the preceding statements, however, is that teachers are sometimes excluded from procedures and decisions concerning child sexual abuse (Mackintosh 1987:24). Ironically, most published indicators of child sexual abuse relate to aspects such as low school performance, truancy, irregular attendance, aggressive behavioural tendencies and other indicators.

Consequently the teacher as a professional educator, should be aware of instances of specific progress or lack thereof that the child has made or is making along his/her

difficult path to adulthood. The child's pedagogic needs can be easily misconstrued or ignored if the teacher concentrates or is excessively concerned with the academic achievement in subject matter. The success of any pedagogic relationship depends on the *sincerity* and *genuity* of the teacher's concern about the *development of the child-in-totality* (Vrey 1990:205).

The primary aim of the teacher should be to help restore, or to give to the sexually abused child, the confidence that human relationships can be based on *trust, respect, care* and *acceptance* (De Witt and Booysen 1995:169). Following from this, the role of the *teacher* can therefore be perceived as an interrelated task.

3.1.2 The interrelated task of the primary school teacher

According to Dreckmeyr (1993:117) the task of the primary school teacher is to implement the teaching learning strategies in practice. Dreckmeyr conceptualises the primary school teacher as follows:

- As a living curriculum (whose life and teaching embodies the values, principles and norms and thus helps to shape the life and world view of the pupils).
- As a communicator of knowledge and skills (who is thoroughly conversant with his/her subject).
- As a 'knower' of children who teaches human beings and not subjects or learning material only (the teachers' function will be determined by his/her perception and knowledge of the child).
- As an instructional manager (having to manage the teaching/learning situation).

The interrelated task of the *primary school teacher* should include responsibilities towards the sexually abused child. The task of the teacher and particularly the *primary school teacher* warrants greater concern and specialised attention when dealing with

the sexually abused child because of his/her emotional instability. It also involves helping to combat child sexual abuse.

3.1.3 The role of the primary school teacher in helping to combat child sexual abuse

According to Robertson (1989:58) teachers are in very close daily contact with children in a setting which allows for observed comparison between the child and his/her peers. In the teacher's unique position they will be able to identify, report and offer direct help to maltreated children and their families. This contact is not confined to just one teacher, but involves interaction with other members of the school personnel. The researcher is of the opinion that given the proper training, teachers may be regarded as the best persons who could identify victims of child sexual abuse.

Fontana (1992:299-300) is of the opinion that a teacher can be regarded as an educational counsellor because he/she imparts social skills. Fontana (1992:299) emphasises that it is part of the teachers' functions (especially the primary school teachers) to help children, to deal with personal problems and to assist in making decisions about the course that children's lives should take. Teachers can offer moral and emotional support to children in crisis situations, particularly to victims of sexual abuse.

Other situations that can help primary school teachers in detecting abused children are visits by the school dentists or nurses, talks or workshops held by social workers or child welfare agencies. Although there is a general feeling of acceptance that teachers can assist in child sexual abuse, it has been ascertained during the course of the investigation that teachers are sometimes reluctant to act because of certain shortcomings and limitations. These shortcomings and limitations will be discussed in the preceding section.

3.1.4 Shortcomings and limitations of the teacher (with particular reference to the primary school teacher)

Significant issues relating to problems and limitations that teachers experienced were highlighted at a Conference - *Prevention of Child Abuse* (4 April 1995) co-ordinated for the teachers in the Durban South region for the purpose of this investigation. The shortcomings and limitations were discussed at length. It was interesting to acknowledge at first hand the reasons why teachers were reluctant to pursue investigations regarding cases of child sexual abuse.

The following reasons were indicative of their (the teachers') disinclination to become involved:

- *Lack of skills*

Many teachers intimated that they *lacked the necessary skills* in the following areas:

- (i) Interpersonal relationships - they felt uneasy and uncomfortable when dealing with difficult situations especially when parents tended to be abusive.
- (ii) Dealing with emotional or psychological stress and fear of intensifying the trauma or hurt of the child.
- (iii) In interpersonal relationships when networking with other disciplines, for example the social worker, school-psychologist, doctor and counsellor.
- (iv) In helping sexually abused children by rendering proper support and guidance.

- *Insufficient information*

According to the teachers, they were not familiar with the following important information that is necessary to assist in investigating cases of child sexual abuse:

- (i) Background relationship of the child with the personal details about the home environment.
- (ii) Family, for example, whether the child came from a dysfunctional family, from parents who were divorced, under the care of foster parents, etcetera.

- *Fear of testifying in court*

Teachers feared confrontation with expert attorneys because of their (the teachers') limited knowledge of the legalities and the technicalities of the legal system.

- *Rewards are minimal*

Abusive families are generally frightened or distrustful people who shy away from help. Many teachers were disillusioned because of the lack of parental co-operation and the unjustified light sentences that are enforced on crimes against sexually abused or assaulted children. Because rewards regarding child sexual abuse investigations were minimal, teachers were reluctant to become involved.

- *Pressure from the Parent-Teacher-Association and Parent-Teacher-Student Association*

According to teachers, they felt pressurised by some superiors in these committees. Members from these committees feared that involvement in cases of sexual abuse would arouse unwanted publicity and thus discouraged involvement in child sexual abuse.

- *Pressure from the community*

Teachers felt obligated to abide by the decisions of the community because of the close working relationship between the school and the community. There has to be mutual respect for each other's norms and values. This becomes difficult because some

communities object to exposure of child sexual abuse for fear of stigmatisation. Subsequently, reporting becomes a mammoth task, especially when a prominent member of the community is involved.

Finkelhor (1986:11-12) makes similar observations and identifies the following shortcomings and limitations in this regard:

- (i) *"Lack of co-operation from parents"* - because of fear of being labelled and stigmatised.
- (ii) *"Unavailability of resources"* - owing to constant emergencies there is little time to develop instruments to conduct and follow up cases of abuse. There are also limited governmental resources.
- (iii) *"No clearly defined domain"* - sexual abuse does not fall clearly within the parameters of any one particular domain. Professionals approach the problem from a psychological, medical, paediatric, educational perspective, etcetera. Because of its *multidisciplinary diversity*, it presents a problem of communication between different parties.

According to the researcher it should be possible, however, to reconcile the above shortcomings even though they are legitimate and valid. The following factors of consideration can help in resolving problems emanating from cases of child sexual abuse.

3.1.5 Factors of consideration for the primary school teacher

Erikson (1980:117) states that the success of any educational programme hinges on a *sound understanding* and *trusting relationship* between the teacher and the child. Securing a good trusting relationship with a child firstly requires understanding the developmental needs of the child. According to the researcher there *has* to be *mutual acceptance and respect*. At inception, a relationship of honesty and trust must be established. A trusting relationship ensures a mutual level of acceptance between the teacher and the child.

Erikson (1980:118) concedes that *hope* relies on the child's initial relationship with trustworthiness within individuals and persons who are responsive to their (the children's) needs. If a child receives the correct inspiration, it paves the way for new hopefulness that is the enduring belief in the attainability of fervent wishes, in spite of the dark urges and rage that mark the beginning of existence.

Vrey (1990:206) maintains that any pedagogical situation can succeed if the child feels secure and is aware that the teacher is willing to be with him/her and intends looking after him/her.

Dreckmeyr (1993:120-121) affirms that the teacher must be a '*knower of children*', that children are human beings and not objects. Teachers must understand children's needs and capabilities. Subsequently Dreckmeyr (1993:120-121) offers the following suggestions:

- The teacher must see the child as a *unified* person in whom different aspects, for example social, physical and intellectual aspects can be identified. Teachers must not emphasise only one aspect, but instead aim at a full and balanced development of the child.
- The child must be perceived as a *unique* being with distinct innate abilities and potentials. Consideration must be attributed to individuality and opportunities must be created for optimal development according to the individual's abilities.
- Teachers must *understand* that children are socially functioning as members of either a family, class, association, etcetera. Teachers must strike a balance between individuality and socialisation.

Rees (1987:96) postulates that factors such as the community, the family and the child need to be considered when dealing with sexually abused children.

The following section will deal with the role of the community, the family, the child, the home and the school in assisting and combating of child sexual abuse.

3.1.5.1 The community

Pagelow (1984:164) indicates that social factors and factors that relate to the community are closely associated when understanding child sexual abuse. Teachers need to be acquainted with and have knowledge of the child's environmental conditions, the socio-economic level of the community and the moral and cultural standing and obligations of the community. Factors such as whether there is a standard supply of housing, recreational amenities and health facilities must be taken into consideration. These may be valuable factors that may project symptoms of possible problems.

From investigation of this aspect it became apparent to the researcher that knowledge of whether children come from overcrowded homes or flats could be an indication that they *may* be prone to abuse or neglect. Although the family income and social status are *not* directly related to child sexual abuse, the knowledge of potential stressors *may* impinge on the child's family and may contribute to the culmination of abuse.

From the above it follows that knowledge of how children spend their time after school is also important. This could provide vital information in ascertaining whether children are involved in gangs, drugs, sex rings, etcetera. The nature of after school care can also be useful information. Once children leave school for home, there are many factors that can increase the risk of abuse.

3.1.5.2 The family

When one considers that majority of cases the sexual abuse take place within the family, one has to consider factors relating to the family. Vogelman (1988:51) states that in searching for the seeds that generate incest (sexual abuse) it is important to look at factors relating to the family.

Schurink (1996:10) indicates that thirty five percent (35%) of sexual abuse crimes against children are committed within the child's own family. Rencken (1989:55) considers personality characteristics of the family to be contributory factors towards child sexual abuse. Families that have psychiatric disorders, prone to drug/alcohol or substance abuse place children at high risk.

Finkelhor, Hotaling, Lewis and Smith (1990:24) state that growing up in an unhappy family appears to be the most powerful risk factor for sexual abuse.

Rees (1987:97) explains that since the role of the family is one of the most significant factors contributing to sexual abuse, *primary school teachers* (in particular) should acquaint themselves with *knowledge of the family* constellation (that is whether children come from divorced, single or remarried parents).

Teachers can gauge the nature of the parent-child relationship, whether it is conducive, appropriate, disinterested, concerned about school, attend meetings, help with homework, overprotective, possessive, parents with unrealistic expectations, etcetera (Rees 1987:97). Research study done by Levett (1987:76-79) indicates that molested women who were victims of child sexual abuse reported having distant relationships with their mothers. This increases the risk factor because the fathers provide this attention. This attention is extended to intimacy and the possibility of abuse is therefore increased.

Indicators are that child sexual abuse can be related to families that tend to be isolated, rigid, conservative, traditional in style and who devalue communication. Generally the fathers are excessively possessive or authoritative and regard their spouses and children as objects and possessions (Eagle 1988:83; Rees 1987:97-98).

Deare (1988:58-59) and Finkelhor (1984:10-95) indicate that the following factors are *symptomatic characteristics* relating to the family:

- *Immature parents*: When they (the parents) are irresponsible and display inappropriate care and respect for their children. They (the parents) have unstable employment and lack control of their lives and over their children.
- *Crossing the boundary*: When the positions of the different members of the family and the acting out of role functions are inappropriate. The father crosses the boundary where he becomes like the children, and in his irresponsibility a false equality is set up. The father sees it as permission to have sexual activities with the child (Finkelhor 1984:69).
- *Playing the role of a pseudo-adult*: This is another example where boundaries are crossed. Normally the elder daughter takes on the role of a pseudo-adult, where she goes past the role of the assistant mother to becoming a substitute mother or spouse. Often the child performs this role when the mother is ill or absent. The child takes on the responsibility of the family chores. These chores are extended to pleasing mum or dad with a favourite meal, a neck or leg massage and maybe accidental 'genital contact'. These situations set up a false equality and thus a stage for abusive behaviour.

Finkelhor (1984:10-94) also charts parental absence, conflict parents and stepfathers as being important elements relating to the family that need to be taken into consideration. These aspects will be discussed in the following paragraph.

- *Parental absence*

The vulnerability of child sexual abuse is higher when children live without their natural mothers or fathers for some time during the day. According to Finkelhor (1984:10-94) other instances that allow for the absence of parents are:

- (i) Separation from mothers that increase the possibility of father/daughter incest.

- (ii) Separation from fathers and girls living with their biological mother increase the susceptibility to extrafamilial abuse.
- (iii) Disabled or ill parents, disabled by substance addiction, emotional problems, physical ailments and mothers burdened with many pregnancies, are contributing factors.

- *Parental conflict*

Woldson (1984:33) identifies family violence and conflict as direct correlation with child sexual abuse. Poor relations and communication between parents and children can increase the incidence of child sexual abuse. Victims experience a sense of betrayal by failure of parents to support them (children). Two important consequences arise from such a situation. Firstly, when parents are too busily embroiled in their own conflict, children have less sex education from the mother. Secondly, because of emotional disturbances, the child is more vulnerable and amenable to offers of friendship, appreciation and material rewards that offenders would offer (Killian 1991:11).

- *Stepfathers*

The presence of non-biological fathers can increase the incidence of abuse. Research conducted by Russels (1986:63) revealed the following:

- (i) The rate of sexual abuse was 2.3% amongst girls growing up with biological fathers and 17% amongst those girls who grew up with their stepfathers.
- (ii) Dating mothers place their daughters at risk as well. They (mothers) bring home sexually opportunistic men who would not hesitate to exploit the daughters.

Finkelhor (1984:10-95) specifically mentions that these factors are prevalent in all social and family circumstances. This is a valid observation, because child sexual abuse can occur in homes where families appear to be functioning as normal healthy units and

where the perpetrators are non-suspicious persons (at most times the offenders are known to the child). Schurink (1996:10) points out that: "Victims (35%) usually made contact with the perpetrator in their homes or in the home of the offender (40%)."

Apart from factors relating to the family, the child also presents him-/herself at risk. Some of the factors relating to the child will be discussed in the subsequent paragraphs.

3.1.5.3 The child

The child is considered to be the most important factor that places him/her at risk. Factors such as physical appearance, behaviour, school performance, age and sex can be portentous information leading to cases of sexual abuse. These factors are explained as follows:

- *Physical appearance*

According to Sgroi (1982:22) the physical appearance of a child usually is a reflection of the emotional well being of the individual. Observing a child's appearance can provide vital information even though sexual abuse seldom leaves traits of physical injuries, or bruises. However, in *younger children* it can be visible. In most cases sexual abuse is accompanied by physical and/or emotional abuse that could create suspicion in the observer.

- *Anxiety*

The anxiety level in an individual has a reactionary effect on response patterns. It has been established that the higher the level of anxiety, the greater the impairment on the child's academic performance (Sgroi 1982:22). By implication, a disturbed or abused child would invariably experience similar impairment in his/her school performance. Impairment in the child's academic progress will result in a corresponding deterioration in the child's personality. He/she could develop a low self-concept or image (Robertson 1989:42).

Teachers, particularly *primary school teachers* should therefore employ positive reinforcements instead of any form of punishment, reprimand, derogation, negative or embarrassing reinforcements. Primary school teachers must remember that if a child grows up in a situation in which there is little reward for successful performance, and where there is punishment for unsuccessful performance, he/she becomes attuned to being guarded against situations that may lead to failure (Epps and Edgar 1975:153).

- *Scholastic achievement*

Kiesrouw (1994:19) and Chetty (1987:47) maintain that scholastic achievement can be a valuable indicator of abuse. The emotional state of the child can be reflected in the child's level of achievement. Some may be overachievers and others underachievers. Some could have irregular or erratic performance levels, with deterioration in progress and inability to concentrate. When these symptoms surface, teachers need to investigate.

- *Sex*

According to Finkelhor (1984:56) there still remains the theory that the rate of sexual abuse is higher amongst girls than boys. This cannot be concluded as a fact and primary school teachers should not omit the supposition that boys can also encounter sexual abuse. There is a tendency to overemphasise that girls are at risk rather than boys. One of the reasons for this is that boys are reluctant to admit or report cases of abuse because it clashes with the expectations of masculinity.

- *Age*

According to Finkelhor (1984:59) children are most vulnerable from ages **6-12 years**, when they are in a **primary school**, the average age amongst boys being **11 years** and girls between **8-12 years**. An increase in *vulnerability* was noted at ages **6-7 years**, increasing dramatically at age **10** and becoming acute at ages **10 to 12 years**.

Schurink (1996:11) states that, "as the age of the child increased, the risk of the abuse increased, until the age of fifteen".

- *The self-concept and academic potential*

Venketsamy (1997:31) and Pillay (1992:18) maintain that self-esteem, self-concept and self-confidence are interrelated concepts that are sequentially related to personality development. Consequent to personality development is academic performance. In other words both academic performance and personality development are interrelated phenomena. The child with a low self-esteem and concept will lack self-confidence which can result in poor academic performance.

Epps and Edgar (1975:155) classify self-esteem into two categories, namely general and specific, which are both associated with academic performance. They stress that there is a positive relationship between these two concepts. The general self-esteem is crucial to the adaptation and developmental process of the child. If the child has a high self-esteem he/she will be more confident and more persistent in his/her efforts to meet the demands of the situation and therefore is more likely to receive reinforcements easily in the schooling career.

This situation would reflect negative implications in the case of an abused or neglected child. An abused or neglected child is initially less self-confident, approaches new tasks reluctantly and is less persistent in his/her efforts to meet the demands of school. Consequentially the child receives fewer rewards for academically relevant behaviour.

According to Epps and Edgar (1975:167) this could also exhibit the following consequences:

- School becomes stressful and anxiety provoking.
- It encourages a desire to withdraw from a situation provoking anxiety.

- The sexually abused child withdraws and as a result dependency, daydreaming, apathy, absenteeism, and disruptive behaviour set in.

Teachers, particularly the *primary school teachers*, should therefore understand that the development of a positive self-image, self-esteem and self-concept is vital in the *developmental years* of the child, especially in the *crucial years of the beginners*. Their (the children's) self-esteem should not be lowered or blemished. It is with this strong self-image that children will develop a sense of personal adequacy.

- *Sense of personal adequacy*

Pillay (1992:12) states that the school should be seen as an important institution that makes the child feel safe, adequate, wanted and a place that enhances his/her self-respect. The *primary school teacher* is in the ideal position to accomplish this during the child's very vulnerable developmental phases.

An effectual assurance of developing self-respect, especially in an abused or neglected child, would be through the use of positive reinforcements. Educators must be aware of the fact that children must be rewarded not only for outstanding achievements but rather for their efforts. Lee (1980:30) agrees that praising children in school for achievement instead of effort has harmful effects on especially slower learners and children who experience emotional or physical stress. The teacher who believes that what matters most is the effort a child makes, praises whenever there is improvement, however slow or limited, is providing the appropriate incentive for all pupils. Lee (1980:31) believes that, for better or for worse, the encouragement and expectations of parents or teachers have the most powerful influence on a child's progress.

The development of a strong sense of personal adequacy or competence requires a history of interpersonal relationships, one of which is the teacher-pupil relationship, which requires certain skills. Personal competence is directly related to the frequency rewards to acquire skills and ensure that the child feels wanted, important and useful (Vrey 1990:108).

Epps and Edgar (1975:60) draw an interesting analogy of rewards in terms of class distinction. It has been established that it is more likely that the middle class child receives more frequent rewarding behaviour from parents for intellectually relevant efforts than the lower class child. The middle class child therefore enters school with a stronger tendency to approach tasks requiring skills than the lower class child. This distinction provides a good pointer to differences that one can expect from abused and non-abused children. Sexually abused children are likely to be deprived of help from parents, to possess few books, who have no proper study amenities, no stimulation, encouragement, etcetera. These children are not likely to have sufficient attributes to attain results.

Subsequently it is essential that teachers are responsive to such situations. Teachers, especially *primary school teachers*, should ensure that children are exposed to a conducive atmosphere that enhances personality adequacy within children, which would in turn lead to healthy development of the child.

3.1.5.4 Factors relating to the home and school

Vrey (1991:108) maintains that the school is an extension of the home and has the primary task of assisting and accompanying the child on his/her way to adulthood. Unfortunately, circumstances within the school and the home sometimes inhibit the child's developmental, emotional and academic progress.

Van Niekerk (1978:15) cites the following factors relating to the home and school that are pertinent to child sexual abuse:

- *Lack of security*

Children (especially *primary school children*) are not able to translate their everyday world into meaningful educational experiences unless they experience a sense of safety and comfort. Consequently, children who lack this sense of security (abused or

neglected children) will encounter the educational milieu as an unsafe environment. They could display significant signs of negativity towards school.

- *Inadequate view of the future*

Generally, experiences have strong influences on the future and teachers serve as a connection between the past, present and the future. If a child's past is scarred, then the child feels that the future has nothing to offer.

- *Rejection*

All children have basic needs and requirements of which love and acceptance are important and have to be satisfied. If these needs are ignored by the teacher, children will not accept and trust him/her. According to Pillay (1992:12) children who lack this trust and acceptance will experience a sense of rejection leading to anxiety, unsafeness and intuitive withdrawal from a sound educational relationship.

- *Unfavourable comparison*

It has been found that children normally live up to their parents' expectations and when these do not materialise, it results in feelings of guilt, anxiety and tension. This could eventually create a barrier in the educational process (Van Niekerk 1978:17).

Similarly, teachers assigning unrealistic goals and standards would encounter the same results. Teachers should be mindful of assigning goals and aims in keeping with the child's potential. It must be emphasised that a more understanding or tolerant relationship should be effected, especially when dealing with victims or possible victims of abuse. It is important that this factor is allotted consideration as the outcome of feelings of guilt leads to the development of an inferiority complex. These children tend not to visualise their own value reflecting upon themselves. Consequently they lack self-confidence. Every child, more specifically, the *primary school child*, must therefore be accepted and respected for his/her uniqueness. He/she must not be judged

against other peoples' norms or personal abilities. Passing judgement on one's personality could lead to stigmatisation (Van Niekerk 1978:17).

- *Stigmatisation*

This is the most common problem encountered when dealing with child sexual abuse. Most victims and families of victims are always afraid of being labelled or stigmatised. Fear of stigmatisation and reluctance to co-operate does not ease the situation but can aggravate the incidence of child sexual abuse. Teachers should be warned against making experiences public and should rather reassure and offer to the child, confidence and trust.

- *Ethnicity*

Mudaly (1987:67) indicates that studies have been unsuccessful in finding any difference in the rate of sexual abuse between blacks and whites or in any relation to ethnic groups. Though different family patterns, such as an increase in separation between parents and frequent changes in care-givers in the white community, and traditions like pre-marital sex to prove fertility within the permissive black community, could be contributory factors.

- *Social factors*

Pillay (1992:12) states that the development of a child's identity is not established in isolation. It is shaped by societal norms, values and by influence of people around whom the child admires, trusts and respects. Although social structures are not related, most researchers cite frustrations of poverty, joblessness, lack of education, inadequate housing, violence, etcetera. as contributory factors.

These important factors of consideration for the *primary school teacher* can help in the identification of child sexual abuse. The next section concentrates on indicators that can assist in identification of child sexual abuse.

3.2 IDENTIFICATION

The concept 'sexual abuse' is recognised as the most abhorrent phenomenon and many people are still afraid to admit to the reality of such occurrences. People are averse to admitting that these occurrences are happening around them. Sexual abuse is difficult to identify because victims are usually reluctant to make their experiences known (Schurink 1996:10).

According to Sgroi (1982:20) recognition of sexual molestation in a child is entirely dependent on the individual's inherent willingness to entertain the possibility that the condition may exist. Teachers or any concerned persons who wish to assist sexually abused children have to be fully aware and prepared to confront and consequently share the trauma that the child is experiencing.

Although sexual abuse is distinct from the other forms of abuse, it is difficult to distinguish and identify. It presents a problem because of its nature. Sexual abuse is, unlike physical abuse, not easily identifiable because it does not leave overt and visible evidence. *Primary school teachers* have to be extra observant and wary of such occurrences because it may be easier to repair the pain of abuse earlier rather than when they (the children) are older.

Robertson (1989:40) agrees that sexually abused children may or may not exhibit signs and symptoms of abuse. However, there are various indicators that could make the teacher suspicious of children being victims of sexual abuse. Many of the indicators and results of sexual abuse are closely related to physical and emotional abuse and neglect as well.

Teachers especially at the *primary school level* should take cognisance of the following facts about sexual abuse:

- According to Schurink (1996:10) most cases of child sexual abuse occurs within the home environment. It is a myth that the sexual abuser is the 'dirty old man'

who loiters around the dark corners, because the perpetrator is often known to the child.

- The rate of child sexual abuse is escalating by the second. According to Schurink (1996:10) the rate of sexual abuse would be drastically greater had all cases been reported. The myth that only girls can be victims of sexual abuse is revoked as boys as well as girls are vulnerable to child sexual abuse (Finkelhor 1986:15).
- Child sexual abuse occurs in all types of communities and not, as was believed, predominantly amongst the lower socio-economic groups (Schurink 1996:10).
- Children of school going age are most vulnerable to sexual abuse (Finkelhor 1986:15).

Having outlined and emphasised the above realities, it leaves the *primary school teacher* with *no choice but to be concerned about child sexual abuse*. All teachers have to be discerning towards identification and vigilant about reporting. Schools might be better able to initiate and follow through some form of intervention than other agencies. According to the researcher any kind of love, comfort and attention shown to the child would be just the thread that keeps the child hanging onto some sort of sanity.

A plan of action for identification must be compulsory for *all schools*. The following indicators can help the *primary school teacher* in attempting to identify and assist the sexually abused child or suspected cases of abuse.

3.2.1 Indicators of child sexual abuse

General indicators of child abuse can also be symptomatic or indicative of child sexual abuse. These can be classified into the following categories:

(i) Unusual physical indicators

The following indicators are reflective of possible cases of abuse:

- Taitz (1997:8) reported that teachers should look out for changes in appearance, for example a child who was once neat becomes clumsy and untidy.
- Robertson (1989:40-41) states that the most obvious physical injuries are caused to the child's genitals or anal area.
- Fluctuation in body mass, for example a sudden gain or loss of weight or marked changes in eating habits (Taitz 1997:8).
- Children who are generally unkempt or inadequately dressed. Suspicion should be aroused especially when cases are not related to poverty (Schurink 1996:11).
- Children who appear to be different from the others in terms of physical or emotional make-up. For example, it is visible amongst the younger girls where they seem to be structurally more mature than the others in their age group (Schurink 1996:11).
- When parents inappropriately describe children to be bad or different (Taitz 1997:8).
- When children display tiredness and lack of sleep (Schurink 1996:11).

However, one cannot be judgmental on physical appearance. A victim of child sexual abuse admitted: "Outwardly, I appeared relaxed, calm and competent; only I knew that inside I was a bag of nerves" (York 1995:97).

(ii) Behaviour and personality

SgROI, Francis and Linda (1982:40-48) allege that a child's behaviour may directly indicate that he/she is subject to sexual abuse.

Robertson (1989:41) identifies the following as *behavioural indicators*:

- Aggressiveness, hyperactivity, disruptive and destructive behavioural patterns.
- Shyness and withdrawal.
- Being passive or overly complaint. (The victims may have internalised their problems-they cry for help in a whisper rather than a shout.)
- Erratic and regressive behaviour such as pants wetting, thumb sucking or frequent whining.
- Fear of their parents or other adults around them.
- Indicators of incest would reflect fear of enjoying a relationship with parents or other siblings in the family.
- Wariness or discomfort of physical contact, especially when initiated by an adult.
- Apprehensiveness when an adult approaches another child.
- Isolation from their peers. Social isolation from peers, empirically confirmed by studies, correlated with sexual abuse.
- Friendless children are easy markers and abusers exploit such situations.

- Children isolate themselves when they have feelings of guilt or shame. Children who are victims of incest generally are prohibited from maintaining close ties with others or keeping friends.
- Some tend to be bullies especially when amongst the smaller children, while others attempt to take over the role of the adult, to be protective or otherwise attempt to take care of the adult 's needs.
- Reluctance to participate in school activities (Taitz 1997:8).

(iii) Attendance

According to Pagelow (1984:200) a child who habitually truants, is late for school or arrives early and remains late after school can indicate that he/she may be a victim of abuse or maltreatment. Any form of irregular attendance for reasons that are not valid must be investigated. An effective method of identifying pupils with irregular attendance or frequent absenteeism is by controlling an attendance register in the office. A pattern of absenteeism or truancy can thus be easily identified.

Teachers must be mindful that frequent or long absences could infer that the parents may be keeping the child at home until the evidence disappears. According to the researcher children may be kept at home because the father works a nightshift. A pattern, for example a fortnightly absence, can be easily identified in the control register.

(iv) Academic progress and learning disorders

Taitz (1997:8) reported that a sudden deterioration in a child's progress can be indicative of abuse.

An article presented in the Centre for Science Development Bulletin (1994:19) points out that poor educational performance and generally low achievement levels characterise victims of early childhood neglect and abuse.

According to Lynn and Jeanette (1989:39) the child can exhibit changes in school performances. The child may be regarded as an underachiever and as learning disabled, but in reality, can be under chronic stress of abuse. There could also be a possibility that the overachieving perfect child, in trying to please adults, is undergoing the same stress.

Children who might be victims of abuse can be easily identified by assessing their progress at regular intervals and how they are functioning, emotionally, intellectually and academically. It must be pointed out that learning requires attention, concentration, motivation, self-control and respect for authority. Children who experience any significant life stresses would demonstrate sudden unexplained changes in academic achievement levels and behaviour (Taitz 1997:8).

Indicators relating to academic progress, according to Pagelow (1984:200), are:

- Learning disabilities or developmental delays, when testing indicates no physical or psychological abnormalities.
- Learning problems that cannot be easily diagnosed.
- When the child's Intelligent Quotient, academic potential and medical tests do not correspond to his/her performance.
- Irregular or erratic progress that reflects the emotional stress that the child might be undergoing, for example his/her written work would be clumsily and slovenly presented, indicating a complete disinterest.
- Slow progress.

- Fluctuation of test scores.
- The desire to prove themselves as being perfect and good.

During the researcher's experience as a junior primary teacher, the following traits in identifying children who were victims of sexual abuse were diagnosed:

- Written work (see Appendix 2: Identification of sexually abused children from their schoolwork: Grade 3/ Std 1 pupil).
- Poor ability to manipulate the pencil.
- A lack of confidence in themselves.
- Having a marred or poor visual perception. This was detected when these children refused to write on the line.
- Most of them lack concentration and are unable to grasp concepts taught.
- Withdrawn and pre-occupied.
- Inappropriate verbal language usage.
- Proneness to sexual jokes and comments that go beyond normal curiosity.
- Inappropriate written language usage, indicative of sexual abuse and inappropriate sexual experiences.

Although the above symptoms may be regarded as general indicators of child abuse, there are others that are diagnosed as being specifically related to *child sexual abuse*.

3.2.2 Characteristics and traits more specific to child sexual abuse

Detection of sexual abuse could differ, depending on the developmental phase of the child. The two phases relevant to this study are childhood and adolescent phases.

3.2.2.1 Symptoms in younger children (childhood phase)

According to Robertson (1989:40) and Finkelhor (1986:56) the following symptoms could be identified in young children:

- Frequent complaints about anal fissures and vaginal pains.
- Display or experience of pain when walking or passing urine.
- Complaints about rash, injuries or itches in the anal or vaginal area.
- Sexual pre-occupation. There is a sudden increase in masturbation or a more intense pre-occupation with masturbation whilst ignoring the other play activities, or making definite attempts at direct sex play with other children.
- Inappropriate interest in wanting to touch other children's private parts or kissing other children.
- Precocious sexuality where girls display premature sexualised behaviour or dress. Sexual identity arises with children wanting to be of a different sex or teasing peers about behaviour that does not conform to stereotypes.
- Sexual activity with younger children could be interpreted as modelling traumatic events.

- During social play, fantasy can reveal children's experiences. Familiarity with sexual acts indicate that the child is being exposed to explicit sex or pornographic movies.
- Avoidant behaviour, where children express sudden fearfulness or avoidance of a previously linked individual or activity.

Although behavioural patterns can be helpful indicators, the following indicators of neglect can also be symptomatic of sexual abuse.

- *Physical neglect*

Physical neglect or abuse can be classified into two categories, namely, violent physical abuse and that related to any physical or bodily injury. Usually in the case of violent physical abuse the child lies about the cause of the injury. Reasons attributed to cases like these are fear or shame of parental retribution. Ignoring such treatment of children should not be acceptable. Children who are victims of this form of abuse generally reflect the same kind of behavioural patterns (Finkelhor 1986:56).

Physical abuse and neglect can be identified when children appear to be unattended and are often hungry, with evidence of malnutrition. They (the children) are usually irritable and demonstrate frustration for trivial reasons. These unattended children usually come from homes that symbolise inadequate or poor management.

In most instances lack of physical attention for correctable conditions, immunisation, health/clinic check-ups, etcetera are evidence of physical neglect. Children who come from homes that lack parental supervision, or have parents who are unwilling and uninterested in providing proper care, could be problem children.

Children who have been sexually abused may exhibit physical symptoms as well as definite changes in behaviour relating to affective abuse.

- *Affective abuse and neglect*

As explained in Chapter Two, affective abuse and neglect can occur independently of the other forms of abuse but remain party to them. Children fear psychological abuse more than physical or sexual abuse. Sexually abused children often undergo a great amount of stress. Stress is a psychologically related problem (Finkelhor 1986:56).

Emotional maltreatment has decidedly adverse effects on the child's learning ability, achievement levels and development source. Children who sit alone and tend to be loners should be keenly observed. Even the ones who appear to be *anxious, withdrawn and depressed* should give grounds for concern (Gillis 1994:150). Children are natural joiners and are always wanting acceptance from peer groups. If children behave otherwise, they should be given attention.

According to Lynn and Jeanette (1989:37-42) other changes that can assist in identification are fear, unhappiness self-injury or graphic play and loss of personal identity that will be discussed.

- *Fear*

As children become more aware of the environment, they react differently to the many kinds of stresses. Children express their fears in peculiarities like bedwetting, thumb sucking, unprovoked crying spells, baby talk or undue fear of strange men and playing alone. Robertson (1989:41) agrees with this statement and adds that this is an important telltale sign, especially if the child should have outgrown such behaviour.

The researcher is of the view that *primary school teachers* must be sensitive to hints that increase fearfulness of separation, clingingness, nightmares or pre-occupation with morbid thoughts.

A good example of fear is clingingness. An adult male survivor of child sexual abuse admitted that: "...when someone pays attention to me, I just want to hang on and never let go" (Lew 1993:173).

The researcher is of the view that children are naturally unafraid and innocent. Primary school teachers should be suspicious if children exhibit undue fear (especially for men) and *dependence* on others.

- *Self-injury /Graphic play*

This is easily identifiable, as children tend to act out the stress of abuse by self injurious behaviour. Typical of such behaviour is biting themselves, cutting themselves or others and generally destructive behaviour. Robertson (1989:42) states that self-destructive behaviour/injury is frightening, as it manifests itself in suicidal attempts, substance abuse, prostitution and gross use of earrings and tattoos that cause severe marks on their bodies. The researcher agrees that victims of sexual abuse can become suicidal and self-destructive. This type of behaviour was detected in a written exercise of a Grade four pupil (see Appendix 3: Suicidal note: grade 4/std. 2 pupil).

Robertson (1989:41) points out that children may express unhappiness in drawings of sexual details, usually emphasising and exaggerating sex organs.

- *Feelings of guilt*

Children who are betrayed by trusted persons can develop a feeling of guilt and shame. They have mixed or conflicting feelings for the perpetrator. Some have positive feelings for the offender and therefore cover the secret that they may be sharing. This conflict in feeling has to be camouflaged, resulting in the child becoming a skilful and acute liar.

- *Loss of personal identity*

Sexual abuse is a violation of personal boundaries. Pillay (1992:12) agrees that children of abuse develop personality problems because they are confused about their identities and their bodies. Some avoid physical contact. They become listless, detached and inevitably lose their self-identities. Phillip, a male victim of child sexual abuse indicated as follows: "Everyone gets a piece of me, but no one has all of me" (Lew 1993:113).

- *Projection of personal experiences*

Children are fond of projecting their experiences as though these experiences were those of others. This was observed in children very often during the researcher's teaching experience. A grade two pupil related sexual experiences as though they happened to her cousin. Upon investigation it was established that she herself was a victim of sexual abuse relating her experiences (see Appendix 2: Identification of sexually abused children from their schoolwork: Grade3/Std 1 pupil).

3.2.2.2 Symptoms in pre-adolescent and adolescent period

The researcher found it pertinent to include the adolescent phase in this research study because presently a classroom comprises of pupils from multi-cultural, multi psycho-social and diversified age groups, with the result that there are adolescent children sitting in pre-primary, junior and senior primary phases.

Symptoms identifiable during this adolescent period can be broadly categorised into physical and behavioural/psychological indicators.

(a) *Physical indicators*

The following physical signs may be prevalent:

- Psychosomatic complaints such as chronic abdominal pain, gastric distress, headaches.
- Continued bedwetting.
- Pregnancy.
- Eating disorders, i.e. either becoming anorexic or bulimic (children with eating disorders could be indicative of desperately wanting to correct body image).

(b) Behavioural/ Psychological Indicators

According to Sgroi (1982:23) behavioural/psychological indicators can be summarised as follows:

- *Withdrawal* reflected in lack of insight, fear or distrust.
- *Social isolation* that is more acute and becomes sensitive and avoids being touched.
- *Overly compliant and dependent* and are unable to accept rejection. They would follow their peers at any cost.
- *Distrust* in people is increased. Because of betrayal of trust, they distrust people usually authoritative figures. They develop a low self-esteem/image and have feelings of worthlessness and often express a desire to run away from home.
- *Role reversal and sex identity confusion* are also common characteristics. The role of the child is reversed to the role of the parent or caregiver. The boundaries of sex identity are also confused. They (children) tend to despise their gender and specific parts of their bodies.

- *Self-abusive behaviour* is intensified in this period. This is evident in the form of wanting to cut themselves or slit their wrists. Self-abusive and destructive masturbation can continue from childhood. The use of tattoos is a form of self-injurious behaviour. Victims express suicidal thoughts and may even attempt suicide.
- *Fear, anxiety and frustration* are characteristic of victims of sexual abuse. Taitz (1997:6) reported a case where a girl was identified as a victim of sexual abuse, when expressing her feelings in the following extract from her poem:

*“Abuse
Physically
Why is this happening?
It is the same scary feeling
My life”*

3.2.3 Characteristics exhibited by parents of sexually abused children that could facilitate identification

Recent initiatives in maintaining closer links between home and school allow for opportunities in identifying cases of child sexual abuse.

Fontana and Pagelow (1984:200-202) and Besharov (1977:27-35) identify the following as being characteristic of parents of abused children:

- Isolated families that have little or no support of friends, relatives, neighbours, community or religious groups. These families do not maintain any contact with others around them and prohibit children from associating with other children as well. They discourage social contact and never participate in school activities and functions.

- Parents who are reluctant to divulge information on the child's condition or injuries. If and when questioned by the teacher, the parents are either unable to respond appropriately or they offer far-fetched or inappropriate explanations.
- Parents who refuse consent to diagnostic studies, school nurse examinations, etcetera.
- Parents who offer inappropriate response to the seriousness of the child's condition by over reacting, displaying hostility, being antagonistic, under-reacting, or being pre-occupied with own problems rather than those of the child.
- Parents who indulge in drug, alcohol or substance abuse.
- Parents who lack control or fear losing of control.
- Parents who are over critical of the child.
- Parents who are overly bossy, where the father regards or treats the spouse or children as objects or possessions.
- Parents who display irrational behaviour or who are excessively cruel or sadistic.

It is disappointing that when cases of child sexual abuse are identified or disclosed, often very little action is taken. Therefore, when a child is diagnosed as a victim of sexual abuse, it is crucial that proper reporting procedures are followed. An explanation of reporting procedures to assist and advise teachers follows in the subsequent paragraphs.

3.3 REPORTING CHILD SEXUAL ABUSE

It is crucial that all cases or suspected cases of child sexual abuse are reported. Teachers, *primary school teachers* in particular, who are concerned with child sexual abuse must understand that reporting rather than stigmatising and being judgmental about the situation is the start of a therapeutic process that aims at protecting the child and the family as a whole. Fontana and Besharov (1977:56) allege that the aim of any prevention or reporting programme is the protection of the child. A comparison of reporting procedures in South Africa, United States of America and other overseas countries gives some insight into problems being experienced under the various judicial systems.

3.3.1 Compulsory reporting: comparative explanation

Although child sexual abuse is recognised as a serious problem it has only reached the judicial level as recently as 1985. Section 42 of the Child Care Act 74 (1983) legislates compulsory and obligatory reporting by particular persons in the disclosure of cases of abuse. Previously only medical doctors were obligated to report cases or suspected cases of abuse. This obligation needs to be extended to all persons who care and are concerned about the welfare of children.

Bedil and Craig (1989:83-88) commented on the progress of reporting procedures in the Californian Penal Code and the United States. The Californian Penal Code (C.P.C.) extended the power to persons such as a commercial film or photographic processor to report their suspicions of child abuse or child sexual abuse, whether he/she has knowledge or has observed any photographic evidence of sexual abuse of a child under the age of fourteen. Since 1985 anyone entering into employment, where reporting is pre-emptory, must as a pre-requisite to taking up such employment sign a statement showing that he or she is fully aware of and swears to comply with the reporting provisions of the C.P.C. (par. 11166.5)

In the United States reporting of child sexual abuse is classified into two types of reporting, namely *permissive* and *obligatory reporting*. The difference lies mainly in the sanctions that are applied in the failure to report. Obligated reporters are criminally liable for failure to report. Permissive reporters who in good faith volunteer information relating to abuse are immune from criminal and civil prosecution.

A Protective Services Unit in the United States is administered by the state or County Department of Social Services. This Department has in operation a twenty-four hours, seven days a week hotline, which acts as a counselling referral service with its positive contribution depending largely on the assurance given to the caller's anonymity being respected. Children in South Africa are protected under Section 42 (1) of the Child Care Act (1983) which states that every dentist, medical practitioner or nurse who examines or attends to any child in circumstances giving rise to suspicions that the child has been ill treated, suffers from any injury (single or multiple), the cause of which probably might have been deliberate, or is undernourished, shall immediately in the prescribed manner notify the Regional Director of Health and Welfare of the district in which the child happens to be.

Failure to report constitutes an offence under Section 42(5) and is punishable by a penalty of up to R1000, or imprisonment of up to one year or both (Section 58).

3.3.2 A critical comparison of reporting procedure

There are distinct differences in the reporting procedures in South Africa and overseas countries. A comparison of the different systems would improve reporting measures in the South African system.

Although South African law seems to share some of the characteristics of American law, there appear to be several shortcomings. For example, compulsory or obligatory reporting is restricted only to persons of the medical profession. In United States, on the other hand, persons from all sectors that are in constant contact with children such as social workers, law enforcement personnel, attorneys, pharmacists, primary school

teachers, other school personnel or anyone who is in contact with children and has knowledge of the abuse, have the obligation of reporting.

The legal system should include both permissive and obligatory reporting. In the case of permissive reporting, persons reporting in good faith to protect the interests of the child, should be immune from criminal and civil prosecution as in the United States.

The Child Care Act, Section 42 (1983:235), does not allude to child sexual abuse as being a criminal offence. The term is substituted by others with feathery connotations like 'ill-treatment', 'deliberate injury', and 'undernourishment'.

For the purposes of clarification in the minds of obligated reporters and to achieve the protection of children, it is submitted that besides the broad definition of abuse, this section should also have incorporated reference to specific instances of ill treatment.

Davidson and Harowitz (in Bedil and Craig 1989:82) make the following observations, namely that most American states have provided for the obligation for any spousal privilege that could stand in the way of obtaining any evidence for the protection of children. In South Africa, however, in terms of Section 6 of the Law of Evidence, Amendment Act 45 of 1988, a spouse is not regarded as a competent and compellable witness for prosecution, where the other is charged with an offence committed against the child of either of them.

When one considers the following points, no restriction should be placed on disclosure from any spousal member:

- Victims of abuse are often coerced, bribed or sworn to secrecy.
- It is difficult to obtain evidence of child abuse and more especially when the offence is committed within the privacy of the home.
- There is often an element of collusion within the family (South African Journal on Human Rights 1976:89).

The South African Legal System omits considerations regarding protection of the victim. It takes much time before anyone can act. The school psychologist or doctor is not permitted to treat a child whom he or she knows is being molested or abused without the consent of the parent or guardian (Readers Digest, July 1994, vol.145:39). During the 'interim period' the child is left without protection.

The implementation of pertinent changes within the judicial system would increase the confidence in people in wanting to report cases of sexual abuse. Strategised reporting procedures will also encourage teachers and particularly *primary school teachers* to assist sexually abused children.

3.3.3 The primary school teacher's responsibility to report

According to Fossey (1990:5) teachers (including *primary school teachers*) are aware of their obligations to report the crime to the relevant authorities but many choose *not* to. Reasons for their decision *not* to report are cited below:

- A lack of knowledge in recognising the characteristics of child sexual abuse.
- A lack of awareness of their legal responsibilities.
- Fear of repercussions from parents.
- Fear of injuring the reputation of the school.
- Lack of knowledge regarding the legal procedures for reporting such cases.
- A perception that the problem of pupil sexual abuse is only for the administration, courts, medical profession and social agencies.

In the United States of America the teacher's dilemma has been minimised because of the implementation of mandatory laws. Teachers are compelled to report cases of abuse, and failure to do so could result in being charged, fined or even imprisoned. At the same time legislation provides for the protection of teachers from civil action if the report is made in good faith.

South African law has no distinct legislation mandating teachers to report cases or suspected cases of sexual abuse. There is no legislation specifying teacher involvement. If this (like in the United States) is implemented, together with the provision for protection of the reporting party, it would appease the fears of teachers.

3.3.4 When to report

Fossey (1990:5) is of the opinion that *primary schools teachers* should feel obliged to report incidents or their suspicions immediately, even though they perceive that children have a tendency to fantasise. Reports should be made when:

- The teacher has sufficient or reasonable information to believe that the child is abused or neglected.
- The child appears to be in danger of imminent physical attack or when the child is in urgent need of medical care, hospitalisation or is at risk when returning home.

Unfortunately, reporting is difficult because of stipulated Education Departmental Regulations. According to the researcher the departmental procedure insists that parental or guardian permission is sought before any steps are taken. This regulation has to be redressed because perpetrators include parents as well, with the result that the child is placed under greater risk when parents, who may be perpetrators, are informed.

The United States of America's Department of Health and Welfare warns against contacting parents, and in other overseas countries provisions are legislated for persons to act immediately in urgent cases. In South Africa teachers are compelled by law to contact parents about the child's condition, although it is conceded that the decision should be left to the teacher to use his/her discretion as to what is the safest for the child. Further abuse can be prevented by calling in the parents and warning them that a report will be underway if the incident recurs (Bedil and Craig 1989:87).

The following example of child sexual abuse from a Grade Two class pupil, is submitted as a case in point.

Case study 1: Sexual abuse of grade two pupil by the biological father

¹Ingrid's parents were summoned by the principal to school after she had confessed to her teacher (the researcher) that she was being sexually abused by her biological father. The mother was also summoned to school and briefed with regard to the disclosure made by the child. The mother expressed disbelief and professed that this could never have been the case. The child was afraid and petrified and consequently explained that whatever she disclosed was untrue. As regulation demands the child's confession was not believed; the mother's conviction (an adult's) overshadowed that of the child. The parent was warned, the case was dismissed and the abuse still went on.

¹ - "Ingrid" is a fictitious name to protect the interests of the child.

Often teachers' suspicions take months to build up. In such cases home visits and interviews with parents could help or dispel suspicions. Even where a report is not indicated, teachers may be able to help the child or the family to gain access to the services they desperately need.

Guidelines that can be helpful are discussed in the following paragraphs.

3.3.5 Guidelines for primary school teachers about reporting

According to David, John, Margaret and Peter (1988:265-266) reports should be made by teachers to enhance stability in the victims' lives and cases should not be transferred purely for administrative purposes.

The following guidelines for teachers (applicable to *primary school teachers*) in consultation with personnel from other professions viz. social workers, the police and the legal fraternity have been prepared:

- *The rights of the child*

The child must be considered as the most important factor. It must be remembered that every child has the basic human right to life, food, shelter, clothing and security. This right is entrenched in the law of our constitution and in western societies' norms and values. Whenever a report is being made the teacher has to be concerned about what is best for the child.

- *Parental rights*

Teachers must be aware that parents have certain rights that teachers need to acknowledge and respect. Parents must be made aware of the fact that any parent who injures his/her child is violating not only the child's constitutional rights, but also the norms set by society. By reporting them you are not betraying but helping them (the parents).

- *Official procedures*

Teachers must be familiar with official procedures that may pertain to their school system. The Natal Education Department follows its own set of regulations in reporting procedures, as set out in Circular no. 57/1994. Cases of abuse and neglect are referred to

Educational Psychological Support Services (see Appendix 5: Circular No 27/1994 Natal Education Department).

Dobie (1987:41-42) outlines other procedures that need to be remembered.

- *Procedures to remember when a case of abuse is suspected*

According to Dobie (1987:41-42) the following pointers are salient and need to be considered when a case of sexual abuse is suspected:

- Examine the school register and keep a watchful eye on the child's attendance.
- Repeated absenteeism could indicate a high risk situation.
- Keep a profile and record details of suspicions, bruises, vis-à-vis injuries or marks indicative of abuse.
- Document changes in behaviour and academic progress.
- Document interviews, visits of parents, interviews with the child and request for written reports from other teachers.
- A good source of evidence is a recording of the first interview or disclosure with the child.
- The minimum information required of the child by the teacher is:
 - Personal details/ Family history.
 - Parental status (whether the child is under foster care and in whose custody, whether the child comes from separated parents, etcetera).
 - The extent or nature of the abuse.
 - Previous signs of injury.
 - Scholastic progress record.

- Siblings at school (if there are any) should be interviewed to compare notes about the information received. Very often abuse is perpetrated on the other children as well.
- Reporting should not put off till a later date. Teachers must be mindful that a report is indicative of suspicions rather than proof of abuse and it should be left to the agency to continue its investigations.

The initiative displayed by the teacher to report is evidence enough that the teacher is sincere about his/her interest in the child. When cases are identified or suspected teachers need to be well advised and informed about whom to contact. Schools should ensure that a list of the different agencies and welfare services together with their telephone numbers, are readily available for referrals.

3.3.6 Agencies to which reports can be made

Smith (1979:207-208) recommends that the following factors be considered when making a report:

- Legislation and reporting procedure.
- The quality of services that are offered by the local Child Welfare Services.
- The random factors about the day the report was made, the difficulty of getting into contact with the agencies, the dates that follow-up were carried out, etcetera.

A multiracial classroom situation demands that Welfare Agencies of a particular racial group be contacted, depending on the cultural or family background. This is important because agencies sharing similar cultural and moral values and obligations may understand the situation of the child better.

The teacher should consult with the principal and the school guidance counsellor and discuss strategies as to what is best for the child. The case should be referred to the Guidance and Psychological Services of the Education Department. If there is an urgency in the matter, the report should be directed to the Welfare Agencies for immediate attention. In Natal there are the services of a Childline and the Child Protection Unit that can be engaged without necessarily informing the department first.

In cases of suspected child abuse the Psychological Services assist the school, inter alia, in confirming or allaying suspicions. The psychological service's staff is empowered to investigate circumstances within the home that the teacher is unable to do. The Psychological Services can also undertake therapy with the child and/or his/her parents.

Once cases are officially reported, the teacher should not conclude his/her assistance and obligation. From this it follows that the teacher, especially the *primary school teacher* should continue to support the child emotionally, morally and psychologically in restoring the child's self-image and self-confidence.

3.4 THE ROLE OF THE PRIMARY SCHOOL TEACHER IN HELPING THE ABUSED CHILD IN THE CLASSROOM

When a child confides in a teacher and discloses his/her experiences, it is an indication that he/she trusts and respects the teacher. The teacher should feel privileged and should ensure that the trusting relationship is not jeopardised.

Dobie (1987:42-43), an Assistant Director at the Johannesburg Child Welfare, made the following contributions as to how the teacher could be of help within the classroom:

- Keep an open mind on revelation of both the pleasant and unpleasant news by the child, and not react in an incredulous manner when details are revealed.
- Discourage the child tactfully from revealing experiences in front of the entire class. The child should be drawn out at a more opportune time and the problem

discussed by commenting *I see you have a problem and I am sure we can solve it later*. Under no circumstances must the child's experiences or injury be exposed to the class.

- Do not collaborate with the child and make a statement like '*Your parents are cruel*', but rather reassure the child that professional help has to be arranged to resolve the problem. (Avoid making any promises.)
- Reassure the child at all times that it is not his/her fault.
- Commend the child for being brave and provide support for his/her courageousness.
- Share the trauma that the child is experiencing.

Although the teacher has this pivotal role function in the classroom, he/she has to be aware of the needs of the sexually abused child. In this regard the role of the *primary school teacher* can not be overemphasised.

3.4.1 The abused child in the classroom

According to Wolbert (1985:69) the needs of the child can be a very important pointer for teachers. Wolbert (1985:69) concurs that the needs of the child will vary depending on the nature, duration and severity of the injuries sustained. This will determine the need for intervention, whether medical, legal, social, multi-disciplinary team, or any other. The universal need amongst all children is emotional support from a variety of sources like parents, teachers and peers. When assisting sexually abused children it is important to establish a rapport. The teacher, especially the *primary school teacher* must let the child know that he/she is interested and wants to help. The teacher must have genuine respect for the victim of sexual abuse, communicating trust and promising only what can be done. By helping the child to cope with the stresses and demands of school would be helping him/her to cope with the stresses and trauma he/she is

experiencing. According to Sutherland (in Kiesouw 1994:15) one of the greatest problems of sexual harassment, abuse, assault or neglect is 'breaking through the silence'. Once this has been accomplished, together with ensuring treatment to the child from reputable social agencies, it would be reflective of a positive intervention.

Having identified a sexually abused child, the teacher should ensure that this child is given special attention. The teacher must be cautious as to how and what kind of help is to be devoted to the child without hampering his/her academic progress.

The United States Department of Health, Education and Welfare (Vol. 2:72) outlines the following salient points in a research about how an abused child can be helped in the classroom:

- Give the child individualised attention without being overt and avoid raising the suspicions of the other children and teachers.
- Plan an individualised programme by lowering your academic demands and accommodating the problems he/she would be experiencing at home.
- Secure a safe haven for him/her and make it known that someone cares by being 'warm and loving'. The child should perceive the teacher as a friend and someone he/she can trust. By abusing and neglecting a child someone has said in a physical way, "I don't love you."
- Inform other teachers that the child has a problem and needs to be accommodated although not all the sensitive issues need to be divulged.
- Do not seclude the child or make him/her feel different from the others in the class. The child should be included in classroom chores and other responsibilities. (Involve the child in extra-curricula or extra-mural activities.)

- Make sure that situations are created which enable the child to restore his/her self-image, self-concept, academic ability and positive self-esteem.
- Arrange for a reward situation in such a manner that the child is rewarded more often for success than punishment for failure.
- The abused child has a high level of anxiety and fear.
- Create situations where these fears can be overcome and the anxiety level lowered.
- The *primary school teacher's* most important concern is to reverse the situation that jeopardises the child's healthy growth and development.

Helping the child with the problem extends beyond the boundaries of the classroom. The child also faces the difficult task of coping with life in the home environment. The *primary school teacher* can perform a useful task in helping the parent to help the child. Teachers must be non-judgmental of parents. It is advisable to adopt a helpful and caring approach in an effort to secure their co-operation. By assuring the parents that their feelings are equally important, one helps to gather valuable information on the case. Parents should be encouraged to co-operate with the Welfare Services in resolving their problems.

Parents should be made aware that any parent who is guilty of abusing a child or allowing a climate for the abuse to occur, desperately needs help. Working together with the parent by guiding and not criticising, can help with the crisis although, ideally, it is the task of the social worker.

The role of the teacher is expansive. However, although the teacher as a professional is conceptualised as a transmitter of knowledge and a key figure in dealing with child sexual abuse, this should not be the concern of the teacher alone. The researcher is of the view that the Department of Education and Culture and the school should share

equal responsibility and concern. A meaningful intervention of both these institutions would result in greater success in helping to minimise the trauma of the sexually abused child.

3.5 THE ROLE OF THE DEPARTMENT OF EDUCATION

Mackintosh (1987:27) asserts that education is a universal provision aimed at the all-round development of children. The Department of Education should therefore acknowledge its responsibility to assist children who are subjected to any form of abuse and neglect. According to the researcher, thus far departmental involvement still remains at a cursory level. The seriousness and traumatic effects of child sexual abuse has reached enormous proportions and ignoring this problem would have devastating consequences. It is therefore imperative that serious consideration be given to this problem at National Governmental level which would in turn contribute to equal importance and seriousness being directed at school level.

The Ex-Natal Education Department had considered this problem and drew up a policy document, 'Guidelines for school personnel'. It was legislated as Circular No. 27/1994. The Ex-Natal Education Department had, however, been privileged with financial assistance and allocation of management personnel, empowering them to implement new methods and strategies. It is anticipated that the new Department of Education will extend the same privileges to all schools.

From the foregoing it is clear that a uniformed policy document demarcating systematic procedures concerning identification, disclosure, reporting, prevention, protection and support programmes for the sexually abused child would help the teacher and the school in combating child sexual abuse (see Chapter 5).

3.6 THE ROLE OF THE SCHOOL

Mackintosh (1987:24) indicates that schools have an important part to play in identification and prevention of child abuse and maltreatment. Schools play an

important role in the lifeworld of the child. It is the second most important institution that provides for the developmental process of the child. It provides an ideal environment for the educational needs as well as the social, psychological, mental, physical, emotional and motivational needs to be fulfilled.

Schools should be seen as a safe place for all children. It is in an appropriate position that allows for interpersonal interaction. This kind of relationship helps in developing into a favourable self-concept and self-confidence of the academic ability (Epps and Edgar 1975:151).

According to Sgroi (1982:43) incestuous families limit their children to outside contacts and the school is often the only place where children can be seen or observed outside the home. Behaviour, attendance, performance and interaction with peers, for example, can be helpful indicators that could be explored within the school environment.

3.6.1 Reasons for school involvement

The involvement of the school in instances of child sexual abuse is unquestionable. If schools do not become involved, not only will there be an escalation in the incidence level of child sexual abuse but also an increase in the rate of crime, violence, delinquency, etcetera. According to the researcher it therefore follows that, besides educating the children about child sexual abuse, the school can also successfully fulfil the following tasks:

- Prevention.
- Identification.
- Disclosure.
- Reporting.
- Protection.
- Institution of support programmes.

According to research done by the Centre for Science Development (Kiesouw 1994:19) victims of childhood abuse were more likely to develop and display criminal behaviour. It concluded that childhood victimisation represented a wide spectrum of serious social problems, with an increased likelihood of delinquency, adult criminal and violent behaviour. Childhood abuse resulted in an increase of future delinquency and adult criminality by forty percent (40%).

According to the researcher, because schools are concerned with the education of the child in totality, any harm that the child encounters should be a concern of the school. Schools are legally bound to the education of the child and as such must share a moral obligation as well.

The school is a neutral environment for social interaction and for any form of intervention that is required to assist the child. It is an ideal environment where parents and children can be helped without any stigmatisation or suspicion that could result had it been dealt with in a formal welfare service setting.

The school can serve as a means of communication amongst teachers, parents and children. Parents can be made aware through this form of communication, that any form of child abuse *will not* be tolerated. They (the parents) can be informed about the seriousness of such crimes and of the school's policy should any case be identified.

The school staff functions *in loco-parentis*, and therefore affords the school personnel and teachers the perfect opportunity to judge any changes in the behaviour of children. Schools should be seen as a place of both physical and mental safety. Teachers, parents and the school must meet the child on his/her journey and accompany and aid him/her, since a child can only become what he/she ought to through the guidance of educators and parents (Dreyer and Duminy 1993:9).

Schools can be used to counsel parents who will help reduce the tensions and permit the child to undertake his/her educational programme in a more relaxed and effective atmosphere (Epps and Edgar 1995:153).

According to the researcher schools can and should provide a resource for early case finding that would permit the development of a therapeutic family orientated program. The personal experience of the researcher as a primary school teacher and observation as a researcher, it became apparent that only a fraction of the schools were doing so. The following shortcomings and limitations experienced by schools explain why most schools refuse to become involved in child sexual abuse.

3.6.2 Shortcomings and limitations of the school

Though the school is eminently placed to deal with child sexual abuse, there are many shortcomings and limitations that impede involvement. The following were cited by Mackintosh (1987:24-27):

- The lack of professionally trained personnel to deal with cases of child sexual abuse at schools.
- A lack of interpersonal skills that counselling situations might demand.
- Restrictions and prohibition from formulating documents to deal with the problem effectively.
- The limitations placed on the school's competence, by inferring:
 - a 'bad' or detrimental reflection of the school or community,
 - a reluctance to get involved with the community and the private lives of the pupils; and
 - reprisals from socially prominent families in the community.

According to the researcher this should, however, not cause schools to disregard the possibility of child sexual abuse. The implementation of prevention programmes is crucial at all school levels; pre-primary, primary and secondary schools, and should become part and parcel of the school and the departmental policy.

In summary, the teacher (especially the *primary school teacher*), the school and the Department of Education and Culture have been identified as consequential institutions in assisting in instances of child sexual abuse. Intervention of these institutions will help ease traumatic experiences and reduce levels of child sexual abuse, and possibly also prevent or protect children from sexual abuse.

Chapter Four details the presentation and analysis of an empirical study conducted to validate facts and variables of the research topic, namely to *investigate the role of the primary school teacher in dealing with child sexual abuse*.

CHAPTER FOUR

EMPIRICAL RESEARCH: PRESENTATION AND ANALYSIS OF RESEARCH DATA

4.1 INTRODUCTION

The goal of this research study is to investigate the role of the *primary school teacher* in dealing with child sexual abuse. In Chapter two child sexual abuse was discussed as a multifaceted phenomenon and in Chapter three the role of the primary school teacher, the Department of Education and the school in dealing with child sexual abuse were discussed. It was indicated that the school has an important part to play in the identification and prevention of child sexual abuse and maltreatment, and that it provides an ideal environment for the educational needs as well as the social, psychological, mental, physical, emotional and motivational needs of the child. The involvement of the Department of Education was shown to be limited to that of policy making.

The role of the *primary school teacher* was shown to be not only that of educator, but also of counselor because he/she imparts social skills. Part of the teacher's functions is to help children, to deal with personal problems and to assist in decisions about the course that the children's lives should take. They (teachers) can offer moral and emotional support to children in crisis situations, particularly to victims of sexual abuse. Research has revealed that children most at risk of sexual abuse were those *between the ages of six to twelve*, in other words, when they are in *primary school* (Finkelhor 1984:1). From this it follows that the *primary school teacher* would be ideally placed to intervene and to play a meaningful role in detecting, dealing with, and probable prevention of child sexual abuse.

In order to establish the exact nature of the *primary school teacher's* involvement in the lifeworld of the sexually abused child, a research design was developed to investigate the importance of the primary school teacher to:

- Identify.
- Protect/prevent.
- Assist and support the sexually abused child.

This chapter will focus on the planning, presentation and analysis of the research data. The findings of the investigation, based on the research data, will be given and certain deductions and/or recommendations will be made with regard to the topic of study.

4.1.1 Development of a research design

A research design, according to Neuman (1997:xiii) is an arrangement of conditions for collection and analysis of data in such a manner that it aims to combine relevance to the research purpose with economy in procedure. It deals with the learning and discovery of new things, experiences, events and structure of the social world. It follows that the research design will differ depending on the research purpose. Planning of a research design should therefore include decision making on the type of survey, development of survey instrument or questionnaire, plan of a system of record, pilot testing of the instrument and drawing up the sample.

Neuman (1997:426) defines data analysis as a means of search for patterns in data, recurrent behaviours and objects of a body of knowledge. Data can be collected by various means, for instance the *quantitative* survey (e.g. questionnaire) or qualitative survey (e.g. interview).

The questionnaire survey is a valuable technique in helping to understand particular situations in particular areas. According to Van Rensburg, Landman and Bodenstein (1994:504) the questionnaire is a set of questions dealing with some topic or a related group of topics, given to a selected group of individuals for the purpose of gathering data on a problem under discussion.

According to Tuckman (1978:196-197) questionnaires are used to convert information directly given by a person: "By providing access to what is 'inside a person's head', these approaches make it possible to measure what a person knows (knowledge or information), what a person likes and dislikes (values and preferences), and what a person thinks (attitudes and beliefs)." The information that will be gathered in this survey will be used to ascertain the attitudes and beliefs of the teacher towards the problem of child sexual abuse.

Taking the foregoing as a point of departure, it was decided that the administering of a self-structured questionnaire, targeting teachers (especially *primary school teachers*), would be the most appropriate method of collecting data. The information gathered from this survey should make it possible to ascertain not only the attitudes and beliefs of the primary school teacher towards the problem of child sexual abuse, but also indicate what the role of the teacher should be in dealing with child sexual abuse at primary school level.

4.1.2 Planning of the questionnaire

Planning of the questionnaire included informal interviews with the following personnel from the various departments:

- Mrs J Van Niekerk (Director: Durban Childline).
- Mr D Singh (Superintendent of Psychological Services: Department of Education and Culture).

- Mrs M Mariam (Social worker: Child Welfare Association of Isipingo).
- Primary school principals and teachers: Durban South region.

The aims of the informal interviews were to ascertain what role the primary school teacher could play in assisting the sexually abused child in terms of coping with the demands of school academically, as well as with life's challenges in general. These interviews provided valuable input for constructing and planning pertinent questions for the questionnaire.

4.2 THE QUESTIONNAIRE AS A RESEARCH AID

For the purpose of this investigation a survey questionnaire was developed to investigate the role of the primary school teacher in dealing with child sexual abuse. The questionnaire was designed to enhance the reliability and validity of the data.

4.2.1 The research instrument

A survey questionnaire, according to Neuman (1997:231), is an instrument used to measure different variables where respondents read the questions themselves and mark answers on the questionnaire. Van den Aardweg and Van den Aardweg (1988:190) state that the questionnaire is a prepared question form submitted to certain persons (respondents) with a view to obtaining information. Churchill and Peter (Schnetler 1993:77) believe that this measuring instrument has the greatest influence on the reliability of research data. According to Huysamen (1989:2) a poorly designed questionnaire can invalidate any research results, notwithstanding the merits of the sample, the field workers and the statistical techniques. A well designed questionnaire, on the other hand, can enhance the reliability and validity of the data to acceptable tolerance (Schumacher and Meillon 1993:42). The

questionnaire therefore can not be confined to a vacuum and must be carefully constructed and controlled to effect validity.

According to Dane (1990:315-319) the length of each question, the number of response options, as well as the format and wording of questions should be determined by the following:

- The choice of the subject to be researched.
- Aim of the research.
- Size of the research sample.
- Method of data collection.
- Analysis of the data.

Van den Aardweg and Van den Aardweg (1988:190); Norval (1988:60) and Mhlanga (1987:84-85) consider the following characteristics to constitute a good questionnaire:

- It has to deal with a significant topic, one that the respondent will consider important enough to answer.
- It must seek only that information that cannot be obtained from other sources.
- It must be as short as possible, but long enough to get essential data. (Long questionnaires most often are discarded.)
- Directions for a good questionnaire must be clear and complete and important terms clearly defined.

- Each question has to deal with a single concept and should be worded as simply and be as straightforward as possible.
- Different categories and opportunities for easy, accurate and unambiguous responses should be included.
- An objectively formulated questionnaire with no leading questions should render the desired responses.
- Questions should be presented in a proper psychological order, proceeding from general to more specific and sensitive responses.

The above criteria were used as the basis to determine whether the questionnaire used in this study was well designed. The following factors relating to the construction of a questionnaire were taken into consideration.

4.2.1.1 Construction of the questionnaire

Van den Aardweg and Van Den Aardweg (1988:198) are of the opinion that when constructing a questionnaire, the researcher should consult and seek advice from specialists and colleagues. After consultation and following the planning of questions to be taken up in the questionnaire, the questions should be tested on people to eliminate possible error. Although a question to one person may appear to be correct, it can be interpreted differently when put to another person. There should be no hesitation in changing the questions several times before the final formulation, keeping the original purpose in mind. The most important point to be taken into account in questionnaire design is that it requires a lot of time and effort and may have to be re-drafted a number of times before being finalised. A researcher therefore has to ensure that adequate time is budgeted for the construction and preliminary testing of the questionnaire (Kidder and Judd 1986:243-245).

The questionnaire was structured so as to present the questions in a way that would be as simple and straightforward as possible in order to avoid confusion and to ensure that the respondent's perspective is kept in mind (Neuman 1997:233). The questionnaire was directed towards primary school teachers and some secondary school teachers because of their close involvement with children (including sexually abused children). The aims of the questionnaire are listed below:

- To ascertain whether primary school teachers deemed it important, and indeed necessary, to assist sexually abused children.
- To establish primary school teachers' perceptions in identifying, protecting, preventing, reporting, coping and assisting in cases of child sexual abuse.
- To accumulate a large pool of ideas and innovative strategies so as to assist sexually abused children in the classroom situation.

4.2.1.2 Selection of respondents

The target group of the researcher's empirical research study was mainly directed at the *primary school teacher* (see par. 4.3 (ii): The sample chosen). The responses and opinions of *primary school teachers* were collected because of their constant contact and interaction with children between six and twelve years of age because they are most vulnerable. The researcher is of the opinion that child sexual abuse is also prevalent in the secondary schools, therefore responses from some secondary school teachers were collected.

4.2.1.3 Distribution of the questionnaire

The researcher personally delivered questionnaires to primary school teachers. Every questionnaire was accompanied with three letters (see appendices 6, 7 and 8). These letters were addressed to:

- The principal (seeking his/her permission to allow teachers to answer the questionnaires).
- The primary school teachers (assuring them of confidentiality and the importance of the research topic).
- All above respondents (expressing acknowledgement and appreciation for the time and effort taken in completing the questionnaires).

Respondents were allowed five school days to complete the questionnaire. The researcher collected the completed questionnaires personally.

4.2.1.4 The questionnaire

The questionnaire was divided into two sections:

- SECTION ONE: BIOGRAPHIC INFORMATION
- SECTION TWO: THE ROLE OF THE PRIMARY SCHOOL TEACHER IN DEALING WITH CHILD SEXUAL ABUSE

(a) SECTION ONE: BIOGRAPHIC INFORMATION

The following biographic information concerning the respondents was identified as being important: age, gender, standard/grade teaching, teaching experience and education level. The age, gender, standard/grade teaching, teaching experience and education level was considered important to ascertain whether different backgrounds could illicit different responses.

(b) SECTION TWO: THE ROLE OF THE PRIMARY SCHOOL TEACHER IN DEALING WITH CHILD SEXUAL ABUSE

The questions were designed to accumulate data in order to ascertain whether the primary school teacher could be of assistance to sexually abused children.

Pertinent questions dealing with the role of the primary school teacher in terms of identification, reporting, supporting and development of the child-in-totality were included in the questionnaire.

Questions 6, 14, 15, 16, 17 and 19 were pertinent to the role of the *primary school teacher* in identifying victims of child sexual abuse (see Appendix 9).

Questions 8, 10, 11 and 18 were related to the reporting procedures of *child sexual abuse* (see Appendix 9).

Questions 4, 23 and 24 are considered pertinent to the supportive role of the *primary school teacher* in dealing with child sexual abuse.

Questions 1, 3 and 9 dealt with the *teacher-pupil relationship*.

4.3 COLLECTION OF DATA

Smith (1988:55) indicates that data collection and measurement involve gathering information in respect of the empirical indicators of constructs, recording the collected information, and converting data into summary information. Data collection and measurement enable the discovery of things that otherwise would pass unnoticed and assists in capturing the essence of important forms of human communication.

(i) *Gathering and distribution of data*

Questionnaires were distributed to a selection of schools in the Durban South region of Kwa-Zulu Natal. The data for this empirical study was drawn as a sample from the above region. Sampling as described by Wegner (1994:170)

is the process of selecting a *representative* subset of observations from a population to determine the characteristics (that is the population parameters) of the random variable under study.

According to Wegner (1994:170) there are two basic methods of sampling:

- Non-probability sampling.
- Probability sampling.

With the non-probability sampling method observations are not selected randomly. The probability sampling method includes selection methods where the observations to be included in a sample have been selected on a *purely random* basis from the population.

According to Wegner (1994:172) and Mulder (1982:57-59), there are four methods of randomly selecting observations:

- *Simple random sampling* (a basic sampling method assumed in statistical survey computations).
- *Systematic random sampling* (this requires a list of elements where every k th in the total list, for example every 100th, is chosen).
- *Stratified random sampling* (a method used for obtaining a greater degree of representation).
- *Cluster random sampling* (a method used when samples cannot be easily listed for sampling purposes).

For this research, the *probability sampling method* was used and *simple random sampling* was implemented because it improves the accuracy or the

representativeness of the sample. Wegner (1994:172) explains that with simple random sampling each observation in the entire population has an equal chance of being selected.

The selection was limited to the schools in the Durban South region to facilitate quick responses. The researcher, being a resident of the Durban South region, found it convenient, economical and practical to make arrangements with these schools to administer the questionnaires. It was possible to do a follow-up and ensure that all questionnaires were duly completed.

Names of the sixty schools in the Durban South region were alphabetically listed and provided with numbers. A random selection of sixteen names from these schools was made. However, fifteen schools were used because one of these was difficult to reach.

(ii) The sample chosen

Neuman (1997:205) indicates that the size of the sample should be sufficient to assure the researcher that the sample is representative of the population from which it is drawn. According to Neuman (1997:205) the representative sample can give fairly accurate predictions of the population.

It is important to note that the population under consideration in this research is limited to the *Indian primary schools of the Durban South region*. The sample in this study consisted of two hundred (200) primary school teachers, teaching in fifteen (15) schools in the Durban South region. Schools were randomly selected, and the questionnaires were distributed to teachers at these schools irrespective of age, gender, race or teaching experience. From the list of sixty (60) schools, fifteen (15) schools were randomly drawn as a sample group. Twelve (12) questionnaires were distributed to each school adding up to a total of one hundred and eighty (180) questionnaires. One hundred and seventy (170) were returned completed.

(iii) Pilot Test

For the purposes of this investigation a pilot study will be defined as an abbreviated version of a research project in which the researcher practices or tests the procedures to be used in the subsequent full-scale project. It is a preliminary or 'trial run' investigation, using similar questions and subjects as in the final survey (Kidder and Judd 1986:211-212). The purpose of the pilot study is to determine how the design of the subsequent study can be improved; and to identify imperfections in the measuring instrument (Dane 1990:42; Kidder and Judd 1986:211-212).

In this investigation, ten (10) teachers from the school at which the researcher is teaching were selected to run this pilot test. The respondents were allowed an hour to answer these questionnaires. When the pilot test was evaluated, it was found that there was a need to make some changes in the manner in which the questions were posed and to include additional questions. The changes that were made were not significant but changing a word, phrase or order resulted in securing a reliable response from the teachers. This response, according to Van Rensburg, Landman and Bodenstein (1994:512), could be related to consistency and dependability.

4.4 PROFILE OF RESPONDENTS

The biographical details of the respondents are presented in graphic form below. The profile is as follows:

- Figure 4.1: Age of respondents
- Figure 4.2: Gender of respondents
- Figure 4.3: Standards taught by respondents
- Figure 4.4: Teaching experience of respondents in years
- Figure 4.5: Education level of respondents

Figure 4.1: Age of respondents

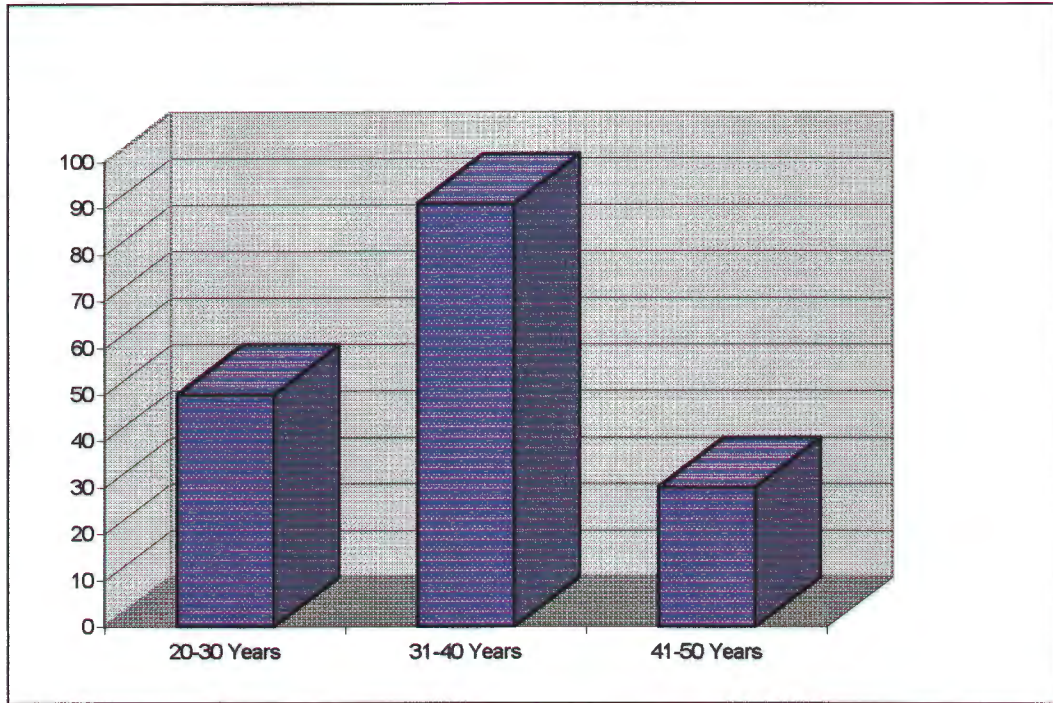


Figure: 4.2 Gender of respondents

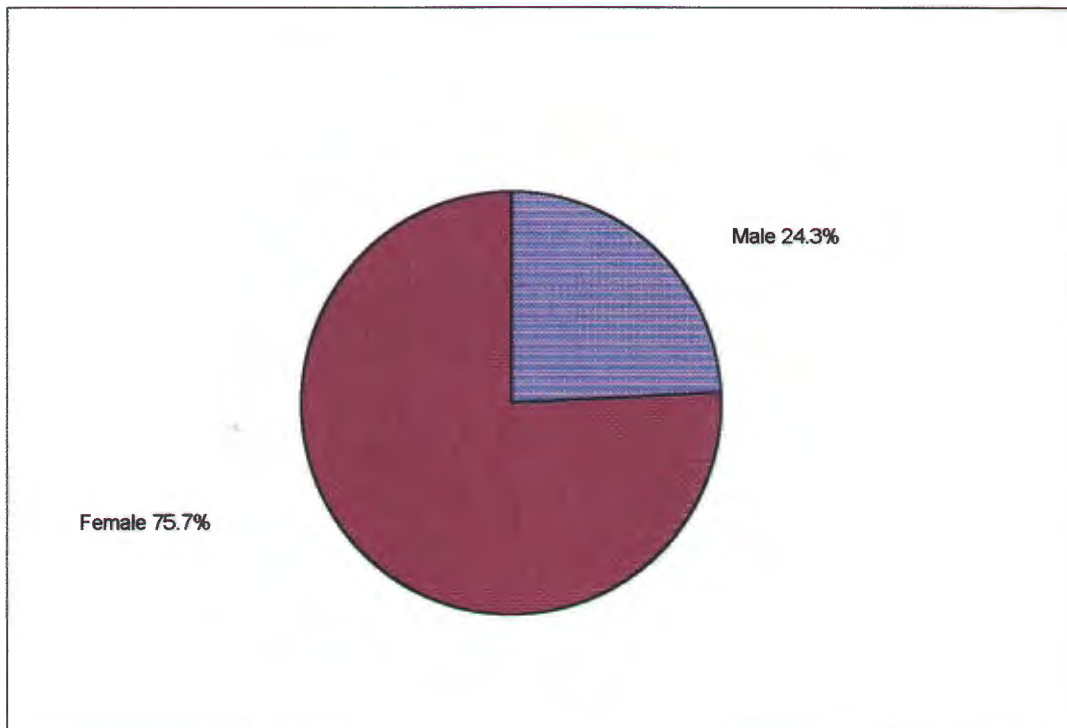


Figure: 4.3 Standards taught by respondents

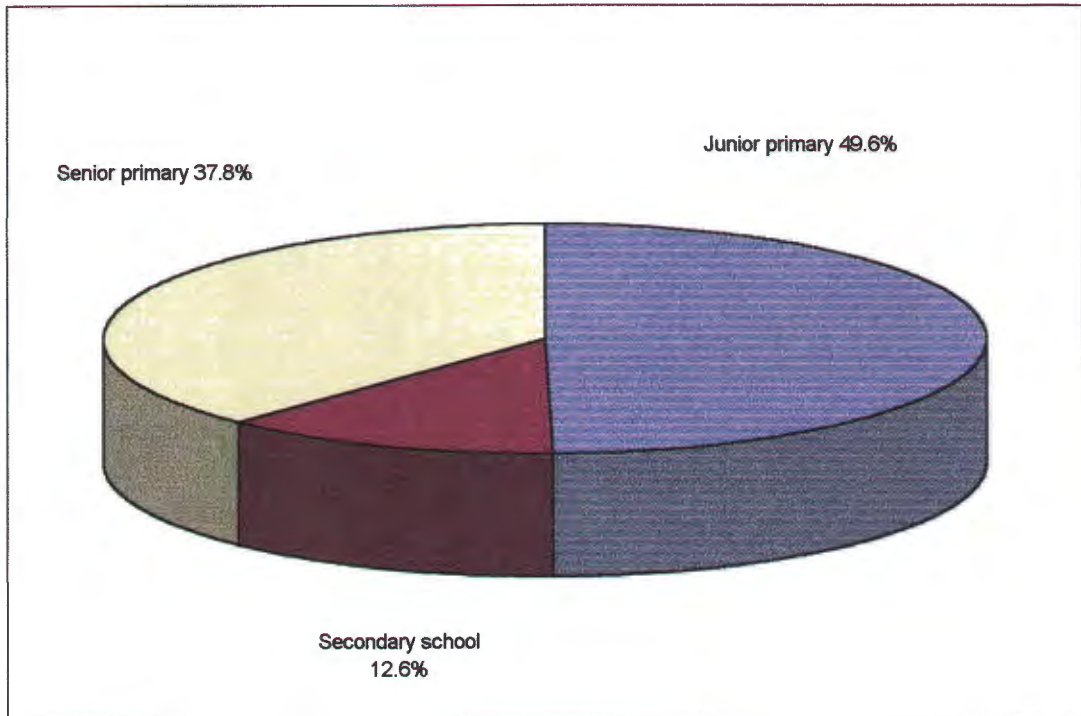


Figure: 4.4 Teaching experience of respondents (in years)

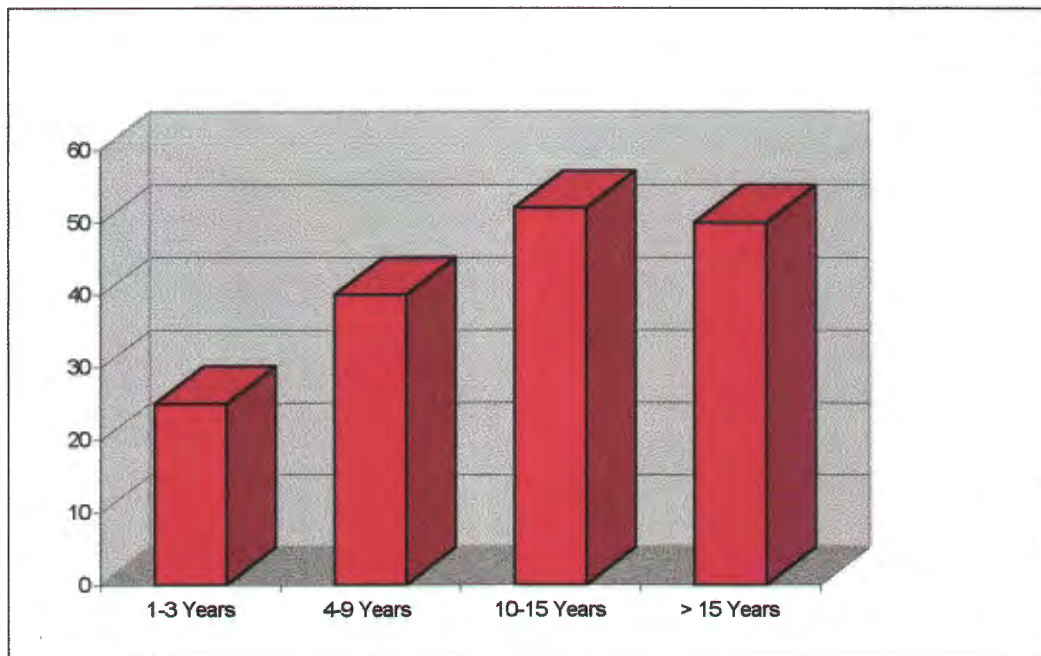
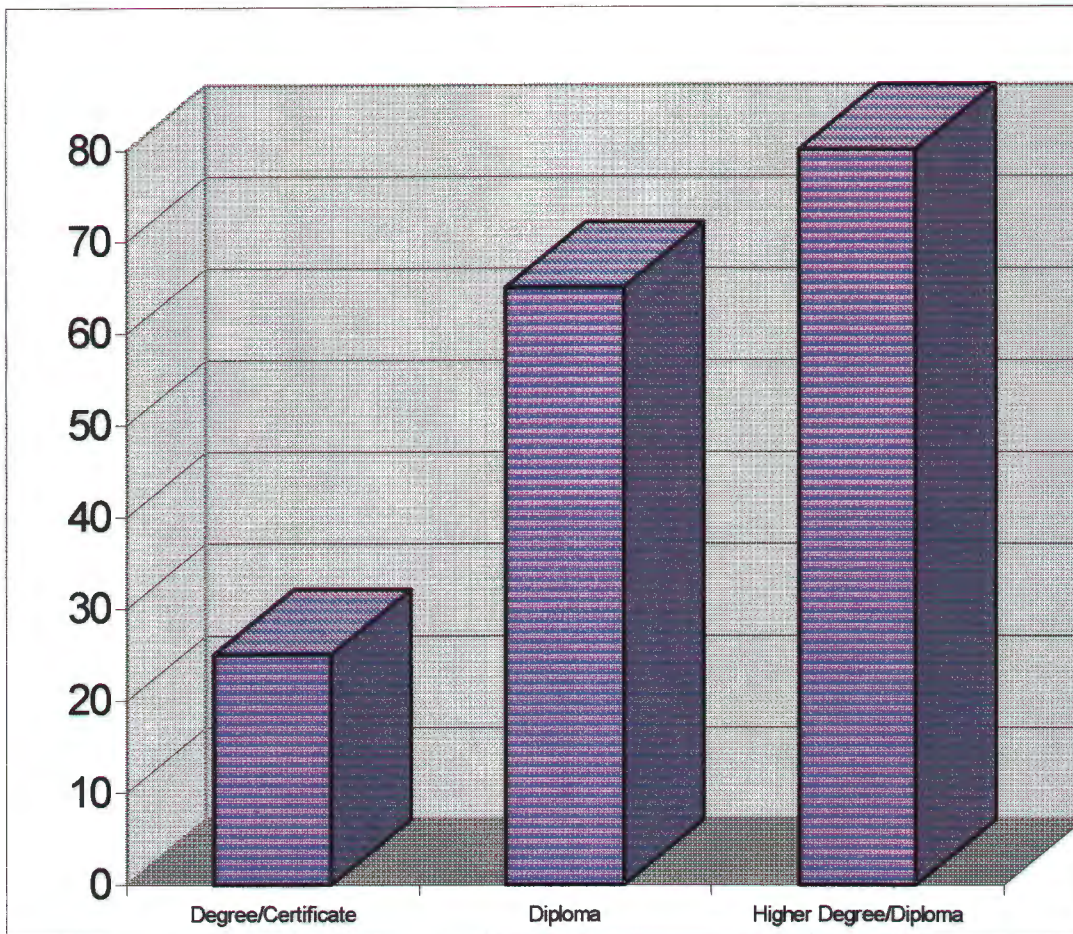


Figure: 4.5 Education level of respondents

The data processing and statistical techniques employed in this empirical research, as well as the research goal, is discussed in the section that follows.

4.5 DATA PROCESSING: STATISTICAL TECHNIQUE AND RESEARCH GOALS

4.5.1 Background

The data analysis used for the purposes of this study involves descriptive and inferential statistics. According to Smith (1988:91) descriptive statistics involve procedures for describing sample data whereas inferential statistics is a logical system for drawing conclusions about population characteristics based on sample

descriptions. According to Wegner (1994:5) when large volumes of data have been gathered from a variety of sources, there is a need to organize, summarize and extract the essential information contained within this data. This is done through descriptive statistics. Descriptive tools like frequency distributions, indices of central tendency and indices of dispersion are presented (Smith 1988:91). In this research study information concerning the role of the *primary school teacher* in dealing with child sexual abuse was gathered from a large group of primary school teachers.

The data was transcribed from the completed questionnaires onto magnetic medium and thereafter processed using the Statistical Package for Social Sciences (SPSS) at the Department of Computer Services (DCS) at the University of South Africa (UNISA).

The Research Support Group (RSG) of the DCS at UNISA, in conjunction with the study leader, assisted in the processing of the data, interpreting, reporting and presentation of the empirical results.

4.5.2 Statistical techniques

4.5.2.1 Chi-square test

According to Smith (1988:140) the chi-square test can assess differences between two or more independent groups with frequencies ranging from moderately small to very large. It can perform operations with frequency data that are analogous in function and complexity to single-factor as well as multiple factor analysis of variance. The chi-square is a commonly employed test statistic for frequency differences.

The chi-square test takes the form of a ratio between observed frequency differences and random error differences. Its computing formula is:

$$x^2 = \sum \frac{[(o-e)]^2}{e}$$

where o represents the observed frequency in some particular group or category on a nominal scale and e refers to the expected frequency in the same group, meaning the frequency that could result from chance. Thus, for any one group, x represents observed minus expected frequencies squared divided by expected error frequencies. The summation sign (Σ) appearing in the formula indicates that x can be used to assess significant differences among as many different groups and categories as needed, simply by adding the $o-e / e$ ratio associated with each group (Smith 1988: 140).

4.5.2.2 Validity

According to Mulder (1982:215) validity refers to the degree to which a test succeeds in what it has set out to measure. Kervin (1992:29) defines validity as the extent to which findings and conclusions accurately represent the true state.

There are three forms of validity:

- Content validity.
- Face validity.
- Construct validity.

According to Mulder (1982:216) the degree of validity in a test can be denoted by a correlation coefficient. Whenever a correlation coefficient is employed to denote validity, a correlation of higher than 0,6 is obtained in exceptional cases only (Mulder 1982:217). The validity of the questionnaire is tested with factor analysis.

4.5.2.2.1 Factor analysis

Factor analysis assesses the interrelations among a rather large set of variables for

purposes of reducing the large array to a smaller, more basic set of hypothetical entities called variables (Smith 1988:167). According to Kerlinger (1986:569) factor analysis is achieved by identifying a pattern or common characteristics in a number of items. A factor therefore is a construct, it is a hypothetical entity made up of a number of items with common characteristics. For identification purposes, the researcher inter-correlated groups of items and formulated four significant factors.

4.5.2.3 Reliability

Smith (1988:46) states that reliability is equated with a measuring instrument's consistency or stability. Smith (1988:46) goes on to say that if the same scale is administered repeatedly to the same individuals and it yields roughly the same set of responses, the scale is said to be reliable. Reliability can be described as the ratio of the variance of the actual score to the variance of the observed score (Kruger 1992:207). According to Kervin (1992:509) when a measuring instrument is developed, an effort is made to get reliability of the instrument as close to 1 as possible. Values from 0,85 and above are seen as reliable enough. Those between 0,85 and 0,60 are acceptable and those below 0,60 are unacceptable.

Kerlinger (1986:408-409) defines reliability as the proportion of the 'true' variance to the total obtained variance of the data yielded by a measuring instrument, or it is the proportion of error variance to the total variance yielded by measuring instrument subtracted from 1.0. The index 1.00 indicates perfect reliability. These definitions could be represented in the form of equations as follows:

$$r_{tt} = \frac{V_x}{V_t}$$

$$r_{tt} = 1 - \frac{V_e}{V_t}$$

where r_{tt} is the reliability coefficient. An alternate equation to calculate reliability coefficient is:

$$r_{tt} = \frac{V_t - V_e}{V_t}$$

The reliability of the questionnaire was tested with item analysis.

4.5.2.3.1 Item analysis

Item analysis is a statistical procedure or test which determines which items should be left out of the questionnaire in order to improve its reliability and validity. According to Mulder (1986:192) every item included in the test or questionnaire contributes its own share (whether positive or negative) to the grand total of the score.

The aims of item analysis are:

- To determine exactly the contribution of each item.
- To calculate the reliability of the questionnaire (Van den Berg and Vorster 1982:121).

4.6 RESULTS OF THE STATISTICAL ANALYSIS

4.6.1 Validity of the questionnaire as a measuring instrument in determining the role of the primary school teacher in dealing with child sexual abuse

Van Rensburg, Landman and Bodenstein (1990:560) define validity as the extent to which a measuring instrument satisfies the purpose for which it was constructed. It refers to the extent to which it correlates with some criterion external to the instrument itself. According to Kervin (1992:302) to measure validity the questions must measure 'what you want it to measure' in order to constitute a good questionnaire.

The validity in this study was tested. The validity of the data and questionnaire in this study is acceptable since the loadings are larger than 0,4.

The factor loadings and grouping of variables are tabulated in Table 4.1

TABLE 4.1: Results of validity tests

QUESTION	FACT 1	FACT 2	FACT 3	FACT 4
Primary school teachers must receive the necessary training skills to handle incidents of child sexual abuse Question 7 Question 9 Question 13 Question 11	0,744 0,702 0,501 0,490			
Supportive role of primary school teachers in handling child sexual abuse Question 4 Question 9 Question 13 Question 11		0,755 0,702 0,501 0,517		
The important role of the primary school teacher in dealing in child sexual abuse Question 2 Question 3 Question 8			0,816 0,811 0,462	
The importance of teacher-pupil relationship in combating child sexual abuse Question 12 Question 1				0,780 0,663

As defined earlier, factor analysis is a statistical technique used to identify a relatively small number of factors that can be used to represent relationships among sets of interrelated variables.

The principal component method of the factor analysis statistical technique extracted four factors. The varimax rotation option of this technique yielded the following factors:

FACTOR 1

The primary school teacher must receive the necessary professional training skills to handle incidents of child sexual abuse.

The following questions were combined to form Factor 1.

- Q5. All teachers should be professionally equipped
- Q6. Every teacher must be aware of procedures
- Q7. Teacher training institutions must include courses that can assist sexually abused children
- Q10. Departments of Education should provide standardized policies

FACTOR 2

The supportive role of the primary school teacher in dealing with sexually abused children.

- Q4. All teachers should perform a supportive role
- Q9. Teachers should provide children with life skills
- Q11. Teachers should be protected by legislation when reporting *child sexual abuse*
- Q13. Teachers should receive feedback on reported incidents

FACTOR 3

The importance of a structure or a specifically appointed teacher to deal with child sexual abuse.

- Q2. Every school should have a guidance counselor
- Q3. In the absence of a guidance counselor one specific teacher should handle child sexual abuse
- Q8. All schools should have a standardized operating procedure

FACTOR 4

The importance of a positive teacher-pupil relationship in combating child sexual abuse.

- Q1. Teacher-pupil relationship should include academic, psychological, affective (emotional) and physical progress of the child
- Q12. Strict confidentiality should be adhered to in teacher-pupil relationship

4.6.2 Reliability of the questionnaire as a measuring instrument in determining the role of the primary school teacher in dealing with child sexual abuse

To determine the reliability of the questionnaire as a measuring instrument, an item analysis test was carried out. According to Van Rensburg, Landman and Bodenstein (1994:512) and Mulder (1986:209) reliability is a statistical concept and relates to consistency and dependability.

The overall reliability of the measuring instrument (for questions 1 to 13) was 0,79 which is more than acceptable. The reliability for each of the factors is tabulated in the following table.

TABLE 4.2: Reliability of research data

FACTORS	ALPHA VALUE
Factor 1: The primary school teacher must receive the necessary training and skills to handle incidents of child sexual abuse.	0,688
Factor 2: The supportive role of the primary school teacher in handling child sexual abuse.	0,609
Factor 3: The importance of a system or a person in dealing with child sexual abuse.	0,626
Factor 4: The importance of a teacher-pupil relationship in combating child sexual abuse.	0,417

Alpha value between 0,6 and 0,8 indicate an acceptable reliability. Below 0,6 the reliability is suspicious. In Table 4.2: Reliability of research data, factors 1, 2 and 3 have acceptable alpha values. This could be an indication that teachers can assist and support sexually abused children (see Chapter 3, par.3.1.3). Teachers need to be equipped and trained with the necessary skills to handle sexually abused children. It

is essential to appoint a single person or adopt a system to handle cases of child sexual abuse (see Chapter 5 par.5.6.2).

Factor 4 has an unacceptable reliability. This could be attributed to the fact that Factor 4 considered only 2 items. In order to improve reliability, additional items should have been considered.

4.6.3 Chi-square tests to determine association between variables

Tests for association between the variables of Section One (Biographic Information) and the variables of Section Two (The role of the *primary school teacher* in dealing with child sexual abuse) were carried out by means of cross-tabulations.

In the following explanation the symbol H_0 represents the null hypothesis and H_1 represents the alternate hypothesis (Mulder 1986:35).

All tests were done at a significance level of ninety five percent (95%). This means that the chance of making an incorrect deduction is five percent (5%).

(i) AGE

The differences associated with the age of the respondents are indicated as follows:

H_0 : There is *no significant difference* between the age groups and the responses to the questions in Section 2.

H_1 : There is *a significant difference* between the age groups and the responses to the questions in Section 2.

In the following table the null hypothesis (H_0) was rejected as a significant difference was found in the responses of the different age groups.

TABLE 4.3: Significant differences associated with age

ITEM	AGE		
	20-30	31-40	41-50
1.1 Handled cases of sexual abuse by reporting to the principal.	47%	70%	73%
1.2 Would handle abuse cases by reporting to the principal.	61%	82%	77%
1.3 In-service training is important in assisting teachers to identify sexually abused children.	98%	82%	82%
1.4 Teachers who encountered five or more sexually abused children.	14%	35%	20%

Possible reasons for the significant differences in the variables in Table 4.3 are the following:

- (i) Teachers between ages 41-50 may have handled child sexual abuse by reporting to the headmaster because they (the teachers):
- Have more respect for the rules and regulations of the school and the headmaster.
 - Are accustomed to following official procedures rigidly.
 - Are used to identifying the principal as an authoritative figure.
 - Are in a state of denial of the reality of the existence of child sexual abuse.

- Are afraid of accepting sole responsibility when dealing with child sexual abuse.

(ii) Teachers between the ages 20-30 may have not reported to the principal because they:

- Do not like conforming to rules and regulations.
- Do not perceive the principal as an authoritative figure.
- Are more conscious of the reality of such occurrences and are able to identify with such problems.
- Are not afraid of accepting responsibility in handling cases of child sexual abuse.

The response to the importance of in-service training in assisting primary school teachers to identify sexually abused children by the younger teachers (20-30 years) was 98% (significantly higher than that of the older teachers). This could indicate that:

- The younger teachers may be more adaptable to new changes.
- They might be more inclined to assist sexually abused children if they are adequately equipped.
- They may have more time, because of having fewer responsibilities, which allows them to get involved in the problem of child sexual abuse.

(iii) Teachers between the ages 31-40 have a thirty five percent (35%) level of identification of five or more cases of child sexual abuse because they:

- Have more experience than the younger teachers.
- Are less afraid and possibly have more time.
- Are more aware of the reality of child sexual abuse.

(ii) GENDER

The differences associated with the gender of the respondents are indicated as follows:

H₀: There is *no significant difference* between the gender groups and the responses to the questions in Section 2.

H₁: There is *a significant difference* between the gender groups and the responses to the questions in Section 2.

In the following table the null hypothesis (H₀) was rejected as a significant difference was found in the responses of the different gender groups.

TABLE 4.4: Significant differences associated with gender

ITEM	GENDER	
	MALE	FEMALE
2.1 It is important that teachers receive feedback on reported incidents of child sexual abuse.	88%	96%
2.2 Handled child sexual abuse by reporting to the principal.	50%	69%
2.3 Did not report incident because of fear of retribution from parents.	0%	12%
2.4 Number that encountered five or more cases of child sexual abuse.	25%	75%

There was a high percentage of respondents who agreed that there should be continued support and feedback from agencies handling reported cases of child sexual abuse. According to Robertson (1989:64) persons (in this case the *primary school teachers*) should continue their supporting role in conjunction with other professionals and vice versa. Ninety six percent (96%) of *females* indicated that it is important for continued support and contact. The reason for a higher percentage rate amongst the females *could* be that:

- They are more concerned and willing to assist in the problem.
- They are more sensitive and empathetic than male counterparts on this issue.

The results indicated that a *higher percentage of the female gender* would report cases of sexual abuse to the principal and also feared retribution from parents more than the male gender. Possible reasons for these findings are that females prefer to follow protocol and not to hurt the feelings of the parents. The researcher is inclined to conclude that the females conform more strictly to rules and regulations than males. Seventy five percent (75%) of the female respondents encountered five or more cases of child sexual abuse probably because they could be more sensitive and empathetic towards the problem. Victims of child sexual abuse could feel comfortable to report incidents to females. It could be helpful to involve female teachers in the team/committee that is assisting in child sexual abuse.

(iii) TEACHING EXPERIENCE

The differences associated with teaching experience of respondents were tested.

H₀: There is *no significant difference* between teaching experience and the responses to the questions in Section Two.

H₁: There is *a significant difference* between teaching experience and the responses to the questions in Section Two.

In the following table the null hypothesis (H₀) was rejected and a significant difference was found in the responses by respondents with different levels of teaching experience.

TABLE 4.5: Significant differences associated with teaching experience

ITEM	YEARS OF TEACHING EXPERIENCE		
	1-10	10-15	15+
Encountered three or more sexually abused children	12%	62%	35%

The results revealed that teachers with ten (10) to fifteen (15) years teaching experience came across more victims of sexual abuse because:

- They (teachers) may have more teaching experience than those who are in the profession for less than ten years.
- As a result they (teachers) may have greater confidence.
- They (teachers) may have more time available because they have fewer responsibilities than teachers with more than fifteen (15) years of teaching experience.

(iv) GRADE TEACHING CLASSIFICATION

The differences relating to the grades taught by respondents are represented below.

H₀ : There is *no significant difference* between the grade taught and the responses to the questions in Section Two.

H₁ : There is *a significant difference* between the grade taught and the responses to the questions in Section Two.

In the following table the null hypothesis (H_0) was rejected and a significant difference was found in the responses of respondents teaching different grades.

TABLE 4.6: Significant difference associated with grades being taught by the respondents

ITEM	GRADE		
	1-2	3-7	8-10
Number of sexually abused children encountered	28%	53%	13%

The results reflect that fifty three percent (53%) of the children identified as victims were predominantly from grades 3-7. Children from these grades range between the ages of eight (8) to fifteen (15) years and according to Evanthe and Schurink (1996:11) and Finkelhor (1984:59) child sexual abuse is most predominant during this phase.

(i) EDUCATIONAL LEVEL

The differences associated with the educational level of the respondents are indicated as follows:

H_0 : There is *no significant difference* between the educational level and the responses to the questions in Section 2.

H_1 : There is *a significant difference* between the educational level and the responses to the questions in Section 2.

In the following table the null hypothesis (H_0) was rejected and a significant difference was found in the responses of respondents with different educational levels.

TABLE 4.7: Significant differences associated with educational level of the respondents

ITEM	EDUCATIONAL LEVEL		
	Certificate	Diploma	Higher Degree
3.1 Fear of retribution by parents	10%	17%	1%
3.2 Identified victims to be anxious	10%	18%	34%
3.3 Questioned child about abuse	76%	45%	55%
3.4 Believed that rights of the child were seldom protected	67%	63%	82%

The results indicated that only one percent (1%) of the *primary school teachers* with higher degrees feared retribution from parents. The respondents with higher education level may be more confident and aware of the problem of child sexual abuse. They (higher degreed teachers) could be inclined to protect the rights of the child rather than that of the parents. Eighty two percent (82%) of the respondents with higher degrees agreed that the rights of the child are seldom protected. Respondents with higher degrees seem more able to identify victims of child sexual abuse, probably because of greater awareness of the correct procedures to be followed. They (the respondents) found anxiety to be most characteristic of sexually abused children.

4.6.4 Correlation to measure association between variables

According to Leedy (1980:22) correlation is the statistical process by which we discover the relationship between different types of data. This correlation analysis is used to measure the strength of a linear association between two variables. The reliability depends on the strength of the relationship between the variables. Seventy percent (70%) and above is indicative of a good correlation, 50-70 % is a mild correlation and below 50% is a poor correlation (Wegner 1994:311).

In this empirical research there was a good or high correlation between variables from SECTION ONE and SECTION TWO as indicated in Tables 4.8 to 4.13.

(i) IN SECTION ONE: BIOGRAPHIC INFORMATION there is a high correlation between age and teaching experience of respondents.

Table 4.8: A correlation between variables of age and teaching experience of Respondents

ITEM	CORRELATION COEFFICIENT
Section 1	
Q1. Age	0,78
Q2. Teaching experience	

It is to be expected that the higher the age of the respondent the greater will be the years of teaching experience.

(ii) In Section 2 a high correlation in questions 14, 15 and 16 (number of sexually abused children encountered) was identified (see Table 4.9 on the following page).

Table 4.9: A correlation between variables:

- Number of sexually abused children encountered
- Number of sexually abused boys encountered
- Number of sexually abused girls encountered

ITEM	CORRELATION COEFFICIENT
Q14. Number of sexually abused Children encountered	0,64
Q15. Number of boys encountered	
Q14. Number of sexually abused Children encountered	0,93
Q16. Number of girls encountered	
Q15. Number of boys encountered	
Q16. Number of girls encountered	0,60

It follows that an increase in the number of sexually abused children will correspond with an increase in the number of boys and girls encountered as being sexually abused. Victims of child sexual abuse include boys as well as girls (see Chapter 3 par. 3). Hence, a good correlation between the variables exists.

(iii) The correlation between questions 16.1 and 16.2 (action taken by the teacher when he/she became aware of a sexually abused child) was 0,56 %. The possible reasons why the *primary school teacher* took no action (see Chapter 3 par.3.1.4) are:

- Fear of retribution from parents.
- Teacher felt he/she could not interfere.
- Emotional barriers within the primary school teacher.

- Limitations and restrictions of official procedures.

At a Conference - *Prevention of Child Abuse* (4 April 1995) the above and other similar shortcomings and limitations were experienced by the primary school teachers (see Chapter 3 par. 3.1.4) as to why they did not take any action.

Table 4.10: A correlation between actions taken by the teacher upon encountering incidents of child sexual abuse

ITEM	CORRELATION COEFFICIENT
Q16.1 Did nothing	0,56
Q16.2 Respondent did not know what to do	

(iv) There is a correlation between questions 17.3 and 17.6 (characteristics displayed by sexually abused children). Hence, sexually abused children who tend to be withdrawn may be mentally preoccupied. This mental preoccupation may lead to a lack of ability to concentrate. Robertson (1989:41) indicates that shyness and withdrawal are behavioural indicators of sexual abuse (see Chapter 3, par.3.2.1).

Table 4.11: A correlation between characteristics displayed by sexually abused children

ITEM	CORRELATION COEFFICIENT
Q17.3 Withdrawn	0,63
Q17.6 Lack of concentration	

(v) According to the responses to questions 18.3 and 18.4 (reporting the incident of sexual abuse) the correlation was 0,54%. It is to be expected that if incidents of child sexual abuse were reported to the police then there would have been reports made to the parents as well.

Table 4.12: A correlation between methods of reporting incidents of child sexual abuse

ITEM	CORRELATION COEFFICIENT
Q18. Reported incident to the police.	
Q18.4 Report incident to the parent.	0,54%

(vi) There is a correlation between items in questions 23.4 and 23.7 (what should teachers do when incidents of child sexual abuse are reported). According to Post (1987:5) when an incident of child sexual abuse is disclosed it must be done in utmost confidence and the child has to be reassured that professional help must be sought.

Table 4.13: A correlation between actions taken by respondents when incidents are reported

ITEM	CORRELATION COEFFICIENT
Q23.4 Discuss incident in confidence	
Q23.7 Need for professional help	0,51%

(vii) According to the responses there is a high correlation between questions 23.6 and 23.7 (what should teachers do when incidents of child sexual abuse are

reported). It is to be expected that the child has to be reassured that help from other sources will be essential and that there would be a need for professional help.

Table 4.14: A correlation between actions of assistance given by respondents when incidents are reported

ITEM	CORRELATION COEFFICIENT
Q23.6 Reassure the child that you (the respondent) will seek help	0,71
Q23.7 Explain need for help from professional people	

The most popular response by respondents will be discussed in the following section as ranking.

4.6.5 Ranking

The responses to the various options presented in questions 16.1, 17 and 18 were further evaluated to determine the most popular response by the respondent. This was done by counting the frequencies of each response and ranking-ordering them.

To question 16.1:

- *If you encountered abused children in your school, how did you handle the situation?*

Most respondents indicated that they *reported the matter to the school principal*.

To question 17:

- *Which of the following characteristics were displayed by a sexually-abused child?*

Most respondents indicated that *lack of concentration* was the most dominant characteristic.

To question 18:

- *A child in your class has been sexually abused. As a teacher how would you handle the situation?*

The most popular response was to *report the incident to the principal*.

4.7 CONCLUSION

The aim of this research study was to establish the exact nature of the *primary school teacher's* involvement in the lifeworld of the child, with specific reference to the sexually abused child. The research design was structured to investigate the role of the primary school teacher to:

- Identify.
- Protect/prevent.
- Assist and support the sexually abused child.

The tests for association between variables indicated that there are significant differences between the biographic data of respondents and factors related to the importance of the role of the *primary school teacher in dealing with child sexual abuse*. The high correlation between age and gender of respondents, number of sexually abused children encountered, characteristics displayed by sexually abused

children, reporting incidents of child sexual abuse and what *teachers should do* when incidents of child sexual abuse are reported, indicate that the *primary school teacher* can perform an important task in dealing with child sexual abuse.

The results of the empirical research, in conjunction with the results of the literature study, will be dealt with in detail in the following chapter. The following chapter pays attention to the findings based on the research study.

CHAPTER FIVE

FINDINGS AND RECOMMENDATIONS OF THE RESEARCH STUDY

5.1 INTRODUCTION

The general aims of this study were to investigate the definitions and prevalence of child sexual abuse in South Africa, to establish what role the different stakeholders, the family, schools, state departments and the community play in assisting the sexually abused child, and to determine what shortcomings may exist in the current approach towards the sexually abused child.

The specific aim of the study focused on the role of the teacher, and specifically the *primary school teacher*, in identifying victims of child sexual abuse, in supporting these victims and in finding ways and means of protecting the sexually abuse child and preventing the incidence of sexual abuse recurring.

It was shown that the teacher has an important task to perform in the lifeworld of the child because most incidences of child sexual abuse occur when they (the children) are of *primary school age*. The *primary school teacher*, therefore, is faced with the task of working with the sexually abused child as a first level of support.

It is evident that there should be clear guidelines for the handling of cases of child sexual abuse that will involve all spheres of the child's life, embodying medical and social welfare institutions, law, police and education. The Daily News (25 January 1997:6), for instance reported that surgeons, attorneys, teachers, police and prosecutors must be sensitised to the trauma of sexual offences and that they should be adequately trained in handling such cases.

In this chapter, a brief summary of Chapters Two, Three and Four, the findings and recommendations of the literature study and empirical research are submitted.

5.2 SUMMARY OF CHAPTERS

5.2.1 Chapter 1

(i) Statement of the problem

In this research study an inquiry has been made into the educational perspectives concerning the role of the *primary school teacher* in dealing with child sexual abuse. The literature study as well as the empirical research were aimed at establishing the role of the various stakeholders including the teacher, and specifically *the primary school teacher* in identifying, reporting, protecting, supporting and curbing child sexual abuse.

(ii) Analysis of the problem

The literature study and the empirical research identified teachers as an integral part of a team working with child sexual abuse, and the only professionals who are likely to have known the child before the disclosure of the abuse. The teacher, therefore, has a profound influence on the lifeworld of the child. Sexual abuse was shown to be most likely at school age, which places the primary school teacher in a pivotal role when dealing with the needs of the sexually abused child. The exact nature of the guidance and support to be rendered by the primary school teacher constituted the problem that needed to be investigated.

(iii) Definition of concepts

In order to investigate the role of the primary school teacher in dealing with child sexual abuse it was necessary to define the concepts 'child abuse' and 'sexual abuse' as well as to characterize the *primary school child* and the *primary school teacher*.

- Child abuse is the intentional infliction of physical injury, emotional harm and sexual abuse and neglect which hinders the child's development.

- Sexual abuse is described as sexual exploitation and mistreatment of the child for the sexual pleasure or gratification of the significantly older person.
- The primary school child ranges between the ages six and twelve, who enters school that is a new and unfamiliar environment. It is during this phase that children are vulnerable and susceptible to changes in life's experiences.
- The primary school teacher is one who seeks to help the youth become equipped for life, to realize their (the children's) potential and assist them on their way to self actualization and to ultimate adulthood.

(iv) Aims

The researcher formulated specific aims (see Chapter one par.1.5) to determine the course of this study. These aims were realised through the literature study together with an empirical survey consisting of a structured questionnaire and informal interviews. On the basis of the aims and findings of this study, certain recommendations are formulated.

(v) Research methodology

The literature and sources concerning the definition, prevalence, causes and effects of child sexual abuse and the role of the primary school teacher in dealing with child sexual abuse have been gleaned from reference books, encyclopaedias, periodicals, journals, newspaper articles and masters and doctorate theses.

This study also utilised a questionnaire constructed by the researcher as the data source. The information sought has been acquired directly from respondents. The questionnaire sought to obtain information regarding the role of the primary school teacher in dealing with child sexual abuse. Pertinent questions were formulated to establish the importance of the teacher's involvement in terms of assisting, guiding, supporting, protecting and preventing child sexual abuse.

(vi) Demarcation and limitation of the study

The research study focused on the role of the primary school teacher in dealing with child sexual abuse from a general to a specific role. For speedier and effective results the researcher restricted the empirical survey to the teachers of the Indian population (Durban South region). The aim of the questionnaire was to obtain information from the teachers' perspectives as to the role of the *primary school teacher* in dealing with child sexual abuse.

The researcher recognizes the fact that the questionnaire has certain shortcomings and limitations because:

- The sensitive nature of the topic makes collation of research information difficult. Incidents of sexual abuse remain unreported and very few victims are willing to talk about their experiences.
- Literature on child sexual abuse is limited and does not fall within the domain of one particular discipline. Professionals from Psychology, Sociology, Social work, Psychiatry, Nursing, Pediatrics and Criminology approach the problem from different perspectives. Although diversity has stimulated innovative approaches of solving the problem of child sexual abuse, it has presented a new problem, that of communication because it is seen as peripheral to all disciplines and not related specifically to any particular one. But in this case it is brought into context with the *primary school teacher*.
- The problem becomes more difficult because of the stigmatization of victims, families, offenders and schools are afraid of being labelled and stigmatized.
- Research information is plagued by inadequate samples and conflicting definitions.

- Research in the field of child sexual abuse is still in its infancy and more controlled studies are needed (Hartman 1995:xvi).

5.2.2 Chapter 2

Chapter 2 focused on the prevalence and definition of child sexual abuse. It has shown the different forms of sexual abuse and its interrelationship with emotional and physical abuse. It detailed the causes and effects of child sexual abuse as well. Child sexual abuse was seen as a multi-faceted phenomenon that makes the intervention of the primary school teacher crucial.

5.2.3 Chapter 3

The role of the primary school teacher in dealing with sexual abuse was realized in the literature study in this chapter. The interrelation of the primary school teacher with other stakeholders and helping the sexually abused child in the classroom situation were discussed.

5.2.4 Chapter 4

Chapter 4 focused on the presentation and analysis of the empirical research regarding the role of the primary school teacher in dealing with child sexual abuse. It discussed data processing statistical technique and verification of research goals. The results of the statistical analysis were presented in this chapter.

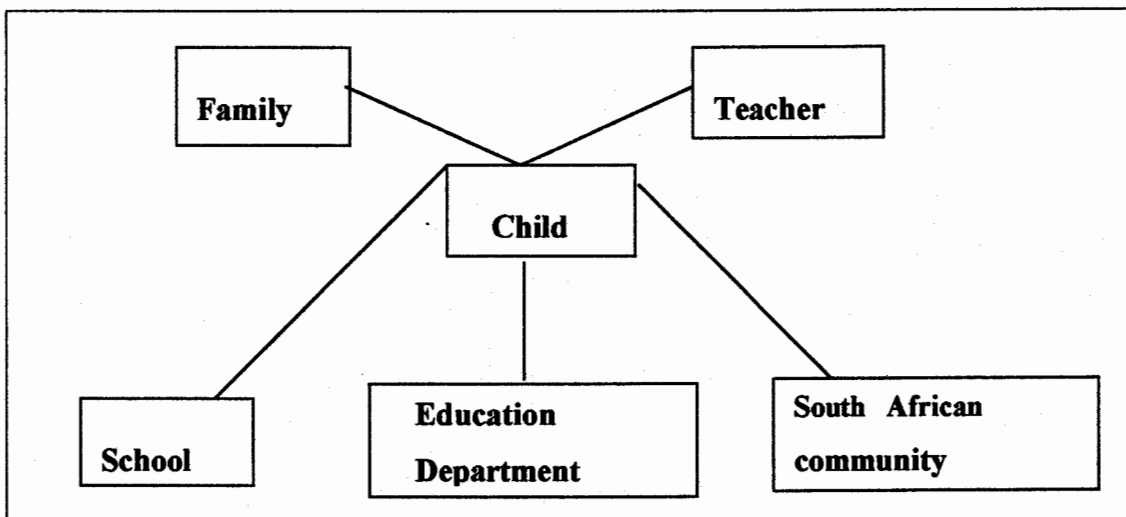
5.3 FINDINGS AND RECOMMENDATIONS OF THE STUDY

It is evident from the preceding Chapters two and three that an inclusion of all aspects of child sexual abuse is obligatory. Chapter four (the empirical research) presents a set of recommendations that include all aspects of child sexual abuse.

This study institutes its recommendations from the general recommendations (the role of the community and the people of South Africa at large) to the more specific concerns of education, by emphasising the involvement of the primary school teacher in assisting the sexually abused primary school child. The recommendations are designed to address the educational as well as the psycho-social needs of the child.

From the research it became clear that the problem under investigation needed to be approached from a holistic point of view, as set out diagrammatically in the figure.

Figure 5.1: Holistic approach to the recommendation of child sexual abuse



The role of the teacher, as one of the stakeholders identified in this approach, was shown to be of great importance in addressing the needs of the sexually abused child. The *primary school teacher*, however, as main focus of this investigation, was shown to be eminently placed to assist the sexually abused child, as the primary school pupil is the most likely victim of child sexual abuse.

The other stakeholders, i.e. the South African community, Department of Education, the school and the family, also have important roles to play in assisting the sexually abused child. These roles will be scrutinized and recommendations will be made with regard to the involvement required of each.

Apart from these general findings and recommendations, more specific findings and recommendations will be made with regard to the main area of investigation, namely the role of the *primary school teacher* in dealing with child sexual abuse.

5.3.1 THE ROLE OF THE SOUTH AFRICAN COMMUNITY

Societal influences play an important role in the recovery process. According to the Virginia Child Protection Newsletter (1990:10), with the help from society, victims will begin to accept that they are not responsible for their abuse.

The South African State has acknowledged that the children are the country's most important resource. Children require specific attention, guidance and help to reach their full potential. The State, together with all South African citizens should pledge their support and efforts towards the needs of these children. Protection of children should be the foundation upon which a society is built.

Evanthe and Schurink (1996:36) emphasize that the South African society needs to be educated in the prevention of abuse. The researcher agrees with Evanthe and Schurink (1996:36), with the proviso that education of society should include life skills training and parenting training.

Bindon (1988:12-121) recommends that the Child Care Act should make child protection an obligation and responsibility shared by the community collectively. According to Bindon (1988:12-121) the community needs to:

- Get involved in collective decision making.
- Be aware of what constitutes child abuse, understand the problem and the legal perspective with regards to child sexual abuse.

- Establish a committee or board that will reflect this consensus and carry a clear public mandate to make and monitor any decision to assail non-co-operation with the court action.
- Establish an identifiable reception or treatment centre.

Winship (1987:5) summarises the responsibility of society very appropriately: "An adult society can be measured by the attention it gives to its children. Every child is a future adult. If we attend to all the needs of children early in their lives we can ensure them a satisfactory future and ensure that our society reaps the benefit."

5.3.2 THE ROLE OF EDUCATION

According to Evanthe and Schurink (1996:32) the World Congress sees education in its widest perspective and regards it as a true force for change. Life long education is seen as a force for preventing children becoming subjected to sexual abuse and exploitation.

Stemming from the above statement, Evanthe and Schurink (1996:32) made the following recommendations:

- Access to education should be improved.
- Review curricula to incorporate relevant health and sexuality education and life skills training.
- Increase budget allocations to child-friendly education, health and rehabilitation services and information.
- Bring labour and education laws in line with each other in terms of the age of children.
- Build and strengthen supportive family structures.

Mackintosh (1987:24-29) examined the different educational structures and uncovered that there were wide discrepancies in allocation, both financially and in resource provisions. The white department of education was found to be adequately resourced as opposed to the under-resourced non-white departments. From an educator's point of view, there should be equity in educational allocation for all race groups. Equity in finance and resource material will help assist in alleviating the problems of child sexual abuse as well. The Department of Education should insist that all schools follow a Standard Operating Procedure with regards to child abuse, including child sexual abuse.

It is imperative, therefore, that the segregated educational structures under the previous 'Apartheid System', and the differences in allocation and provision of resources as pointed out by Ian Macintosh (1987:27), are eliminated. There are other domains related to child sexual abuse that need to take cognisance of the traumatic consequences of child sexual abuse. The important elements within the specific domain of education are the parents (primary educators), primary school teacher, the child, the school and the Department of Education. A discussion concerning these aspects will follow.

5.3.3 THE ROLE OF THE PRIMARY SCHOOL TEACHER

From the findings of the research investigation it became clear that the primary aim of any form of assistance rendered with regard to child sexual abuse is protection of the child and the promotion of his/her healthy development and meaningful existence. The teacher, especially the *primary school teacher*, should take cognisance of the following:

- Once a child discloses the abuse, an appropriate response is extremely important in the healing process. The educator being confided in should encourage the victim to talk freely. The child should be reassured that he/she is not to be blamed.
- That medical or psychological help is needed. Inclusion of family members is also recommended (American Academy of child and adolescent psychiatry 1992:15).
- Teachers should be morally compelled and legally liable either to report or assist

children of sexual abuse even though it is not specified in the Child Care Act. Teachers normally feel morally obliged to assist slow learners or handicapped children. Child sexual abuse should similarly be recognised as a form of 'handicap' that requires special attention.

The Post (11-14 November 1987:5) reported that:

- Teachers should be adequately equipped to diagnose and cope with problems regarding child sexual abuse.
- Teachers should have a good knowledge of child development combined with observation skills for identifying, assisting and preventing children from sexual abuse.

The researcher agrees with Robertson's (1989:58-59) recommendations with regard to teachers:

- If a child discloses abuse, teachers should not disregard or assume it is a ludicrous story. Believe the child and make the time to talk about the problem.
- Interview the child in a friendly and non-confrontational manner.
- Because the child has been subjected to much deception it is important that complete honesty exists. The child should be assured that *confidentiality* will be maintained but outside help will be required to solve the problem (Peacock 1994:26).
- Inform the appropriate sources or agencies. Specialist services must be used according to the child's needs.
- Ensure ongoing support.

- Though the teacher is not required to administer any specialist counselling or treatment all that is required is that the child has secured a friend to talk to about his/her experiences. Share activities with them (the children) and get to know them in their own way.
- Teachers must be available to support the child when a report to the police or to any other third party is made (see Chapter Three par.3.3.5 Reporting child sexual abuse).
- The teacher can play a major role in the child's recovery in rebuilding his/her self-esteem and trust in others (Grant 1989:58-59).
- In order to get the teacher actively involved or motivated in assisting with child sexual abuse there should be *increased teacher training*. Teachers should be well informed with regard to child abuse detection and reporting procedures. Greater financial allowances and efforts in mandating training programmes and designing a thorough programme for childcare professionals should be implemented.

Gilbert, Berrick and Nyman (1989:16) and Piaget (1965:120) recommend that community colleges be set up to assist extensively in the way of teacher training. Teachers and childcare professionals could be included in the newly trained cadre of human service professionals if they (teachers and childcare professionals) are to offer appropriate guidelines to enhance their role in child sexual abuse prevention.

Following from this it is regarded as imperative that tertiary institutions and teacher training colleges should include a course in child abuse (particularly child sexual abuse) in respect of:

- Identification.
- Reporting.
- Supporting.

- Protection.
- Prevention.

Recommendations concerning the role of the school will be discussed in the next section.

5.3.4 THE ROLE OF THE SCHOOL

a. Introduction of sex education in the curriculum

According to the researcher children should not be victims of institutional abuse such as schools, workplace or child care institutions. Needs and rights of children should be included in every school curriculum. Drive and Droisen (1990:53) recommend that sex education be included in the curriculum. It should not be a one-off session, but a regular course for all ages, supplemented by discussions in other disciplines such as those covering current issues, ethnics, religious education, literature, drama, etcetera.

An article published in *The Daily News* (21 September 1994:7) supported this idea. It added that innovative methods be implemented to introduce sex education e.g. dolls to teach responsibilities of parenthood, user friendly programmes to promote wholeness of the child's sexuality.

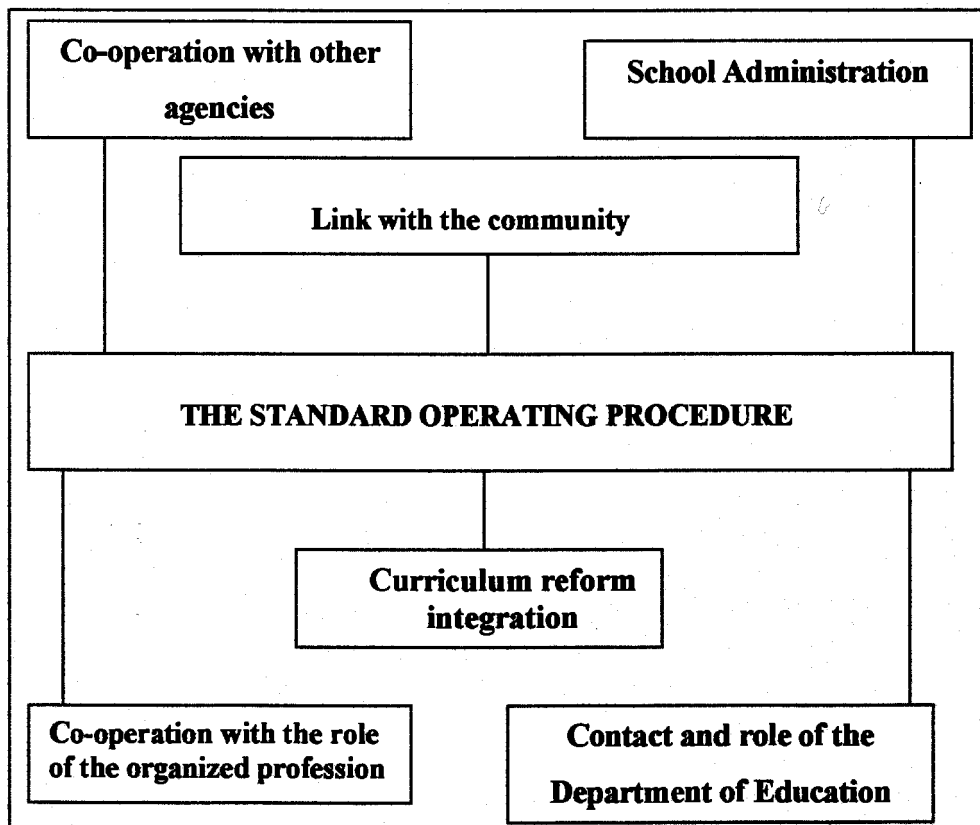
b. Standard operating procedure

There should be school-based sexual abuse prevention programmes. According to Plummer (1986:75) *prevention programmes* have positive effects, including the fact that they reduce the level of emotional distress, create positive perceptions of appropriate touching rather than negative effects and thereby reduce the incidence of child sexual abuse. Schools should ensure that some form or measures are undertaken to implement prevention programmes. Every school should have a standard operating procedure that could be implemented. The United States has an effective policy that has been in operation over the past years. The standard operating procedure is a laid down

procedure that is followed whenever a child abuse, child sexual abuse or suspected case is encountered. The Standard Operating Procedure details that one person is elected responsible for all reported cases. It includes procedures for reporting and follow up to ensure that therapeutic action is taken and that it is working well. Finkelhor and Linda (1988:250) support this idea of appointing one teacher to assume the responsibility of reporting and following up cases of abuse. The reason for appointing one teacher is to prevent confusion about reporting procedures. It will also save the child the trauma of having to repeat his or her experiences to different persons as is normally done at schools. This would be less time consuming, immediate steps can be taken and immediate relief offered to the child (Epps and Edgar 1975:150-167).

The Standard Operating Procedure can be diagrammatically represented as follows:

Figure 5.2: Standard Operating Procedure



The implementation of the Standard Operating Procedure

It is important that the implementation of the Standard Operating Procedure is clearly defined. Explanation of the procedure is offered in the following paragraphs.

(a) The link and co-operation with the role of the organised profession

The individual teacher or school is not likely to effect much local changes *but* both working together can have considerable influence. Teacher organisations at local levels together with Child Abuse Committees will be able to apply pressure on legislation and educational authorities to act. Representatives from teacher organisations and social services could meet on a regular basis and discuss mutual problems relating to child sexual abuse, for example:

- Reporting procedure for the school suitable to both groups.
- Methods of providing appropriate feedback on reports.
- Guidelines for teachers to deal with child sexual abuse.
- New strategies to combat the problem.

(b) The link and co-operation with other agencies

A good relationship or co-operation between schools and local agencies must be maintained. This liaison provides meaningful help to both parents and pupils. Teachers should familiarise themselves with the different types and quality of services available in the community. The quality of the assistance offered is important. The school should investigate whether the service agency has sufficient staff to handle the case or whether appropriate diagnostic and treatment resources are available. The school should also establish whether these agencies cater for borderline or suspected cases as well.

(c) The link with the community

The community shares part of the responsibility in the developmental process of the child. Child sexual abuse, being as serious as it is, would therefore warrant that the community strategize and develop programmes that work congruously with the school. The school is a convenient and assessable venue for adult education, child rearing, family dynamics and community orientated activities. It can offer the children the facility of the telephone and provide for 'hot-line' numbers for parent aides or parent on anonymous.

Parents, teachers and pupils can meet on a regular basis to discuss issues relating to child sexual abuse. Parents can be kept informed about the local service agencies and as to where and how to get help. The more the school is perceived by parents and families as part of the community the greater the possibilities are for the school to influence the community when shaping its values in meeting the broader educational needs.

The United States Department of Health, Education and Welfare (1986:3) advocates that: "The Parent Teacher Association could regularly devote meetings to discussions of child abuse and neglect, where they invite members of the Child Protection Unit and services of local paediatrics or other professionals to speak on various aspects of the problem. Other meetings could focus on problems of child rearing. Parents can be informed about roles of local service agencies, and where help can be obtained for specific family problems."

(d) School administration

Schools could adopt methods that assist in identification of victims. Regular meetings should be held to discuss pertinent issues and one of the points on the agenda should always read *pupils*. Visits by school health authorities to help in identification must be compulsory. The school must keep a check on and undertake regular inspections of attendance register to identify patterns of absence. Each child has a file on personal details and academic progress as well as a behavioural and medical patterns or progress.

Schools must compile and update files to help teachers who are concerned about the child. Keeping previous records is necessary especially when teachers or principals are transferred or promoted. Thus, details and information are readily accessible.

The formation of committees are strongly recommended. These committees should consist of persons from the school personnel, psychologists, physicians, nurses, attendance officers, guidance or pupil counsellors or persons with appropriately related professional backgrounds.

(e) Community reform integration programme

Community adult educational programmes can offer courses in parenting, child rearing, family life, parent-child relationship etc. and these could be introduced at schools. A curriculum taking into consideration the different levels of progress from kindergarden to standard ten, could be monitored. These programmes will encourage children towards responsible parenthood.

Lendon Smith, known as the Childrens' Doctor in the United States, supports this idea and strongly motivates that educational programmes for parents be mandatory for everyone. The Montgomery County Public School System bases its' school programme on a Child Protection Programme emphasising the following three issues (Epps and Edgars 1975:78):

- The importance of nurturing. It records that a characteristic of abusing parents is that they lacked nurturing during their own childhoods. Emphasising the importance of nurturing in the developmental years increases the attention to acquainting future parents.
- Recognition of stress in the individual and the maltreated child. It is important to determine the origin of stress related problems. Determining whether they (victims) originate from within or without the family can be a helpful point of departure in terms of therapy.

- Teaching units, including issues on protection of the maltreated or abused child syndrome, familiarity with the community resources and other welfare services, are implemented.

The responsibility of the teacher and the school is to provide children with information and guidance and to be sensitive to issues of child abuse, especially child sexual abuse.

(f) Contact and role with the Department

The Management Personnel of the Educational Department at Provincial and National levels, as policy makers, are in an advantageous position to be prescriptive. Standard procedures with regards to child sexual abuse can be drawn up and brought to bear pressure on schools to implement such procedures.

The adoption of such a Standard Operating Procedure should be compulsory for all schools. Schools should design systematically formulated programmes, demarcating policy procedures in terms of identification, disclosure, prevention and referral. Schools should designate a key person through whom reports should be made and who will be committed to ensuring that follow ups are undertaken and that the child is receiving the appropriate treatment.

During the investigation the researcher found that schools have tended to see their roles rather narrowly, confined to passing on cases of abuse to the welfare agencies for attention. It is important that schools change their attitude towards this problem, recognise its complexities and appreciate their continuing role in helping abused children. Once the school has determined and documented its demands and conditions, it depends on the role and commitment of the teacher to implement them proficiently.

General recommendations related to protection and prevention of child sexual abuse are presented as follows.

5.4 GENERAL RECOMMENDATIONS

In the light of the fact that child sexual abuse is an *interrelated phenomenon*, the following recommendations are made.

5.4.1 The convention on the rights of the child and the Child Care Act

The Child Care Act needs to be reviewed. The researcher agrees with Bindon (1988:120-121) that the Child Care Act should include the teaching profession and the general public in obligatory reporting. It should also specify that child protection is an obligation and responsibility shared by the community collectively.

According to Evanthe and Schurink (1996:32), although South Africa has ratified the principles of the Convention of the Rights of the Child, it also needs to develop a comprehensive international legal programme to protect children from abuse. This implies that:

- Greater public awareness of child sexual exploitation be enhanced.
- The capacity of law enforcement agencies and human service agencies be increased.
- A comprehensive child protection programme and standardised protocol be developed.
- Penalties for offences committed against children should be more severe.
- Persons applying for employment which involves the care of children should be mandated to produce a police record with their applications.

5.4.2 Prevention programmes

Prevention programmes should not be focused only on the child. These programmes should be directed to the *entire family* and especially the *primary care-givers* who are in a position to protect children against sexual abuse. Prevention programmes should be directed to the general public that needs to be educated with regards to the necessity for implementation of such programmes.

The researcher agrees with Evanthe and Schurink (1996:37) that the first essential steps taken to prevent sexual exploitation of children should be the following:

- Raising public awareness.
- Researching into the nature, extent, patterns causes, implications and strategies when dealing with child sexual abuse.
- Developing structure for multi-disciplinary co-ordination.
- Educating the public on reporting of suspected cases of abuse.
- Strengthening communities, families and child victims (or potential victims) to develop local structures, processes and strategies to deal with the problem.

5.4.3 The law and child sexual abuse

(i) A sex offender register

The South African law, according to the Keeton (1994:5), regard sentences against child abuse offenders as being too lenient. Serious steps should be taken to ensure that perpetrators do not attack again and it is recommended that, as in other countries, South Africa should enact the versions of Megan's Law, that require community notification and a sex offender register. Evanthe and Schurink (1996:37) support the possibility of a

central case register of known (and convicted) offenders being considered. A national register of the names and details of sexual offenders or, as practised in Australia, a Child Abuser Directory, should be compiled. A list of the names on the register should be published and circulated to schools, parents, communities, etcetera. This would help to identify an abuser before he finds another victim (Schroeder 1996:6).

(ii) Children's Rights

Progress should be directed towards influencing National policies concerning the welfare of children. Child law should be linked to Children's rights, promoting a healthy development of the child. There is an acute need to find means of being more protective of children in courts without diminishing their rights (Grant 1987:88-89). Children must be empowered to protect themselves against the infliction of any kind of harm. Children should be made aware of their rights in terms of protection against abuse.

(iii) Sentencing of perpetrators and assistance during court proceedings

Mackintosh (1987:25) recommends that changes should be made with regard to sentencing so that the child feels empowered enough to come forward. Personal empowerment will foster self-love within themselves and connect their personal power to eliminate the need to dominate and manipulate the other. Ord (1994:8) agreed that personal empowerment with a number of formal and informal therapeutic skills could help and even result in effective leaders and members of society.

Evanthe and Schurink (1996:37) state that the use of qualified and expert assessors in courts should be considered. Prosecutors should be trained to handle child sexual abuse cases. Legislation should be promulgated to allow presiding officers to curb unreasonably protracted cross-examinations of sexually abused victims.

Courts usually prolong announcement of sentences. Subsequently the child is exposed to further abuse. This situation should be averted and cases should be concluded in the quickest time possible.

(iv) Setting up a judicial board

The researcher's view is that a judicial board, which meets regularly with child abuse organisations should be set up. Child advocates should be appointed, responsible to the judiciary, to safeguard and protect the interests of the child. Commissioners and magistrates should be guided by a neutral panel of acknowledged experts before rendering judgement on child abuse cases.

Victims should be allowed to lay charges, irrespective of when the abuse occurred. Many of the victims gain this courage only years later.

5.4.4 The role of the police

The police services should be made easily accessible. It should play a pro-active role rather than a reactive one. Instead of waiting for cases to come to them, they should go out and look for the abusers and perpetrators. For this purpose, units need to be established consisting of specially trained police personnel, even if it is a single qualified person (Robertson 1987:88).

Keeton (1994:7) states that two hundred and fifty (250) investigating officers serviced a population of forty million (40 000 000) as compared to England with two hundred and eighty (280) for a population of four and a half million (4 500 000). Prinsloo (1996:14-17) agrees that there is a desperate need to establish more Child Protection Units as important role players in the multidisciplinary team, accepting the responsibility to protect the children of this country.

5.4.5 Welfare agencies

There is a demand for trained and qualified personnel as well as for financial assistance from the State. Fiscal funds need to be increased in order to implement appropriate programmes for the prevention of further child abuse. Women's League bodies could also make important contributions towards the diminution of child sexual abuse.

5.4.6 Resources in the rural areas

Basic resources in rural areas need to improve. This would assist in protection of children against abuse. Provisions for basic amenities and better living conditions would help in curbing situations that promote child sexual abuse.

5.4.7 Media

The media should be warned against being the exploiter by exposing children to hard pornography. Evanthe and Schurink (1996:35) state that the media can play a more positive role by exposing convicted offenders and making the public more aware of the seriousness of child abuse and exploitation. In the same article Evanthe and Schurink (1996:35) note the following recommendations made by the Human Sciences Research Council (HSRC) with regards to the media:

- Educate the media at national level to understand and act on children's rights.
- Sensitise the media regarding children's issues, for example journalists should report these issues with an educational approach to alleviate the problem rather than being over sensational.
- Establish national and international media watch networks to monitor publications that promote escort services, massage parlours and other sexually exploitative services.

The media can be co-opted in setting up a National Register or a Child Abuser Directory listing name, age, hometown, and previous offences of the abuser and be made accessible to all. Such information needs to be circulated amongst parents, communities, and schools. This will help in identifying abusers. Schroeder (1996:6) reported that a similar practise was implemented in Australia and it proved to be very successful. It is also imperative that state funds should be made available for advertising against child sexual abuse.

5.4.8 Multidisciplinary teams

Finkelhor and Linda (1988:248-260) advocate that it is important to set up a multidisciplinary team. Prevention of child sexual abuse is a task whereby everyone, especially professionals, get involved in forming a team which will procreate a referral system as well as a supportive system to identify and manage the problem. This team should work towards creating a coherent and effective child protection system accessible to all children. In other words, all communities need to get involved where team members make joint decisions.

Mackintosh (1987:26) recommends that decisions taken on a multidisciplinary level will move towards the diminution of child sexual abuse. According to a report in Centre for Science Development Bulletin (1994:7), there is a dire need for a frictionless multidisciplinary response to this problem.

As indicated by Winship (1988:58-59), persons such as teachers, paediatricians, school counsellors, day care workers, police and the clergy, who interact with children, are critical providers of prevention material. Therefore programmes directed towards *professionals* should include the following:

- Basic information that creates an opportunity to feel comfortable to talk about the topic of sexual abuse.
- How to identify children at risk and signs of abuse.
- How to question a child sensitively about the possibility of abuse and how to react to the child who confides in them.
- Information about all resources.

5.5 CONCLUSION: THE ROLE OF THE PRIMARY SCHOOL TEACHER IN DEALING WITH CHILD SEXUAL ABUSE

The main aim of this research study was to determine the importance of the role of the *primary school teacher in dealing with child sexual abuse*. The research has shown that the nature of child sexual abuse is such that it demands immediate attention so as to prevent the devastating long-term effects of the trauma. Child abuse involves the disruption of the child's physical, psychological and educational development. The children most at risk are those of *primary school age*. The *primary school teacher*, therefore, has a *meaningful role* to perform in helping and assisting sexually abused children (with regard to diagnosis, support, protection and prevention of child sexual abuse). The primary school teacher can be a 'resource' to children who are struggling with the problem of sexual abuse.

The 'teacher is in the best position to provide day-to-day support' to the sexually abused child, as indicated by Robertson (1989:59). Robertson (1989:59) further states that "All that is required is that the child has a friend to talk to about what happens in the weeks after disclosure. The teacher plays a major role in the child's recovery in the rebuilding of his/her self esteem and trust in others."

The primary school teacher therefore has the obligation to:

- (a) Encourage the victim to report the abuse.
- (b) Encourage the victim to seek help.
- (c) Share with others what has been learned.
- (d) Convince the victim that he/she is not alone and help is available.
- (e) Be part of the solution of the problem of child sexual abuse.

Arising from the above, it follows that in order to ensure that for every abuser prosecuted a victim is protected from further mistreatment or another child is spared, *primary school teachers* need to be trained to identify, report, assist and support sexually abused children.

BIBLIOGRAPHY

- American Academy of child and adolescent psychiatry. 1992. *Child sexual abuse*.
Washington D.C.: American academy of child and adolescent psychiatry.
- American Humane Association Children's Division. 1995. *Guidelines to help children who have been reported for suspected abuse or neglect*. AHA Fact Sheet.
America:Englewood Co., American Humane Association.
- Bagley, C. and King, K. 1990. *Child sexual abuse: The search for healing*.
London: Routledge.
- Barnhart, L.C. and Barnhart, K.R. 1988. *The World Book Dictionary*. Chicago:
World Book, Inc.
- Becker, J. 1994. Offenders : Characteristics and treatment. *The future of children*. 4(2):
179,186.
- Bedil, S. and Craig. 1989. Compulsory child abuse reporting-effective protection.
South African Journal on Human Rights. (5)1: 82-88.
- Beitchman, J. H., Zucker, K. H., Hooh, J. E., Da Costa G. A., Akman, D. and Cassvia,
E.A. 1992. A Review of the Long Term Effects of Child Sexual Abuse.
Child abuse and neglect: The International Journal. (16)1:110-118.
- Beitchman, J. H. 1991. A review of the short term effects of child sexual abuse.
Child abuse and neglect: The International Journal. (15) 4:537- 556.
- Behr, A.L. 1985. Apartheid in education. *South African Journal of Education*. 15(4):
52- 53.

- Behr, A.L. 1988. *Psychology and the school, a textbook on the psychology of education*. Durban: Butterworths.
- Bindon, H.1988. *The New Child Care Act Profile of Child Abuse. South African Society for the prevention of child abuse and neglect*.
- Bodenstein, H.C.A. 1996. *Teaching and learning: Education in practice: study guide for IED100-9*. Pretoria: University of South Africa.
- Broadhurst, D. 1975. Project protection : A school programme. *Children today*. (4) 3: 24 - 28.
- Bithell, S.B. 1988. *A guide for sexual abuse prevention in schools*. Brigham Young University. (49) 7.
- Calam,R. and Franchi, C. 1987. *Child abuse and its consequences*. Great Britian: Cambridge University Press.
- Carderelli,A.P. 1990. *Child sexual abuse*. Newbury Park: Sage Publications.
- Chetty, V. R. 1987. An investigation into the nature and extent of child abuse amongst the Indian population of the Durban Municipal area. Durban. University of Durban Westville. Child Abuse Conference. The prevention of child abuse and neglect. Durban.
- Christopher, B. and Kathleen, K. 1991. *Child Sexual Abuse. The search for healing*. London and New York: Travistock/Routledge.
- Cohen, L.and Manion, L 1980. *Research Methods in Education*. London: Croom Helm.
- Collings, S. J.1990. School-based sexual abuse prevention programmes: A review of evaluation research. *South African Journal of Education* (10) no. 1. 20-23.

Conference on The Prevention and Protection of Children against Abuse and Neglect.
University of Durban Westville. July 1995.

Conference on Prevention of Child Abuse. Durban South. April 1994. Constance, M.L.
1980. Child abuse: A reader and sourcebook. England:
Open University Press. 1-30.

Cooney, D. 1991. *Coping with sexual abuse*. New York: The Rosen Publishing Group,
Inc.

Daily News. 1994. 10 July:5.

Daily News. 1996. 10 July:13

Daily News. 1994. 11 July:7.

Daily News. 1996.11 July:7.

Daily News. 1996. 14 October:5.

Daily News. 1997. 14 October.

Daily News. 1995. 15 July:5.

Daily News. 1996. July 15:5.

Daily News. 1996. July 11:7.

Daily News. 1996. 2 October:5.

Daily News. 1995. 11 July:16.

Daily News Supplement. 1997. April-May:1.

Dane.F.C.1990. *Research methods*. California: Brooke / Cole.

Danya, G. and Frosh, S. 1989. *Child sexual abuse*. London: Mac Millan Education Ltd.

Daro, D. 1991. Child sexual abuse, prevention separating fact from friction. *Child Abuse and Neglect*. (15):1-4.

David, N.J., John P., Margaret R. O. and Peter B. 1988. *Understanding child abuse*. London: Mac Millan Education Ltd.

Davis, C.E. 1985. Elementary educator's perceptions of the school role in child sexual abuse. *Dissertation Abstracts International*. (46):10.

Deare, J. 1988. Family Dynamics in Abusing Family. *Sexual abuse*. Braamfontein: Natal Witness Printing and Publishing Co.

De Witt, M. W. & Booysen, M.I. 1995. *Socialization of the young child: selected themes*. Pretoria :JL van Schaik.

Denny, A.H. 1968. *Children at risk*. England:Church Army Press:115.

Dobie, M. 1987. Co-operation between schools and welfare agencies in reporting and dealing with cases of child abuse and neglect. *Child abuse-the development of strategies*. Cape Town.

Dorfling, A. 1998. Sexual abuse. *The educator's voice*. (2)3:15.

Doyle, C.1990. *Working with abused children*. London: MacMillan Education Ltd.

Dreckmeyr, M. 1993. *Introduction to Didactics*. Pretoria. Unisa.116-124.

- Dreyer, H.J. and Duminy, P.A. 1993. *Education 2. A course in psychopedagogics*. Cape Town: Maskew Miller and Longmans.
- Drive, E. and Droisen, A. 1989, Child sexual abuse-feminist perspectives. London: MacMillan Ed. Ltd. 53.
- Duvenage, P. 1995. Abuse: The receiving end. *Centre for Science Development*. Pretoria: Business Print Centre.
- Eagle, G. 1988. Child abuse and gender. *Sexual abuse*. Braamfontein: Natal Witness Printing and Publishing Co.
- Epps and Edgars, G. 1975. Interpersonal relations and Motivation: Implications for teachers of disadvantaged children. *Childhood deprivation*. Springfield, Illinois, Charles C. Thomas. 150-167.
- Erikson and Erik, H. 1980. *Identity and the life cycle*. New York: W.W. Norton and Co.
- Evanthe and Schurink, W. Sexual exploitation of children. *Focus forum*. 1996.(4) 3. Johannesburg: Klem - Llyod.
- Faller, K.C. 1990. *Understanding child sexual maltreatment*. London: Sage Publications. 55-65.
- Finkelhor, D. 1984. *Child sexual abuse: new theory and research*. New York: Free press.
- Finkelhor, D. and Browne, A. 1985. *The traumatic impact of Child Sexual Abuse*. *American Journal of Orthopsychiatry*. 530-541.
- Finkelhor, D. 1986. *A sourcebook on child sexual abuse*. California: Sage Publications.

- Finkelhor, D., Hotling, G.T. and Yllo, K. 1988. *Stopping family violence: Research Priorities for the Coming Decade*. Beverly Hills: Sage Publications.
- Finkelhor, H. Williams, L.M. and Burns, N. 1988. *Nursery Crimes: Sexual abuse in day care*. United States of America: Sage Publications. 114-137.
- Finkelhor, D. and Hotaling, G.T. 1990. Sexual abuse in a National Survey of adult men and women, prevalence, characteristics and risk factors. *Child abuse and neglect: The international journal*. (14):19-28.
- Finkelhor, D., Hotaling, G., Lewis, I.A. and Smith, C. 1990. Childhood Sexual Abuse. *Child Abuse and Neglect: The International Journal*. United States of America: Pergamon Press. (14)1.
- Fontana, D., Vincent, J. and Besharov, D.J. 1977. *The maltreated child - the maltreated syndrome in children : A medical, legal and social guide*. Springfield, Illinois: C.C. Thomas.
- Fontana, D. 1992. *Psychology for professional groups. Psychology for teachers*. London: MacMillan Press Education Ltd. 299-300.
- Fossey, W. R. 1990. A Confidential Settlement Agreements between School Districts and Teachers Accused of Child Sexual Abuse. *Issues of Law and Ethnics: West Education Reporter*. 63, 1-10.
- Galambos, N. 1984. Adolescent abuse and the development of personal sense of control. *Child Abuse and Neglect*. (8):285-293.
- Gill Moore. *Child Education*. 1992. Warwickshire: Scholastic Publications Ltd.
- Gill Moore. *Child Education*. 1993. Warwickshire: Scholastic Publications Ltd.

- Glaser, D. and Frosh, S. 1989. *Child Sexual Abuse*. London: MacMillan Education Ltd.:5.
- Green, A.H. 1980. *Child maltreatment-A handbook for mental health and child care professionals*. United States of America.
- Garret, K. and Rossi, P. 1978 Judging the seriousness of child abuse. *Medical Anthropolgy* 3 (1):48.
- Giarretto, H. 1992. *Integrated Treatment of child sexual abuse-a treatment and training manual*. America: Science and Behaviour books, Inc.
- Gilbert, Berrick and Nyman. 1989, *Protecting young children from sexual abuse*. Toronto:Lexington Books.
- Gillis, H. 1994. *Counselling young people*. Pretoria: Kagiso Publishers.
- Grant, R. 1987. The management of child sexual abuse from a police perspective. *Child abuse. The development of strategies*. Proceedings of the 1987 Conference of South African Society of child abuse and neglect. Cape Town.
- Griessel, G.A.J. 1988. *Orientation in fundamental pedagogics: a study manual for beginners*. Pretoria: Via Afrika Limited.
- Gouws, E. and Kruger, N. 1984. *The adolescent: an educative perspective*. Pretoria: Academia.
- Haralambos, M. and Holburn, M. 1994. *Sociology, themes and perspectives*. London: Harper-Collins.

- Hartman, W. 1995. *Ego state therapy with sexually abused traumatized children*. Pretoria: Kagiso Publishers.
- Haugaard, J.J. and Repucci, N. D. 1988. *The sexual abuse of children – A comprehensive guide to current knowledge and intervention strategies*. San Francisco and London : Jossey-Bass Publishers.
- Hendrikz, J. (19 September 1990). Paper presented at a conference: *Child abuse-A sensitive approach*. Pretoria.
- Huysamen, G.K. 1989. *Introductory statistics and research design*. Cape Town: Academia.
- Ian Mackintosh. 1987. *The role of the school in the prevention and early identification of child abuse and neglect* - Child abuse: The development strategies-proceedings of the 1987 conference of the Southern African Society for child abuse and neglect. 24-29.
- Joseph, J. 1985. The maltreated adolescent, patterns of physical abuse. *Child Abuse and Neglect*. (9): 201-206.
- Keeton, C. 1994. The Battle Against Child Abuse. *The Pretoria News*, 1 August: 7.
- Kellerman, F.J.S. 1979. *Child Battering*. Department of Social Welfare and Pensions.
- Kempe, C.H. and Helfer, R.E. 1972. *Helping the battered child and his family*. Toronto: J.B. Lippincott Company.
- Kempe, C.H. and Helfer, R.E. 1984. *The Common Secret: Sexual abuse of children and adolescents*. New York: W.H. Freeman and Company.

- Kerlinger, F.N. 1986. *Foundations of Behavioral Research*. New York: Saunder College Publishing.
- Kervin, J.B. 1992. *Methods for Business Research*. New York: Harper Collins Publishers.
- Kidder, K.K. and Judd, C.M. 1986. *Research methods in social relations*. New York : Holt, Rinehart & Winston.
- Kiesouw, L. 1994. Early intervention to spot child abuse. *Centre for Science Development Bulletin*. Pretoria: Business Print Centre.
- Kiesouw, L. 1994. Sexual harassment. *Centre for Science Development Bulletin. News for the human sciences*. Pretoria: Business Print Centre: 22-24.
- Kieran O' Hagan. 1989. *Working with child sexual abuse*. Philadelphia: Open University Press: 53-55.
- Killian, B. 1991. Causes of child abuse and neglect. *Prevention of Child Abuse*. Pietermaritzburg: City Printing Works.
- Killian, B. and Ruciman, C. 1991. An empirical evaluation of the effectiveness of a child sexual abuse prevention and feeling safe programmes. *Prevention of child abuse*. Pietermaritzburg: City Printing Works.
- Kruger, N. 1996. *Human Development and Education: study guide for Education*. Pretoria: University of South Africa.
- Lee, C.M. 1980. *Child abuse: A reader and a sourcebook*. England: Open University Press. 1-30.

- Leedy, P.D. 1980. *Practical Research. Planning and Design*. United States of America: Macmillan Publishing Co., Inc.
- Levett, A. 1987. Research on Intervention – Child sexual abuse – The Young Woman
Child Abuse: Development of strategies. Cape Town.
- Lew, M. 1993. *Victims no longer*. Great Britain: Mandarin Paperbacks.
- Loening, W. 1988. *Causes of child abuse from a South African Perspective*.
Pietermaritzburg: City Printing Works.
- Lynn, H. and Jeanette, V. 1989. *Helping victims of sexual abuse*. U.S.A.: Bethany House Publishers. 23-45.
- Mackintosh, I. 1987. The role of the school in the prevention and early identification of child abuse and neglect. *Child abuse - The development of strategies*. Cape Town.
- Madsen, D. 1992. *Successful dissertations and theses. A guide to graduate student research from proposal to completion*. San Francisco: Jossey-Bass Publishers.
- Mahlangu, D.M.D. 1987. *Educational Research methodology*. Pretoria: HAUM.
- Mandela, N.R. 31 M 1996. Report: Child Poverty. Pretoria.
- Maurer, R. 1991. Definition, incidence and signs of child abuse and neglect. *Prevention of child abuse*. Pietermaritzburg: City Printing Works.
- Miller, A. 1987. *The drama of being a child*. Great Britain: Cox and Wyman Ltd.

- Miller, A. 1987 *For your own good. The roots of violence in child-rearing.* Great Britain: Cox and Wyman Ltd.
- Mrzarek, P.B. and Kempe, L.H. 1982. *Sexually abused children and their families.* Frankfurt: Pergamon Press.
- Mudaly, N. 1987. Effects of the breakdown of traditional family patterns in South Africa. *Sexual Abuse.* Braamfontein: Natal Witness Printing and Publications.
- Mulder, J.C. 1982. *Statistical techniques in education.* Pretoria: HAUM Gutenberg Book Printers.
- Mulder, J.C. 1986. *Statistical techniques in education.* Pretoria: Kagiso Publishers.
- Mulder, J.C. 1989. *Statistiese tegnieke in die opvoedkunde.* Pretoria: HAUM.
- Neil, G., Jill, D.B., Nicole L.P. and Nina, N. 1989. *Protecting young children from sexual abuse.* Toronto: Lexington Books.
- Nelson, M., Clark, K. 1986. *The educator's guide to protecting to preventing child sexual abuse.* Santa Cruz: C.A. Network Publications.
- Neuman, W.L. 1997. *Social research methods. Qualitative and quantitative approaches.* United States of America: Allyn and Bacon.
- Norval, A.J. 1984. *Ondersoek na navorsingsmetodologie. Navorsingsverslaereeks 1.* Pretoria: RGN.
- Odendaal, R.M., Bodenstein, H.C.A. and Mabunda P.L. 1996. *Human development and education: Study guide for IED 100-9.* Pretoria: Unisa.

- Ord, L. 1994. Caring for children in detention, *Daily News*, 25 May: 8.
- Pagelow, M.D. 1984. *Family violence*. New York: Praeger Publishers.
- Peacock, L. 1994. Sex education with a difference. *Daily News*, 21 September: 26.
- Peter, M. 1988. *Child Abuse: The educational perspective*. England: Basil Blackwell.
- Phillip Bateman. 1994. Child Molesting: South Africa's secret shame. *Readers Digest*. (145) 37-42.
- Pienaar, A. 1996. The Child Protection Unit of the South African Police Service. *Focus Forum*. (4)3. Johannesburg: Klem-Llyod.
- Pillay, D. 1992. An exploratory study of the nature and extent of pupil sexual abuse by teachers in the greater Durban area. Durban: University of Natal.
- Plug, C., Meyer, W.F. and Louw, P.A. 1991. *Psigologiese woordeboek*. Johannesburg: McGraw-Hill.
- Plummer, C. 1984. *Preventing Sexual Abuse: Activities Strategies for working with children and adolescents*. Holmes Beach: Learning Publications.
- Prinsloo, A. 1996. Protecting and serving the abused child. *In Focus Forum on Child Abuse*. Johannesburg: Klem-Llyod.
- Proceedings of the Fourth Biennial Conference of the South African Society for the Prevention of Child Abuse and Neglect. 1991. Durban.
- Reber, A.S. 1995. *The Penguin Dictionary of Psychology*. Harmondsworth: Middx: Penguin Books.

- Rees, D. 1987. The role of the teacher in the identification and prevention of sexual abuse. *Child abuse : Developments of strategies*. Cape Town.
- Rencken, R.H. 1989. *Intervention strategies for sexual abuse*. Alexandria: American Association for Counseling and Development. 1-55.
- Roazen, P., Erik, H. Erikson, 1976. *The power limits for sexual abuse*. New York: The Free Press.
- Robertson, G. 1989. *Sexual Abuse of Children in South Africa*. Hammanskraal: Unibook Publishers (Pty)Ltd.
- Russels. 1986. *Incidence and prevalence of intrafamilial/extrafamilial sexual abuse of female children: Child abuse and Neglect, California*.
- Sanderson, C. 1990. *Counselling adult survivors of child sexual abuse*. London: Jessica Kingsley Publishers.
- Schnetler, J. (ed.). 1993. *Survey methods and practice*. Pretoria: HSRC.
- Schroeder, J. 1996. Child abuser directory gets support. *Daily News*, 10 July:6.
- Schumacher and McMillan, J.M. 1993. *Research in education: a conceptual introduction*. New York: Harper Collins.
- Schurink, E. 1996. South Africa's child protection system disintegrating. *In focus forum*. (4) 3. Johannesburg: Klem-Llyod.
- Second African Conference for Child Abuse and Neglect. South African Society for the prevention of child abuse and neglect. 1994. University of Cape Town.
- Sharon Gills. 1998. Stop Protecting Peadophiles. *The Daily News*. 16 April:13.

- Sharp, 1987. Child Abuse. The development of strategies. Cape Town.
- Sgroi, S. M. 1982. Sexual Molestation of children. *Children today*. (4) no.3.
18 - 24, 44.
- Sgroi, S.M., Francis, S.P., Linda, C.B. 1982. Validation of child sexual abuse.
Handbook of Clinical Intervention in child sexual abuse. Toronto:
Lexington books.
- Sgroi, S.M. 1989. Valuation and treatment of sexually abused children and adult
survivors. *Vulnerable populations*. (1) Lexington: Lexington Books.
- South Africa. 1957. *Sexual Offences Act, 23 of 1957*. Pretoria: Government Printer.
- South African National Council for Family and Welfare. 1976. *Managing the
battered child syndrome*. Johannesburg : SANCCFW. 1-25.
- South Africa. 1983. *Child Care Act, no. 74 of 1983*. Pretoria: Government Printer.
- South Africa. 1993. *Prevention of Violence Act, 133/1993*. Government Printer.
- South Africa. The Constitutional Assembly. 1996. *The Constitution Act 108 of 1996*.
- Sowetan reporter. 1990. Abuse of children is on the rise. *Sowetan*, 30 October.
- Smith, J.M. 1988. *Contemporary Communication Research Methods*. California:
Wadsworth Publishing Co.
- Smith, R.T. 1979. A Psycho-Pedagogical Study of the abused child. UNISA.
- Sunday Tribune*, 14 September 1997: 6.

Sunday Times, 14 September 1997: 8.

Swarts, M. 1996. The Statistics of Shame. *In Focus Forum*. Johannesburg: Klem-Llyod. (4) 3.

Taitz, *The Sunday Times*, 5 October 1997.

Thom, A. 1996. Incidence of Child Abuse Rockets. *Daily News*, 11 July: 15.

Thorman, G. 1980. *Family violence*. United States of America: Charles Thomas Publishers.

Tsai, M., Feldman Summers and Edgar, M. 1979. *Childhood Molestation: Variables related to Differential Impacts on Psychosexual Functioning in Adult Women*. *Journal of Abnormal Psychology*. [S.l.:s.n.]

Tuckman, B.W. 1978. *Conducting Educational Research*. New York: Harcourt.

United States department of Health, Education and Welfare. *Child abuse and neglect - the problem and it's management*. (1), (2) and (3).

Van De Merve, A.A. 1973/1974. *Die nuwe gedifferensieerde onderwystelsel in Transvaal*. *Education Bulletin*. Transvaal Education Department. (18) 1.

Van den Aardweg, E.M., Van den Aardweg, E.D. 1988. *Dictionary of empirical education / educational psychology*. Pretoria: E and E Enterprises.

Van Niekerk. 1978. *Die onderwyser en die kind met probleme*. Universiteit uitgewers en boekhandelaars. Van Rensburg, A.P.J., Oosthuizen, F.S.G. en Saks, E.M. 1989. *Active History*. Pretoria: De Jager & Haum.

- Van Rensburg, C.J.J., Landman, W.A. & Bodenstein, H.C.A. 1994. *Basic concepts in education*. Halfway House: Orion.
- Van Rensburg, C.J.J., Landman, W.A. and Bodenstein, H.C.A. 1994. *Basic concepts in education*. Doornfontein: Perskor.
- Van Rooyen, L. 1994. *Sexuality Education: A Guide for Educators*. Pretoria: Van Schaik Publishers.
- Venketsamy, T. 1997. Parental authority perspectives of grade one parents. Durban: University of Zululand.
- Verster, T.L., Theron, A.M. and Van Zyl, A.E. 1982. *Educational Themes in Time Perspective*. Durban: Butterworths.
- Vogelman, L. 1988. Conquest of incest. *Second National Biennial Conference on child abuse*. Johannesburg.
- Vrey, J.D. 1990. *The self-actualising educand*. Pretoria: Unisa.
- Walters, S. 1991. Facts about Sexuality. *Prevention of Child Abuse. A manual for teachers at Pre-primary, Junior Primary and Senior Primary Schools*. Pietermaritzburg : City Printing Work.
- Walsh, E.R. 1997. Megan's Laws-Sex Offender Registration and Notification Statutes and Constitutional Challenges. *The Sex Offender: New insights, treatment innovations and legal developments*. Kingston: Civic Research Institute.
- Wegner, T. 1994. *Applied Business Statistics. Methods and Application*. Kenwyn: Juta & Co. Ltd.

- Willows, C. 1991. *A prevention of child abuse. A manual for teachers at Pre-primary, Junior and Senior Primary Schools*. Pietermaritzburg: City Printing Works.
- Winship, W.S. 1987. The needs of the child. *Child Abuse and Development Strategies*. Proceedings of the 1987 Conference of the Southern African Society for Child Abuse and Neglect. Cape Town.
- Wolbert, B. A. 1985. *The sexual victimization of adolescents*. U.S. Department of Health and Human sciences.
- Wolfe, A.D. 1987. *Child Abuse Implications for Child Development and Psychopathology*. London: Sage Publications.
- Woldson, L.J. 1984. Poverty and the Culture of Violence as explanation of child abuse. *National Conference on Child Abuse: A Southern African Problem*. Durban.
- Wurtele, S.K. 1986. Teaching personal safety skills for potential prevention of sexual abuse: a comparison of treatments. *Journal of consulting and clinical psychology*. (54) 5.

PERIODICAL ARTICLES

Centre for Science Development Bulletin, 1994-1995. Abuse: The receiving end of abuse.(1) 8: 6-7.

Child Sexual Abuse (Special Issue) *Educational and Child Psychology*. (22) 4, April 1988. 291-298.

Educational and Child Psychology. 1988. Child Sexual Abuse (Special Issue).

Male survivors of childhood sexual abuse. 1990. *Virginia Child Protection Newsletter*.
31,1-12.

Natal Education Department Educational - Psychological Support Service.
Dealing with Child Abuse. Circular No. 27/1994.

Phillip Bateman. 1994. *Readers Digest. Child molesting: South Africa's Secret
Shame*. (45): 37-42.

York, N. 1995. Seeing in Color. *Fair Lady*. 96-102.

APPENDICIES

Appendix 1: Convention on the rights of the child

Appendix 2: Identification of sexually abused children from their school work: Grade 3/Std1 pupil

Appendix 3: Suicidal note: Grade 4/Std 2 pupil

Appendix 4: Letter from a sexually abused child: Grade 4/Std 2 pupil

Appendix 5: Circular No. 27/1994 Natal Education Department

Appendix 6: Letter to principals: Request for permission

Appendix 7: Letter to respondents: Explaining the importance of the research study

Appendix 8: Letter of thanks and appreciation to the respondents

Appendix 9: Questionnaire: The role of the primary school teacher in dealing with child sexual abuse

Appendix 1: Convention on the rights of the child

"The State has undertaken to protect all children from any form of discrimination and to take positive action to promote their rights; to provide the child with adequate care when parents, or others charged with the responsibility fail to do so; to protect the child from all forms of maltreatment by parents or others responsible for the care of the child and will establish appropriate social programmes for the prevention of abuse and for treatment of victims; to provide special protection to a child deprived of family environment and to ensure that appropriate alternative family care or institutional placement is available in such cases; to make the principles and provisions of the Convention widely known among adults and children in the community; and to establish a committee for the Rights of Children composed of ten experts of national standing who will consider the reports that the State has to submit to after ratification and every five years thereafter."

Appendix 2: Identification of sexually abused children from their school work:

Grade 3/Std1 pupil

27 June
 Today is Wednesday.
 Child abuse
 My cousin was
 abused. It was very
 bad. It happen
 in her house
 Her house is
 in Isyinga. Her mum
 and dad were
 working. It was
 very very bad. Her
 name is Royy.
 He scratched her on
 her face.
 When her
 mum and dad
 came home
 they saw
 sleeping. We went to
 stay there. She was
 very scared. He
 is very sorry.
 It is a bad
 thing to do
 abuse small
 small children.

Appendix 3: Suicidal note: Grade 4/Std 2 pupil

Dear Mam MISS S. Ramprasad

Mam i want to tell you
 mam about my social works
 Mam the social worker
 only knows to eat but she
 cant help the people
 who's case she is handling
 she just want to sit
 the and let the people
 to come to crying
 to her for help mam
 and she just want people
 to sit and ask her
 questions on what
 are she doing to
 help them Mam i just
 feel like killing
 myself or cominsuiced
 mam i am telling
 all the teacher
 to help me and
 Mam there are just
 keeping quite about all

this Mam and
 there are lots of this
 going on in my life
 such as stress, thier
 friendship and problem
 with the social work
 Mam i will just
 have to do what
 want. I will just stab
 my self or ill comin
 cominsuiced or ill drou
 my self or ill take
 some petrol out of
 the gallon the one
 my step-father uses
 on the car i will
 take the petrol
 and matches and i
 will burn myself
 and then all
 the teacher's will hear
 that i am in hospital
 none of them can stop
 me now.

Appendix 4: Letter from a sexually abused child: Grade 4/Std 2 pupil

Dear Mam

I am writing to tell you about threnghting in my life. Mam yesterday I walked home with Rosana Chetty and she threnghtend me on the bridge and she told me she's not my friend and she left me to walk alone and I felt like comonsucide. Then I just went to walk with Braveshnee Naidoo and she also threnghtend me and she walked home with another two children from standand i.b. children. And mam they didnt even say sorry to me and ask me if

I can walk home with them mam I just felt like taking a knife and Poking my self and Pieing and I also had to owe her Rs becaus mam when my mother is not there I take count from her and she also threnghtend me and she went to tell my mother about the money and my mother didnt have no money to pay the aunty. When the aunty went away my mother was in the kitchen and she took the knife to hit me and she hit me until she got satisfied and she Mam and Every time we

didnt know how much she hurt me and my neighbour came to borrow onions and oil and she saw my mother hitting me and she told my mother to stop. If it wasnt for my neighbour I should be dead. And I wish I was. And mam I dont get well with my family because because of all the trouble I am going through ~~in~~ in school example: stress, organisation, Friendship, tranee evil trans, eo and controlling myself not to steel thankyou
~~Agavan Naidoo.~~

Mam and every time we play with Braveshnee she takes it very serious. And Mogie take Rosana and run away when we want to play.

Thankyou
4

Play with siclo the nice

Appendix 5: Circular No. 27/1994 Natal Education Department

Natal Education Department Educational-Psychological Support Service



DEALING WITH CHILD ABUSE: Some guidelines for school personnel

Child abuse may be broadly defined as any action or inaction that results in harm, or potential risk, usually of a physical, emotional or sexual nature, to a child under 18 years of age.

By the very nature of their position and training, school principals and their staff are in an excellent position to identify cases of abuse. Section 4 of the Prevention of Family Violence Act, 1993 (Act 133 of 1993) compels all school personnel to report child abuse. Principals and their staff must thus act when such cases come to their attention.

Involvement with child abuse cases is never easy, must never be attempted without specialist assistance, and must always be dealt with the utmost sensitivity and confidentiality. The guidelines and information given below attempt only to highlight some of the main issues in an attempt to help school personnel to deal more effectively with a very difficult problem.

Dealing with disclosure of abuse can be traumatic for both the victim and the staff member who is taken into the child's confidence. Teachers are frequently the first to be told about abuse, and because of the trauma involved in such disclosure the pupil may be prepared to speak about it once only. It is therefore very important that the information disclosed should be recorded

verbatim as far as possible, leaving the rest to the specialists who will be called in. As one may be called upon to testify in a court of law, interview records must be signed, dated and kept in a safe place. Should a teacher be the first person to whom the pupil discloses abuse, he/she can, in a criminal court case, be subpoenaed to give evidence on the *first report*.

The following hints should be useful to teachers when handling the disclosure process:

- * Make sure that the pupil is able to talk without fear of being overheard or interrupted.
- * Listen attentively and give the pupil enough time to talk.
- * Listen to as much as the pupil wants to tell you. Do not probe by asking additional questions as this might distort evidence. Do not promise not to tell anyone. The pupil must understand that specialist intervention will be necessary.
- * Accept what the pupil says – make him/her feel believed.
- * Be empathic. It is acceptable to express your sympathy with the pupil, but try to be non-judgmental. Try not to reveal your own reaction to what is being said. Deal with your own feelings later.

- * Thank the pupil for confiding in you and tell him/her that you will also be in contact with some others who will be able to be of assistance. Assure the pupil that telling you was the right thing to do.
- * Other than reporting the matter to your principal, keep what the pupil has told you strictly confidential and follow the procedures listed below.

The guidelines outlined in paragraphs 1-4 below are summarised in the accompanying flow diagram. The information provided in paragraphs 5-11 should help school personnel to deal with situations which do not necessarily result from disclosure at school:

1. Ascertain the pupil's immediate need for safety.
2. Discuss the matter only with your principal (and school counsellor), and decide jointly on the next step to be taken. Do not attempt to handle the case without specialist assistance. Because of the extreme sensitivity of such cases it will not necessarily be appropriate to involve the Guidance Team. The need for confidentiality cannot be over-emphasised.
3. Contact the relevant regional office of the EPSS and de-

side jointly on the next steps to be taken.

4. Should EPSS staff be unavailable, and should the pupil be considered to be in immediate danger, the case must immediately be reported to the nearest office of the Department of Welfare (DW) which is obliged to respond within six hours to such a report. Unless there is good reason to do so, contacting the police should be left to the social worker involved, and should not be a first step.

5. If abuse involving a parent or immediate family member is suspected, the pupil is highly vulnerable and the situation becomes more complex. Do not confront the parent before seeking advice. Where the alleged perpetrator is not a family member, a decision will have to be taken in conjunction with the specialists concerned as to how, by whom, and when the parents are to be informed.

6. In cases where a principal or member of staff is accused, the responsible Superintendent of Education (District) must be immediately notified.

7. Where a case is brought to the school's attention by the SAP or by social workers and officials from other state departments, the sequencing of events is likely to be different. While these authorised persons cannot be refused permission to conduct an investigation/interview with the pupil on school premises, it is important to note that parents/guardians, if they do not themselves stand accused of

the abuse, must be notified before the investigation/interview. They have a right to be present during any interview involving their child.

Should a parent/guardian not be able to be present, a member of the school staff, preferably the principal, should be present during any such investigation/interview.

When a pupil is the alleged perpetrator, the SAP must, on the presentation of a warrant, be allowed to question/arrest the pupil. Neither a police officer nor any other authorised person may, however, force the pupil to submit to questioning.

8. In cases where parents/guardians are prevented from being present during an interview/investigation, usually on the grounds that they are themselves implicated, principals must ensure that they are notified in writing by the SAP or other investigating agency as to why such action is both necessary and unavoidable without prior notification of the parent/guardian.

In cases where both parents are prevented from being present during an interview with their child, it remains the pupil's legal right to have an assistance officer present during the investigation/interview. The assistance officer can be a member of the family, a member of the school staff or a member of the EPSS.

In all such cases it is incumbent upon the police officer or authorised person to inform the parent/guardian about the interview/investi-

gation as soon as possible after it has taken place.

9. In terms of Section 13(b) of the Child Care Amendment Act (Act 86 of 1991), medical examinations of children under the age of 14 can be performed only after agreement has been obtained from the parent/guardian. (In certain cases a Children's Court may order such an examination, thereby overruling any parental objection.) A child of 14 years or older is considered to be competent to consent to the performance of any medical treatment, without the assistance of his/her parent/guardian.

Before a child who is under the age of 14 may be removed from school premises for the purpose of a medical examination, a police officer, social worker or other authorised person must produce proof of parental consent. In cases where this is not done, the principal could be held responsible if charged by the parent. This general premise is unlikely to be applied, however, where the matter is considered urgent and the police officer, social worker or authorised person and the principal act in the bona fide interests of the child. Such action would not, however, absolve the officers involved from informing the principal in writing of the reasons for the removal.

Children younger than 14 years are examined in provincial hospitals. After this age, district surgeons take primary responsibility for medical examinations and undertake to notify the relevant office of the Department of Welfare of

suspected and confirmed cases of sexual abuse. Cases of non-accidental injury are dealt with in provincial hospitals.

10. Where, in terms of the Child Care Act, 1983 (Act 74 of 1983), a pupil is removed from a school to a place of safety by a police officer, social worker or authorised officer, the principal cannot be held responsible.

While it would be normal procedure to produce a warrant for the removal of a pupil, such a removal may be arranged without a warrant if the authorised persons involved believe that a delay in obtaining a warrant would be prejudicial to the safety and welfare of the pupil. In such cases it is the responsibility of those who have removed the child to inform the parent or guardian and to provide the principal with written reasons for their action, before removing the pupil.

11. Recently enacted amendments to the Criminal Procedure Act, 1977 (Act 51 of 1977) make provision for a new method by which evidence could be given. Section 170 A of the Criminal Procedure Act 1977 (Act 51 of 1977) now makes provision for the court to appoint a competent person as an intermediary in cases where it appears to the court that it would expose any witness under the age of 18 years to undue mental stress or suffering should he/she testify at such proceedings. The appointment of an intermediary enables the witness to give evidence through that intermediary.

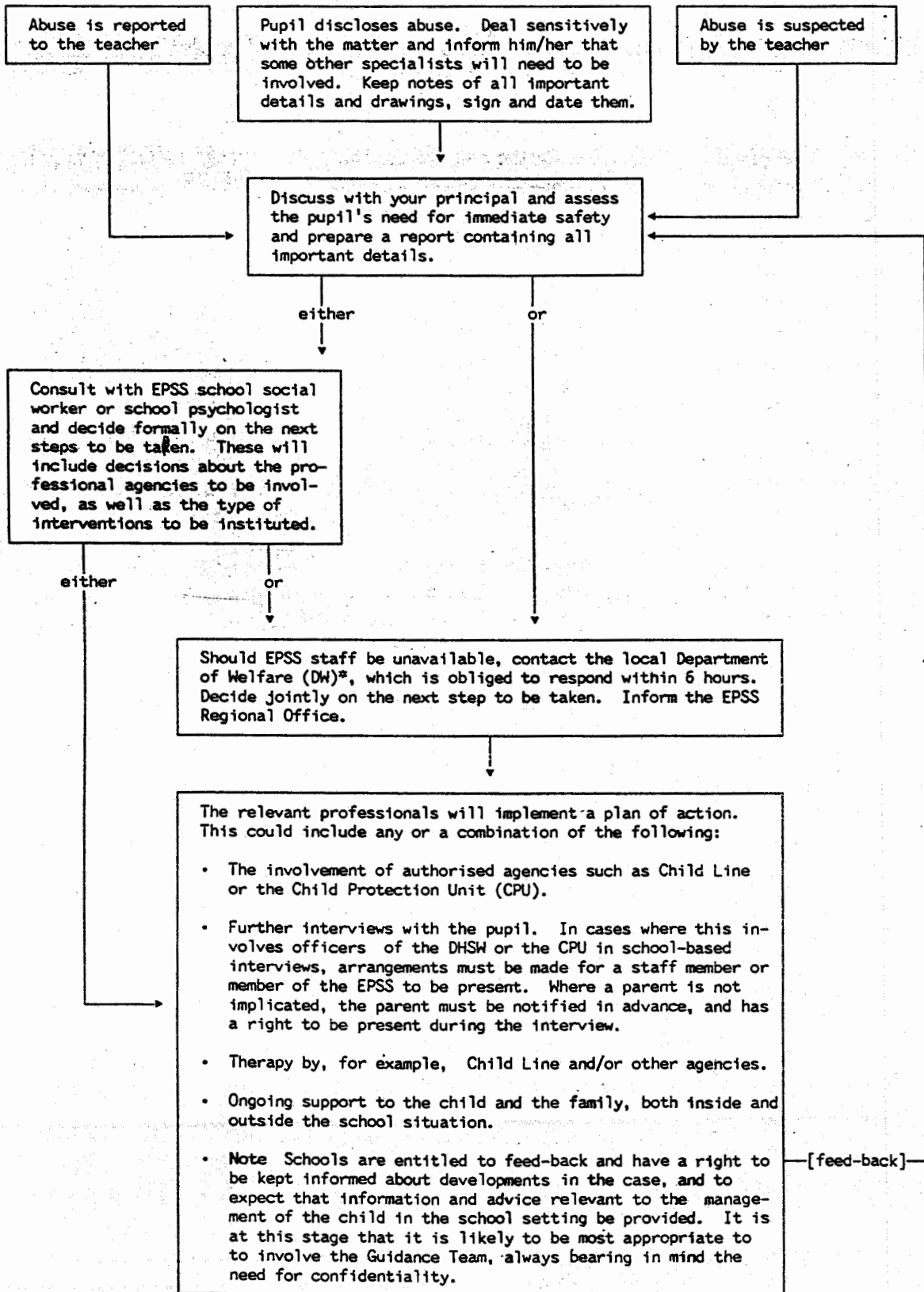
Regulation R 1374 as published in Government Gazette No. 15024 determines the categories or classes of persons who are competent to be appointed as intermediaries. Section (f) applies to teachers and reads as follows:

Teachers who are classified in qualification category C to G, as determined by the Department of National Education, and who have four years' experience in teaching and who have not at any stage, for whatever reason, been suspended or dismissed from service in teaching.

Social workers and psychologists attached to the various regional offices of the EPSS may be contacted to advise teachers who are called upon to act as intermediaries.

The school principal has the right to be kept informed of developments and to insist that any agency assuming responsibility for a child abuse case should keep him/her informed of developments and, where appropriate, provide advice on the management of the pupil. It goes without saying that the right to privacy of both the pupil and the parent must be respected at all times.

✓ FLOW DIAGRAM: DEALING WITH CHILD ABUSE



* Department of Welfare Local Offices (telephone numbers):
 Durban (031) 304 7411; Pietermaritzburg (0331) 458096; Newcastle (03431) 28290;
 Ladysmith (0361) 23719; Empangeni (0351) 23034.

Appendix 6: Letter to principals: Request for permission

SANPATHIE RAMPERSHAD
92 JACARANDA CRECENT
ISIPINGO HILLS
4110

TEL: 9023794
FAX: 9023794

3 March 1997

The Principal

Request for permission to complete the following questionnaire: The role of the primary school teacher in dealing with child sexual abuse

Please find enclosed copies of questionnaires related to my dissertation for a masters degree.

I hereby request your kind assistance in having these completed by members of your staff.

Your kind and speedy co-operation in attending to this matter will be highly appreciated.

Thanking you in anticipation.

With kind regards.

Yours faithfully

S. Rampershad

Appendix 7: Letter to respondents: Explaining the importance of the research study

SANPATHIE RAMPERSHAD
92 Jacaranda Crescent
Isipingo Hills 4110

TEL: 031 9023794
FAX: 031 9023794

3 March 1997

Dear Teacher/s

QUESTIONNAIRE: THE ROLE OF THE PRIMARY SCHOOL TEACHER IN DEALING WITH CHILD SEXUAL ABUSE

At present I am engaged in a research project towards my M.Ed. Degree at the University of South Africa. My study leader is Dr. C.A Jansen. The research is concerned with the role of primary school teachers in dealing with child sexual abuse.

As one of the selected respondents I have taken the liberty of writing to you in order to seek your assistance in acquiring information about your experience relating to the research. The reason for my request that you complete the questionnaire, is because during my experience as a primary school teacher I have found many children suffer the trauma of sexual abuse.

Considering that :

- the teacher is the key figure in the lifeworld of a school going child
- the teacher is concerned with the holistic development of a school going child.
- the child is the most priced asset of the future ,

I considered it crucial that my questionnaire be directed to the teachers because of your special insight and daily contact with children. Your responses and invaluable contributions on this very sensitive matter will without doubt make a significant difference to *every child*, and not just the *sexually abused child*.

The completion of the questionnaire should not require more than fifteen minutes of your time.

Thank you for your kind co - operation.

Yours sincerely

S. RAMPERSHAD (MISS)

CONFIDENTIALITY

All information will be regarded as CONFIDENTIAL and no personal details of any respondent will be mentioned in the findings, nor will any of the results be related to any person or school.

Appendix 8: Letter of thanks and appreciation to the respondents

**TO TEACHERS /
MANAGEMENT PERSONNEL**

re : Questionnaire : Role of the Primary School
Teacher in dealing with child sexual abuse.

**SINCEREST THANKS &
APPRECIATION FOR YOUR
KIND CO-OPERATION IN
COMPLETING MY
QUESTIONNAIRES. YOUR
CONTRIBUTION WOULD
DEFINITELY MAKE A
DIFFERENCE.**

FROM

RAMPERSHAD



Appendix 9: Questionnaire: The role of the primary school teacher in dealing with child sexual abuse

STRICTLY CONFIDENTIAL

QUESTIONNAIRE

*Role of the Primary School
Teacher in dealing with
child sexual abuse*

Dear Teacher/s

**QUESTIONNAIRE ON THE ROLE OF THE PRIMARY SCHOOL TEACHER
IN DEALING WITH CHILD SEXUAL ABUSE**

At present I am engaged in a research project towards my M.Ed. degree at the University of South Africa. My study leader is Dr Jansen. The research is concerned with the role of primary school teachers in dealing with child sexual abuse.

As one of the selected respondents I have taken the liberty of writing to you in order to seek your assistance in acquiring information about your experience relating to the research. The reason for my request that you complete the questionnaire is because during my experience as a primary school teacher I have found many children suffer from sexual abuse. Considering that —

- * the teacher is the key figure in the life-world of a school-going child;
- * the teacher is concerned with the holistic development (physical, cognitive, psycho-social, conative and normative); and
- * children are the most prized assets of the future;

I considered it crucial to direct my questionnaire to the teachers. Your responses and invaluable contributions on this very sensitive matter will without doubt, make a significant difference to every child and not just the abused child.

The completion of the questionnaire should not require more than fifteen minutes of your time.

Thank you for your kind co-operation.

CONFIDENTIALITY

All information will be regarded as CONFIDENTIAL and no personal details of any respondent will be mentioned in the findings, nor will any of the results be related to any person or school.

Yours sincerely

S RAMPERSHAD (Miss)

**THE ROLE OF THE PRIMARY SCHOOL TEACHER
IN DEALING WITH CHILD SEXUAL ABUSE**

SECTION ONE: BIOGRAPHICAL INFORMATION

<p>INSTRUCTIONS</p> <p>Please answer all the questions by supplying the requested information. Kindly complete by makes a cross (X) in the appropriate block.</p>
--

EXAMPLE:

Home Language

English Afrikaans Other

SECTION ONE: BIOGRAPHICAL INFORMATION

QUESTION 1

1.1 I am between the age of

20-30	31-40	41-50	50-55
1	2	3	4

Official Use

1

1.2 Respondent completing the form

Male Female

2

1.3 Teaching experience in years

1-3	4-6	7-9	10-15	15 +
1	2	3	4	5

3

1.4 What standard/class are you teaching

Class/ Std	Class/ Std	Class	Class	Class	Class	Class	Class	Class	Class
1	2	3	4	5	6	7	8	9	10

4

1.5 Educational level of respondent

5

Certificate

1

Degree

2

Certificate + Degree

3

Diploma

4

Diploma + Degree

5

Higher Degrees (Hon. B.Ed. etc)

6

Other (please specify)

7

SECTION TWO: THE ROLE OF THE PRIMARY SCHOOL TEACHER IN DEALING WITH CHILD SEXUAL ABUSE

INSTRUCTIONS TO RESPONDENTS

1. Please read through each statement carefully before giving your opinion.
2. Please make sure that you do not omit a question, or skip a page.
3. Please be honest when giving your opinion.
4. Please do not discuss statements with anyone.
5. Please return questionnaire.
6. Kindly complete by making a cross (X) in the appropriate block.

	Very Important	Important	Of less Importance	Totally Unimportant	Official Use
1. Teacher-pupil relationship should include the academic, psychological, emotional and physical progress of the child.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 6
2. Every school should have a guidance counsellor.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 7
3. In the absence of a guidance counsellor one teacher should be appointed to assist sexually abused children.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 8
4. All teachers should perform a supportive role in handling victims of sexual abuse.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 9
5. All teachers should be professionally equipped to assist abused children.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 10
6. Every teacher must be aware of the procedures to be followed once a child has been identified as a victim.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 11
7. Teacher training institutions should include in their curriculum courses on assistance to abused victims.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 12
8. All schools should have a standardized operating procedure	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 13

	Very Important	Important	Of less Importance	Totally Unimportant	Official Use
9. Teaching children life and parental skills would prevent and reduce the rate of child sexual abuse.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 14
10. Standardized policies should be documented with regard to reporting, protecting and preventing child sexual abuse by the Departments of Education	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 15
11. Teachers should be protected by legislation when reporting incidents of child sexual abuse.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 16
12. There should be strict confidentiality in teacher-pupil relationship regarding disclosure of child sexual abuse.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 17
13. Teachers should receive feedback regarding specific child sexual abuse incidents which they reported.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 18

14. The number of abused children you encountered during your teaching experience.

<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> More than 5
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

19

15. The number of abused BOYS you encountered during your teaching experience.

<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> More than 5
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

20

Official Use

16. The number of abused GIRLS you encountered during your teaching experience.

21

0	1	2	3	4	5	More than 5
1	2	3	4	5	6	7

16.1 If you have encountered abused children in your school, how did you handle the situation?

	Yes	No	
Did nothing	1	2	<input type="checkbox"/> 22
Took child to the hospital	1	2	<input type="checkbox"/> 23
Took child to the clinic	1	2	<input type="checkbox"/> 24
Reported to your Principal	1	2	<input type="checkbox"/> 25
Reported directly to Child-Line	1	2	<input type="checkbox"/> 26
Reported directly to Police	1	2	<input type="checkbox"/> 27
Reported directly to C.P.U.	1	2	<input type="checkbox"/> 28

16.2 I know/knew that there are abused children in my class/school but have done nothing because

	Yes	No	
1. I did not know what to do	1	2	<input type="checkbox"/> 29
2. Fear of retribution by parents	1	2	<input type="checkbox"/> 30
3. Cannot interfere with another teacher's class	1	2	<input type="checkbox"/> 31

16.3 I did report my suspicion but nothing was done and the situation continued.

Yes	No	
1	2	<input type="checkbox"/> 32

17.	Which of these characteristics were displayed by the child?					
17.1	anxious	<input type="checkbox"/> 1	<input type="checkbox"/>	<input type="checkbox"/>	33	
17.2	fearful	<input type="checkbox"/> 2	<input type="checkbox"/>	<input type="checkbox"/>	34	
17.3	withdrawn	<input type="checkbox"/> 3	<input type="checkbox"/>	<input type="checkbox"/>	35	
17.4	extrovertedness	<input type="checkbox"/> 4	<input type="checkbox"/>	<input type="checkbox"/>	36	
17.5	depression	<input type="checkbox"/> 5	<input type="checkbox"/>	<input type="checkbox"/>	37	
17.6	Lack of concentration	<input type="checkbox"/> 6	<input type="checkbox"/>	<input type="checkbox"/>	38	
17.7	Emotional (cried often)	<input type="checkbox"/> 7	<input type="checkbox"/>	<input type="checkbox"/>	39	
17.8	Rebelliousness	<input type="checkbox"/> 8	<input type="checkbox"/>	<input type="checkbox"/>	40	
17.9	Other (please specify) _____	<input type="checkbox"/> 9	<input type="checkbox"/>	<input type="checkbox"/>	41	
18.	A child in your class has been sexually abused. As a teacher would you	<input type="checkbox"/> Yes	<input type="checkbox"/> No			
18.1	Report the incident to the Principal	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/>	42	
18.2	Report the incident to the guidance counsellor	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/>	43	
18.3	Report the incident to the police	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/>	44	
18.4	Report the incident to the parent	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/>	45	
18.5	Question the child about the abuse	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/>	46	
18.6	Other (please specify) _____	<input type="checkbox"/> 1		<input type="checkbox"/>	47	
19.	To assist teachers to identify sexually abused children which of the following would you recommend?					
		Very Important	Important	Of less Importance	Totally Important	
19.1	workshops	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 48
19.2	in-service training	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 49
19.3	seminars	<input type="checkbox"/> 1	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 50
19.4	talks conducted by organizations e.g. Life-Line, Child-Line	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 51
19.5	Other (please specify) _____	<input type="checkbox"/> 1	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 52

20.	To what extent do sexually abused children find security among	Always	Mostly	Some- times	Not at all		
20.1	Parents	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 4	53
20.2	Peers	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 4	54
20.3	Families (extended)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 4	55
20.4	Teachers	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 4	56
20.5	Other (please specify) _____				<input type="checkbox"/> 4	<input type="checkbox"/> 4	57
21.	Teachers should have an obligation to report all cases or suspected cases of child sexual abuse						
21.1	Morally	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 4	58
21.2	Legally	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 4	59
22.	The laws of our country protect children's rights. To what extent are these rights protected in practice?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 4	60
23.	When incidents of child sexual abuse are reported, to what extent should teachers	Very important	Import- ant	Of less Import- ance	Totally Import- ant		
23.1	listen to the child	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 4	61
23.2	believe the child	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 4	62
23.3	ignore the child	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 4	63
23.4	discuss incident in confidence with the child	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 4	64
23.5	make promises	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 4	65
23.6	reassure the child that you will seek help	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 4	66
23.7	explain the need for professional help	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 4	67
23.8	other (please specify) _____				<input type="checkbox"/> 4	<input type="checkbox"/> 4	68

24. When an incident of child sexual abuse is disclosed teachers should react with:

	Very Import- ant	Import- ant	Of less Import- ance	Totally Import- ant	
24.1 sympathy	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 4 69
24.2 adamant	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 4 70
24.3 fear	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 4 71
24.4 empathy	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 4 72
24.5 surprise	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 4 73
24.6 disgust	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 4 74
24.7 ignorance	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 4 75
24.8 indifference	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 4 76
24.9 other (please specify) _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 4 77

Thank you for your kind co-operation