



**PRIMARY SCHOOL TEACHERS' PERCEPTIONS OF CHILD SEXUAL ABUSE,  
IN THE BELHAR AREA, CAPE TOWN**

**DISSERTATION SUBMITTED IN PARTIAL FULFILMENT**

**OF THE DEGREE M.SOC.SCI.**

**( CLINICAL SOCIAL WORK )**

2000/1181

**BY**

**ANTHONY F. DAVIDSON**

**SEPTEMBER 1999**

The copyright of this thesis vests in the author. No quotation from it or information derived from it is to be published without full acknowledgement of the source. The thesis is to be used for private study or non-commercial research purposes only.

Published by the University of Cape Town (UCT) in terms of the non-exclusive license granted to UCT by the author.

# **TABLE OF CONTENTS**

## **LIST OF TABLES**

<b>CHAPTER ONE – LITERATURE REVIEW</b>	<b>1</b>
1.1 Statement of the Problem	
1.2 Historical Overview	
1.3 Child Abuse Definitions	
1.4 Theoretical Assumptions	
1.5 Child Protective Service Management	
1.6 A Multidisciplinary Approach	
1.7 The Role of the Teacher	
<b>CHAPTER TWO - BELHAR COMMUNITY PROFILE</b>	<b>25</b>
2.1 Origins	
2.2 Community-Wide Profiling	
2.3 Division Into Neighbourhoods	
2.4 Belhar West Neighbourhood	
2.5 Belhar East Neighbourhood	
2.6 Belhar Population	
<b>CHAPTER THREE- RESEARCH METHODOLOGY</b>	<b>31</b>
3.1 Background to the study	
3.2 Aims of the study	
3.3 Design of the study	
3.4 Advantages & Disadvantages of the survey	
3.5 Formal design for the survey	
3.6 Data Collection	
3.7 Population and sample	
3.8 The survey instrument	
3.9 Administration of the survey	
3.10 Limitations	
3.11 Ethical Considerations	

**CHAPTER FOUR- ANALYSIS AND INTERPRETATION** **41**

4.1 Evaluation: Accordian Street Primary School

4.2 Evaluation: Matroosberg Primary School

4.3 Evaluation: Symphony Primary School

4.4 Discussion of Analysis

**CHAPTER FIVE- CONCLUSIONS AND** **93**

**RECOMMENDATIONS**

**REFERENCES** **97**

**APPENDICES:** Questionnaire

Belhar Map

Table 16	Sense of Religion	58
Table 17	Cases Dealt with	59
Table 18	Opinion Scale	60
Table 19	Knowledge Scale	66
Table 20	Spoken Language	72
Table 21	Gender	72
Table 22	Marital Status	73
Table 23	Own Children	73
Table 24	Educational Qualifications	74
Table 25	Sense of Religion	74
Table 26	Cases Dealt with	75
Table 27	Role of the Teacher	75
Table 28	Opinion Scale	76
Table 29	Knowledge Scale	82

## **CHAPTER ONE**

### **LITERATURE REVIEW**

#### **1.1 STATEMENT OF THE PROBLEM**

Africa and particularly South Africa has had to bear the brunt of all kinds of socio-political and economic atrocities perpetrated against her people. The legacy which the apartheid system has left is one which in no way contributed to the development of our children and their basic human rights, particularly their right to protection.

Lachman (1996) contends that the study of child abuse in South Africa has been limited and that child protection has been overshadowed by political and economic problems, lack of resources, the enormity of the phenomena and the lack of a research culture and research experience.

Key factors in child abuse in South Africa have included the breakdown of the family structure as a result of deliberate state policy and the on-going violence.

Lachman (1996) further states that when a nation becomes severely polluted by violence, the corrosive effects perforate all layers of society, damaging national institutions, community life and family living so that no individual within the society remains untouched by its insidious presence.

Although the full extent of child abuse and neglect in South Africa remains an enigma there are limited statistics available which indicate that child abuse is an ever increasing problem. The Child Protection Unit of South African Police Services dealt with 28 482 cases of crimes against children in 1995 (Human Sciences Research Council 1996). This does not begin to reflect the enormity of the problem when we remember that there is no centralized reporting system currently and that the reported cases represent only a fraction of the total number of actual cases of child abuse and neglect.

The proverbial light at the end of the abuse tunnel for many practitioners involved in this

traumatic area of intervention has been the consideration; development and introduction of child abuse prevention.

Prevention of child abuse has always gained widespread support by Child Protection workers (Calvert, Ford, Parkinson 1992; Lachman 1996), and is considered useful in that it is the envisaged stem of the tide of abuse and neglect.

One of the more popular conceptual frameworks in child abuse prevention is the framework of primary, secondary and tertiary prevention. Primary prevention refers to stopping abuse before it starts by targeting members of the community through broad based awareness programs. Secondary prevention programs are aimed at early intervention in high risk, vulnerable groups. Tertiary prevention targets those individuals, families or groups where abuse has occurred and attempts to prevent its reoccurrence.

Lachman (1996), also speaks of a plan of action for the prevention which includes approaches on both the macro and micro levels. Macro programs are aimed at the structures of society while micro programs are aimed at localized community based interventions.

In the area of secondary prevention directed at the micro level, the teaching of protective skills is paramount. It is strongly believed that teaching both protective skills and relationship skills are essential components for an effective prevention program (Calvert, Ford, Parkinson 1992; Finkelhor 1986).

As a result of the power issues involved in child abuse, empowering children to take action is a vital component. Here training around the ability to say "NO", getting away and telling others are some of the crucial milestones in laying an empowerment foundation for children. Dovetailed with empowerment to take action, is the development and maintaining of positive relationships. This provides for longer term prevention and helps children participate in positive, non-abusive relationships. Training around building self-esteem, interpersonal communication skills and values is paramount

here.

Laws further asserts (in Calvert, Ford and Parkinson 1992), that prevention programs should be taught in schools. It would be in this context that prevention education be sequential, developmentally appropriate and take into account the different teaching methodologies and learning styles.

Today it is hoped that prevention programs could be amongst the fastest growing components of the movement to deal with child sexual abuse specifically.

Finkelhor(1986), asserts that the rationale for prevention in this area rests on a number of realities about child sexual abuse. These include the fact that an important percentage of all children will suffer sexual abuse, that most child victims of sexual abuse will not be identified in the near future and that most children do not reveal their victimisation and when they do, their families are still unlikely to seek help.

The logic of prevention is in the potential of reaching a large number of children, thus short-circuiting some of the abuse before it occurs and increasing the number of victims who in fact are then exposed to some kind of help.

Common themes in prevention programs include the following: definitions of child sexual abuse, potential offender awareness and preventative action.

Calvert, Ford and Parkinson (1992) and Finkelhor (1986), highlight challenges for these programs. These include making child sexual abuse concepts child friendly; avoiding the potential fear in educating around sexual issues and the controversy about references to the sexual organs and sexuality. In the prevention discussion, the role of the school is indicated to be of paramount importance (Roscoe, 1987).

Its role is more clearly defined in terms of the school being well placed for detection and prevention (Tite, 1993), as well as it being opportunely positioned to observe, detect and



refer (Riggs in Barker 1989)

Garbarino and Authier (1987), assert that in fact the school should assume an active role in advocacy, understanding that training in the arena of child abuse should become a school function and that prevention programs should be school based and included officially as part of the greater school program.

Stringer (in Barker 1989), further suggests that the school based prevention programs be formalised as part of the school curriculum.

Sponberg, (1991) and McIntyre(1990), in their survey of teachers, highlighted the need for training in the areas of child abuse definitions, identification and referral procedures. They noted that there was no significant difference in how participants experienced the training, irrespective of whether they were child protective service workers or not (Hazzard; Kleemeier; Webb; 1990). In fact Sachsenmaier, (1990), found that teachers who had received training reported an increase in confidence in teaching prevention programs, identifying child abuse and appropriately reporting cases.

In spite of the fact that much has been written about child abuse since its identification in the 1960's as a modern problem, much less has been written about the unique role of the primary school teacher.

## **1.2 HISTORICAL OVERVIEW**

The social work profession is committed to tackling current and personal problems, like child abuse, and attempting to find pragmatic solutions. One way of doing this is in taking a step backwards and comparing our society to those of the ancients. It is believed that in studying other cultures, we begin to comprehend our own. Both Corby (1993) and Breiner (1990), note that history can be used to cast light on the present issues faced by our societies.

According to Bourne and Newberger (1979), Corby (1993), child abuse predates our civilisation by centuries. A careful analysis of the history of child abuse can serve to dispel myths and put current problems into perspective. Breiner (1990), contends that interpretation of the ancient world relies on three types of evidence, viz. Historical and anthropological evidence, each with its own limitations. Furthermore, civilisations are analysed to seek the roots of child abuse by using information gained currently from modern day theory and practice.

In his study of child abuse and ancient civilisations, Breiner (1990), selected the following societies: Greece, as it reflects in our modern literature, philosophy and arts; Rome, for its contribution to the law and political concepts; Egypt, for its legacy of the pharaohs, and the Hebrews, understanding their contribution to the great modern religions of Judaism, Christianity and Islam. Finally the Chinese, being the cultural and the biological ancestors of a quarter of the population of the world.

The following are issues raised in the study that contribute to our current understanding of child abuse. In ancient times, often a child was not considered human until certain ceremonies or rituals were done. Only then was the child considered human and could he/she enjoy the safety and protection of its mother, family and society. Evidence of child abuse and especially infanticide was found in every part of the world.

Japanese farmers thinned out their families while Indian daughters were not permitted to live. During times of famine, Eskimo and Brazilian Indian infants were abandoned in the snow and forests respectively. In London, during the 1860's, children's bodies were a common sight in parks and ditches.

Tang and Davis (1996), in their discussion on violence across cultural and societal boundaries contend that, although the prevalence and form of abuse on children vary across cultures, abuse on children does exist. The term, "child abuse" may have had little significance in past civilisations, but the deeds described testify to the horrendous

conditions and lack of protection children often suffered. These behaviours included infanticide, the sexual abuse of children, physical assault and excessive corporal punishment.

Breiner(1990), in his study further contended that neither the level of scientific nor industrial development nor the amounts of wealth of society have determined which societies will abuse their children. Egypt's wealth, the Grecian civilisation and Rome's power did not prevent child abuse, while the poverty and powerless of the Diaspora Jews did not produce it. The power and wealth of the European Renaissance could not prevent child abuse while China, with her tyrants and aggressiveness, maintained family cohesion and reported much less abuse of her children.

From 4000 BC, to the present day, there is an undisputed body of evidence pointing towards human violence against children. This violence perpetrated against defenseless children is usually associated with the devaluing of family life and the denigration of women in societies.

Marshall, Laws and Barbaree (1990:4), in their discussion on the origins of abuse, remind us of the diversity of the contributing factors to understanding this issue.

Some writers have focussed on biological predispositions, others have limited their consideration to conditioning and social learning experiences, and still others have examined the sociocultural context. These various points of view attest to the diversity of factors which play a part in the etiology and maintenance of sexually assaultive behaviour .

Breiner (1990), contends that child abuse is related to the dysfunctioning of the normal parenting process. With the decline of parenting qualities, there is the associated decline of child rearing skills and the necessary child care.

A primitive ego structure, using primitive psychological organisation, may handle the threat from reality by some aggressive primitive mode of expression - violence for

example. Understandably then, insecure pressurised parents, tend to take out their problems, frustrations on their children.

Poor impulse control, low frustration tolerance, marital and sexual problems are factors which supersede both time lines and societal boundaries.

The worst situation of abuse against children has been within the context of war, aggression and hostility across all the civilisations discussed above. The onset of war has often been associated with the breakdown of family life and the subsequent decline of adequate child-care and the role and status of women. The occurrence of violence normally results in the disintegration of the general cultural patterns resulting in the suffering of children. Violence being insidious, automatically creates a society of violent parents which lays the foundation not only for child abuse, but for the sanctioning thereof.

Children in any society will parent as they have been parented. Each generation will respond as it has been taught, thus perpetuating the cycle of violence and child abuse. It would be important at this stage to remind ourselves that child abuse thus becomes related to and caught up in issues of national policy.

Societies indicative of various forms of abuse on children, have often been characterised by slavery, over emphasised importance of authority, disrupted or inadequate mothering and the low status of women (Breiner 1990). The best situations for children have been these ones where families remain intact, where family cohesion is encouraged and individuals are at peace with themselves and others, including their children also where the relationship between the children and their mother is honoured, and they are encouraged to remain close, particularly in the formative years. Cultures where minimal abuse has been recorded have been characterised by stable marriages, family love and family cooperation (Breiner 1990).

It would stand to reason that secure families would place less age inappropriate demands on children and that a secure supportive society provides by it's nature a service of

collaboration and support and a haven for adults not coping with the pressures of child care.

Corby(1993), and Breiner(1990), state that what emerges is that every society has to deal with the issue of care for its young and has to devise some form of intervention into the family. Both Breiner(1990) and O'Hagan (1989), propose that the success of effective work with children in any context has to do with how collaborative and supportive communities are in dealing with families and the level of shared commitment by key sectors. These include the legal, medical, educational and welfare sectors. Corby(1993), further contends that examining these efforts with due regard to their contextual factors, can enhance our understanding of current approaches to the problem of child abuse.

One of the factors revolves around the ambivalence and uncertainty about the best way to intervene in situations of child abuse. The importance of sensitivity around the balance between the independence of families and the rights of the parents as opposed to the welfare of the child and the child's rights to be protected by those sanctioned by the state to do so. Having established historical overview, let us now turn to our current situation and establish some thresholds around the issue of definition of child abuse.

### **1.3 CHILD ABUSE DEFINITIONS**

Definitions of child abuse have extended from the narrow physical concepts of earlier years to embrace social, emotional, psychological and physical concepts today. It involves physical injury but also neglect, sexual and emotional abuse. Although there would be general agreement about serious acts of abuse, at the other end of the continuum, there are differing views and the boundary between adequate parenting and minor forms of abuse is blurred. Judgment as to what constitutes abuse is therefore in part a matter of degree, opinion and values.

MacFarlane and Waterman (1986), further contend that the number and variety of definitions of child abuse in general have caused many problems in case findings and

research. There are literally thousands of definitions of child abuse in use. However, these generally lack comparability. They are often imprecise, causing problems in measuring the degree of abuse reliably. Given this divergence, there is often much disagreement around issues of incidence, definition and dynamics.

One can then deduce that those broad definitions of abuse that refer to the child being prevented from attaining his or her potentials are of little value in terms of a working definition to guide practice.

September and Lofell(1996), therefore propose that a common language and understanding are required to effectively intervene in matters of child abuse and neglect with minimal secondary trauma occurring for the child. The Protocol for the Multidisciplinary Management of Child abuse and Neglect, sets forth operational definitions which provides the common ground for the various role players to work.

For the sake of clarity, and in the light of a multidisciplinary approach to child abuse and neglect, the following definitions are provided in the Protocol for the Multidisciplinary Management of Child Abuse and neglect (Institute for Child and Family Development 1996). Since each discipline or role player involved in the management of child abuse has its own discipline specific definition, it becomes imperative that a common understanding is held among those who work together in this field. Settling on an adequate definition of child abuse and neglect is an ongoing concern of those role players involved (Tite 1993). For the purpose, the Protocol (Instutute for Child and Family Development, 1996:4-7) proposes four basic categories of abuse that are reflected in general practice.

## **NEGLECT**

Neglect is any act or failure to act by a parent or care-giver which results in impaired physical functioning or development of an injury to a child or young person, such as persistent hunger, thirst or malnutrition, inadequate clothing, hygiene or living conditions, failing to ensure education when resources exist. It may include but is not restricted to: physical neglect, neglectful supervision, medical neglect, abandonment, refusal to assume

parental responsibility and educational neglect.

### **PSYCHOLOGICAL ABUSE**

Psychological abuse or neglect is any act or failure to act by the parent and/or care-giver which results in the impaired psychological and/or emotional functioning and/or development of a child or young person that may be expressed as anxiety, withdrawal, aggression, depression or delayed development. It may include but is not restricted to: rejection, isolation, inappropriate and continued criticism, exposure to family violence and exposure to the negative impact of the mental or emotional condition of anyone living in the same residence.

### **PHYSICAL ABUSE**

Physical abuse is any act or acts which results in inflicted injury or death to a child or young person. Associated signs may include but are not restricted to: bruises, cuts, fractures, injury to internal organs, poisoning, burns and any repeated injury for which the explanation is inadequate or inconsistent.

### **SEXUAL ABUSE**

Sexual abuse is any act or acts which result in the exploitation of a child or young person, whether with their consent or not, for the purpose of sexual or erotic gratification. This may be by adults or other children or young persons. Sexual abuse may include but is not restricted to the following behaviour:

- ↳ Non-contact abuse includes exhibitionism (flashing), voyeurism (peeping), suggestive behaviours or comments, exposure to pornographic materials.
- ↳ Contact abuse includes genital / anal fondling, masturbation, oral sex, object or finger penetration of the anus / vagina, penile penetration and / or encouraging the child to perform such acts on the perpetrator.
- ↳ Involvement of the child / young person in exploitative activities for the purpose of pornography or prostitution.  
Rape, sodomy, indecent assault, molestation, prostitution and incest with children .

### **CHILD SEXUAL ABUSE**

Beyond the basic difficulties of the shame and the stigma that surrounds child sexual abuse, other obstacles have blurred the path of effective intervention. These include situations on both the macro and micro levels. The following is a discussion of key issues concerned with the matter of child sexual abuse.

Regarding the prevalence of sexual abuse, Finkelhor (1986), reminds us that in the past, practitioners, policy makers and social scientists doubted that people would be willing to report cases of sexual abuse to statutory bodies let alone to survey researchers. Since then it has become clear that people will not only report such histories, but will do so in large numbers. As a result of this, many questions about causes, effects and trends are now closer than ever to scientific resolution as a result of prevalent studies. Having established that the task of asking about histories of sexual abuse is feasible, the next step is to refine what has been done.

Both Finkelhor (1986) and Briere (1992) contend, regarding the issue of long term effects that although research on several categories of child abuse is still limited, it seems clear that untreated trauma arising from abuse during childhood constitutes a major risk factor for a variety of problems later in life that can be directly attributed to childhood abuse.

It is suggested that optimal therapy for child abuse trauma requires unwavering attention to the inner experience of the survivor, understanding the social context of victimisation. The importance of respect for the survivor is highlighted both in terms of the courage and strength in their perseverance, despite significant injury, it is based upon the notion that human dignity and self-determination are necessary conditions for optimal psychological functioning.

The process of effective abuse focused therapy must balance two agendas (Briere 1992). One is, the survivor's need for safety, support and stability and secondly the therapeutic processes that inherently stretch the survivors capacities and admits threatening material into the awareness.



The many techniques which are used to deal with the aftermath of child abuse, points us toward need for an eclectic, multi-modal, multi-sectoral, multi-disciplinary approach to the management of child abuse. Whether any of these approaches are effective will be directly linked to the extent that the practitioner actively conveys respect, acceptance and validation, and stays abreast with the survivor's need for safety and control (Furniss 1991 and Briere 1992).

Sexual abuse prevention has taken off both in the America's and Europe, resulting in an enormous amount of school programm, books, pamphlets, films, television programs, plays and lectures. According to Finkelhor (1986), much of the content of this movement has great intuitive appeal, not simply to prevent sexual abuse, but also to give children more knowledge and confidence in coping with many situations. If enthusiastic responses are indicative of effectiveness, one would have to say that positive effects are clearly apparent. However, more careful evaluations are also called for. Reasonable questions have been raised about whether or not this kind of education really protects children from most abuse, and about what some unintended consequences can be, especially if done poorly. The spin-off of such a preventive approach will certainly result in a better understanding of the problem of sexual abuse and better ways of reducing its toll on children.

Finkelhor (1986), asserts that sexual abuse is an extremely difficult problem to study. As a result of the shame and stigma attached to it, individuals, including victims, perpetrators and their families are hesitant to cooperate in information gathering exercises.

Briere (1992), further highlights the difficulty around the gathering of sexual abuse information by reminding us of the funding problems in getting research programs off the ground. This is often complicated by the work overload, staff shortages and exhausted resources of those practitioners strategically placed to provide the relevant information. Important to realise is the fact that sexual abuse does not fall exclusively in the domain of one specific discipline or role player. Although diversity has stimulated innovative approaches to the problem, it has posed the problem of communication.

Furniss (1991),unpacks this idea by reminding us that this is a genuine multidisciplinary problem requiring the cooperation of a wide range of different practitioners with different tasks. As a legal and therapeutic problem, it requires from all practitioners involved the knowledge of the criminal and child protective aspects, as well as psychological aspects, understanding the specific nature of child abuse as an interlocking syndrome for the child, the perpetrator and the family. This complicates both legal and child protective intervention, as well as therapy itself.

From the above discussion, we are able to deduce that at present, in the area of child abuse and specifically sexual abuse, that we may well be having the semi-informed leading the ignorant. One further cause of secondary trauma to sexually abused children and of burnout for practitioners is the immense pressure on practitioners to be able to see fully and to know how to intervene.

Learning to understand and deal with child sexual abuse takes time and needs to take place within the context of a multidisciplinary, multi-sectoral systems approach.

#### **1.4 THEORETICAL ASSUMPTIONS**

Krishnan and Morrison (1995), postulate that in addition to asking why some individuals are more likely to be victims / perpetrators than others, we also need to examine the social conditions that structure individual behaviour. Two broad explanations of abuse of children have dominated the literature. One, which emphasises the personal attributes of the victim and a second, which emphasises structural conditions underlying child abuse. As personal characteristics of the victim / perpetrator may determine who becomes victims / perpetrators under unfavourable structural conditions, it becomes critical to evaluate the structural conditions, which underlie child abuse. Toward this end, an ecological model for understanding child abuse will be employed to provide a context for understanding child sexual abuse.

According to Garbarino and Authier (1987), the problem of child abuse can only be

understood as part and parcel of the overall societal commitment to the welfare of children and families, that is, the role of broad ideological, social and economic conditions in setting the stage for child abuse must be taken into account. All previous approaches to understanding this problem have lacked a framework capable of adequately integrating the diverse components of child abuse systematically in a model which can deal with the different types of causes and associations identified in the literature. Moreover, they lack a sense of the interdependence of human systems in producing child abuse. Garbarino (1997), thus proposes an ecological approach which is able to cope with the complexities of child abuse.

An ecological approach focuses on the progressive, mutual adaptation of organism and environment, where the environment is seen as an interactive set of systems, nested within each other, and sees the independent interaction of systems as the prime dynamic shaping the context in which the organism directly experiences social reality.

A further focus is social habitability, i.e. the question of the environmental quality and how to achieve it and the consideration of political, economic and geographic factors in shaping the quality of life of children and families. These factors produce the development factors. There is thus no pure context free development. Child abuse being the product of a multiplicity of factors finds itself suitably understood within the context of the ecological model of human development.

Krishnan and Morrison (1995), discuss Garbarino's model and particularly identify the necessary and sufficient conditions for abuse of children. Necessary conditions include the cultural support for the use of physical force to discipline children and the inadequate use of social support systems. They remind us that the lack of social support, combined with parents' incompetence to manage the social stress, create conditions that lead to

i.e. the family and the mesosystem, i.e. the community and neighbourhood characteristics as necessary conditions. Garbarino (1997), argues that the absence of necessary conditions disarms the sufficient conditions that child abuse arises out of a mismatch of parent to child and of family to community. The community context of child abuse requires a comprehensive framework composed of socioeconomic, demographic, ideological and historical factors.

Krishnan and Morrison (1995), in their study of an ecological model of child maltreatment in a Canadian province, note that a number of complex factors contribute to the high rate of child abuse in the province. Child abuse is not an individual or isolated problem but a community problem most often related to the social and economic situation of the area and that to this end the ecological model of child maltreatment developed by Garbarino (1997) was employed.

## **1.5 CHILD PROTECTIVE SERVICE MANAGEMENT**

In South Africa, there is an increasing awareness of the escalating problem of child abuse. As a result of the historical segregation (racially) and fragmentation of services, no comprehensive statistics on child abuse exists nationally. However, in 1995, the Child Protection Unit of the South African Police Services (CPU), indicated that there was a 20.4% increase in crimes against children dealt with by their specialised officers. The total amount of cases dealt with by the CPU in 1995, was cited at twenty eight thousand four hundred and eighty two (28 482) (Human Sciences Research Council 1996). These figures exclude cases that were not reported to the SAPS and / or dealt with by state welfare organisations and Non Governmental Organisations. The true scope of child abuse incidences is unknown as a result there being no centralised reporting system in the country (Lachman 1996). However, the overall impression by practitioners in the field confirms the CPU statistics that the problem of child abuse is an increasing one.

Most societies have established mechanisms to protect their children. The current

situation in South Africa is the product of many complexities, particularly that of the legacy of apartheid.

Because of its racial discrimination and subsequent inequalities, our social service system has been characterised by fragmentation in its service delivery. The post election era has seen government attempting to reorganise and equitably redistribute services and resources. We have now embarked on a journey which is still laden with many policy and bureaucratic complexities which need to be unraveled.

Despite tremendous strides made by the Government and the Department of Social Services, there remains no clear strategy around dealing with the problem of child abuse. There is no systematic process for ensuring that practitioners in various disciplines have standardised norms and guidelines for dealing with cases of child abuse. There have been fragmented attempts by the past regime to institute mandatory reporting and the keeping of a centralised register. As a result of the bureaucratic confusion, no effective service was guaranteed.

In light of the above discussion, it is clear that South Africa requires a coherent approach to the structuring and management of child protection services. This process should guarantee effective services in terms of providing the necessary protection required.

The emphasis then is to be on the broader context in which child protection in our modern society is organised (Marneffe, 1996; Jones, 1998).

Sanders, Jackson and Thomas (1996), contend that the major component of practice is the policy context in which it operates and that policy development and management is interwoven with practice. They observed that most European nations had decided by and large not to introduce mandatory reporting legislation and to show far more interest in therapy and after-care than in punishing offenders. They consider the British approach to be punitive, coercive and anti-therapeutic. On the other hand, they described the British approach as mandated coordination which involves agencies being directed to coordinate child abuse management. The responsibilities include prevention, investigation and

treatment.

Sanders, Jackson and Thomas (1996) and Marneffe (1996), contend that successful treatment is based on a broader conceptual policy basis and subsequently would influence, set and establish priorities of practitioners.

This policy needs to be developed from the needs and interests of the local community, child protection agencies and provincial and national policy.

Sanders, Jackson and Thomas (1996), further contend that child protection service should cease to develop as an entity apart from the mainstream of child and family support services.

This is an important contention in that child protection services cannot be allowed to develop as a specialised island unto itself but would need to form part of a greater child and family service.

However, specifically in the development of service, the White paper on Social Welfare (1997), stipulated that most families entering the social service system need a broad range of different kinds of services. These include three complementary components. Firstly, one that broadly supports primary prevention programs. Secondly, one that assists families with problems that do not involve child abuse. Thirdly, one that provides child protective services to families where abuse has been identified.

Each component is individually important but can only function effectively if the other two are functional. This policy facilitates the obligation to reform our system of child protective services.

South Africa lacks a coherent approach to the structuring and management of child protection services creating a situation in which children referred for services cannot be guaranteed an effective service (September and Lofell 1996; Lachman 1996).

A National Committee on Child Abuse and Neglect (NCCAN) was originally convened in 1995 by the Department of Welfare to look at recommendations on child protection. The committee accepted and tabled in the White Paper the recommendation that a National Child Protection Strategy was urgently required. Also in 1995, the national conference convened by the South African Society for the prevention of Child Abuse and Neglect (SASPCAN) supported the NCCAN in its commitment to developing a blueprint for such a national strategy. The NCCAN continued in its purpose and a steering committee was appointed to take the process forward.

In their blueprint for an effective national strategy on child abuse and neglect, drafters September and Lofell (1996), see the national child protection strategy as being designed to address the serious situation of child protective services in our country. September and Lofell (1996:6) highlight the following components as essential in this strategy:

research; clarification of the responsibilities of government and non-government structures; the resourcing and coordination of all components of the child protection system.; the balancing of preventive, development and treatment approaches; reporting and data collection; standardised management protocol; advocacy; policy development and legal reform and monitoring.

The NCCAN believe that the challenges confronted by the child protection service network encompass more than can adequately be addressed by the transformation of one single system. Unless these above-mentioned efforts are accompanied by the broader transformation of economic, social and political superstructures and the broader social welfare system, reformed child protective service will have little impact.

If the problems facing our children today are intricate and complex, it cannot be expected that the solutions be simple and straight forward. Within this broad mandate, there is the obligation to change the system of child protective services. Child protective services are designed to protect children from abuse, to intervene in an abusive situation and to stop any ongoing abuse. Child protective services should be mandated by law and sanctioned by state departments and other delegated agencies responsible for child protection.

## **1.6 A MULTIDISCIPLINARY APPROACH**

Further discussion at this point looks at the roles of the various sectors involved in child protection and their contribution to interdisciplinary co-operation in a bid to have an effective child protective service. Cooper and Ball (1987), in their discussion on the efficiency of social work intervention, highlights the need for inter-disciplinary collaboration in any specialised field of social work. In the examination of community participation in the prevention and treatment of child abuse and neglect, the importance of the multidisciplinary approach is emphasised to ensure a holistic approach.

September and Lofell (1996) remind us that social services in the South African context, have been consistently criticised for their fragmentation of services and unco-ordinated approach. In the case of child protecting services, where a wide range of professionals impact the quality of the service rendered, co-ordination becomes a priority. The reality is that various sectors responding to child abuse have not worked well together, have not shared important information required to protect the child and have failed to develop inter-agency, inter-disciplinary and inter-sectoral agreements to ensure effective case management.

The NCCAN believes that the lack of co-ordination compounded by other organisational problems has resulted in inter-disciplinary competition rather than collaboration. Cooper and Ball (1987), and the NCCAN call for the establishment of a smaller unit of intervention, a multidisciplinary team, for example, where a much better level of co-ordination and management can be exercised. Multidisciplinary teams have functioned effectively for decades in other contexts and transformation of our child protection services should be built on such a foundation. The NCCAN further proposed in 1996, that protocols should be developed to define the relationships between the child protection service and the community. The various sectors playing a crucial role in this service include social work services, police services, the courts, health services and the



education services.

The education service does not constitute part of the investigation or intervention. It does, however, play a primary role in the recognition and referral of child abuse. As teachers are well placed in their daily contact with children, they are able to observe outward signs of abuse, changes in behaviour or failure to develop. The role of the education service will be discussed later.

On the 5<sup>th</sup> of December 1996, Ebrahiem Rasool, MEC Health and Social Services (PAWC), and Mr AM Omar, MP Minister of Justice acknowledged and accepted a Protocol for Multidisciplinary Management of Child Abuse. This protocol is the outcome of a comprehensive process of collaboration and consultation between all the significant stakeholders and role players in the field of child protection services, throughout the Province of the Western Cape. Stakeholders and role players included all the major professional groupings in the public and private sectors, as well as community based and non-governmental organisations. In addition to provincial workshops, the consultation process also included decentralised workshops. The protocol development team included the following representations: The Institute for Child and Family Development (UWC); The Department of Social Services (PAWC); The Attorney General's Office; Red Cross Hospital; The Child Protection Unit (SAPS); The Department of Health; Child Welfare Society; Cape Mental Health Society; Rapcan.

The following is a description of the underlying assumptions which both undergird and guide this Protocol.

This joint multidisciplinary management protocol is a record of agreement between all the involved role players regarding roles and responsibilities, procedures to be followed, standards of service and codes of behaviour during the intervention process in instances of suspected child abuse and neglect. It proposes to be a core protocol which only seeks to deal with the areas of commonality between the involved professionals.

The purpose of the Protocol ( Institute for Child and Family Development 1996:2) has been summarised as follows:

- ↳ To ensure that children are protected and receive the most effective services for reducing the trauma of abuse.
- ↳ To provide a clear understanding between role players regarding their respective roles, responsibilities and functions. To provide a uniform set of procedures to enable predictability and control.
- ↳ To ensure that all interventions are conducted in a systematic and comprehensive way.
  
- ↳ To ensure that all key task are performed in the best possible way and at the right time.
- ↳ To ensure that the necessary collaboration and co-ordination between role players take place during the intervention process.
- ↳ To provide for joint decision making to facilitate decisions in the best interest of the child.
- ↳ To ensure standardisation of procedures to enable predictability and control of services.
- ↳ To provide a system of mutual accountability between role players.
- ↳ To promote the confidence of service users and service providers in the intervention system .

The Prototcol sees child protective services as a discrete set of specialised services designed for the protection of children in instances or alleged instances of child abuse. Child protective services includes both intra-familial instances of abuse.

The Protocol ( Institute for Child and Family Development 1996:7) further envisages the following goals of a Child Protection Service:

- ↳ To protect children who have suffered serious harm or who are at risk of suffering serious harm.
- ↳ To ensure that all reasonable efforts are made to safely maintain children who are removed from their families .

The Protocol ( Institute for Child and Family Development 1996:7-8) has embodied the following service principles in its conceptual understanding:

- ↳ When parents, care-givers or the State are unable or unwilling to take minimal efforts to protect their children from serious abuse, society must intervene.

- ↳ All children in every community are equally deserving of the best possible services when their well being suffers as a result of abuse. Improper or inadequate services are regarded as potentially harmful to abused children and is likely to result in secondary traumatisation. A multidisciplinary teamwork approach is regarded as a pre-requisite for the proper management of cases of child abuse. No discipline is regarded as being more important than another .

The provision of child protective services should be organised according to clearly defined geographical areas. Child protection is a specialised and intensive service designed to protect children while preserving family and / or support networks. The duration of the service must be based on the needs of the children, their families and / or their support network, professional positions of the various disciplines involved in the management of Child Protection and expects that these will be understood, accepted and respected by all role players.

The purpose of this protocol is to place in position the basic and essential building blocks to enable the delivery of child protection services a minimum standard level. It is regarded as neither fixed nor final and is subject to ongoing review for amendments, development and improvement by all those involve in child protective services.

## **1.7 THE ROLE OF THE TEACHER**

The school environment for children is the most important place between home and the strange world outside. It is very important that teachers and other staff in schools are trained to detect signs an symptoms of sexual abuse and that they know how to handle suspicions and / or disclosures. Social workers and teachers need to coordinate the professional network within the school. These include the services of the police and health worker / nurse. The school social worker is in an ideal position to coordinate the professional network within the school. Teachers and others need to be able to turn to them to share initial suspicions (Furniss 1991).

The need for training of professionals in the education system needs to be stressed because teachers so far have only had a marginal role to play in dealing with sexual

abuse. Educational professionals are becoming a crucial group in this complex multi-professional network of child abuse management.

The best way to react to a situation of disclosure in a school, according to Furniss (1991), is to keep silent initially, to register that the child seems to be communicating about sexual abuse and to closely observe the child and his/her behaviour. The teacher then needs to clarify with the support of the principal or school social worker when and how to bring in the legal, investigative role players for consultation and subsequent full disclosure. The teacher, principal, school nurse or social worker need to coordinate the professional network within the school to ask whether other colleagues have possibly had similar communications.

In the light of the above discussion, how does one deal with sexual abuse in the social context of the school? Sexually abused children have a right to privacy. On the other hand it is necessary to inform key professionals at the school that the child has been sexually abused. Children often display disturbed, sexualised behaviour, and therefore it would be important that those in the child's life-space understand the background circumstances involved. Sense needs to be made of the child's behaviour in order to avoid possible rejection and punishment for behaviour not understood. Good communication in the context of privacy and confidentiality is usually very helpful and therapeutic.

As previously discussed, the primary school teacher does have a crucial role to play in the management of child sexual abuse. Given the ecological perspective in which we have chosen to approach this matter, it becomes important to consider the environment in which potential victims may be found. For the purpose of this study, the Belhar community requires further examination.

## **CHAPTER TWO**

### **BELHAR COMMUNITY PROFILE**

#### **2.1 ORIGINS**

Belhar is an urban township, situated 33km from Cape Town, in the Province of the Western Cape and is part of the Tygerberg local authority substructure. The community was initially developed in the early 1970's by Garden Cities and in 1975 the first 95 families moved into what is currently known as Old Belhar.

Belhar is described as one of the many dormitory suburbs of Cape Town. The form of development is predominantly residential with related community facilities. There is very little commercial or industrial infrastructure and the area lacks a definable center (The Belhar Local Municipality 1991).

Belhar is situated within the boundaries of the R300, the M12 (Old Stellenbosch Arterial Road), the M10 (Modderdam Road), and the railway line running along the perimeter of the University of the Western Cape and the Peninsula Technikon. Belhar is surrounded by similar urban townships viz. Matroosfontein and Kuilsriver. Tygerberg Hill and Cape International Airport are two significant landmarks of the area. According to Amoateng (1996), the total population of the area is estimated at 65 000 inhabitants.

#### **2.2 COMMUNITY-WIDE PROFILING**

In the 1991 Belhar Local Structure Plan Draft Proposal, Belhar is described as consisting of a number of individually planned and developed residential cells (extensions), which structurally do not relate very well to each other. This broken structure together with the undeveloped commercial facilities, contribute to an environment that they base the cohesion and identity necessary for the building of a community.

Crime occurs in all areas of Belhar, but is more prevalent in areas such as Extension 13, the flats and Toilet City. The acts of violence include rape, murder, theft and extortion and these are normally gang related. Further more, these gangs are involved in drug trafficking, the running of shebeens and taxis, have shares in night-clubs and responsible for numerous other violent crimes. Community organisations in Belhar have reported that for many, gangsterism has become a way of life. As a result of poor access to community resources, lack of extra mural activities, the high rate of unemployment, and the obsolete vocational and life skill guidance, becoming a member of a gang is the only way out for many.

Furthermore, the Belhar Open Space Master Plan, sees the main land use issue as being centered around the development of various facilities for which sites have already been allocated. Under-developed sites include community facilities, schools and sport grounds, public open spaces and a large commercial component. (The City of Tygerberg 1999).

As a result of the politics of the past, the acquisition of valid and reliable information on families, including those in the Belhar area has often proven to have been a daunting task

The Belhar Open Space Master Plan, further more, sees Belhar's important issues being rooted in the poor socio-economic condition. These conditions manifest themselves in many ways, including anti-social behaviour and gangsterism. Low income and high unemployment is common in many households. (The City of Tygerberg 1999).

Belhar has five high schools and nine primary schools. It is estimated that there are about sixty five community organisations involved in various social and economic projects aimed at the continued development. Among the many organisations is the Health Committee which is a forum of all the representatives of organisations who focus mainly on health related issues. There is also the Community Police Forum which is very active in dealing with crime related community issues. The Belhar Community Youth Forum, an umbrella body, works actively to meet the needs of the youth, while the Inter-Church Forum represents churches who are actively involved in major community social issues.

According to The Belhar Library (1998) community resources include the following :

- ↳ two community health centres,
- ↳ one medical centre,
- ↳ five general practitioner surgeries,
- ↳ five senior secondary schools,
- ↳ nine primary schools,
- ↳ one special education school,
- ↳ one police station,
- ↳ four sport parks,
- ↳ two libraries,
- ↳ one community centre and two minor halls,
- ↳ eight registered creches,
- ↳ two housing offices,
- ↳ three supermarkets,
- ↳ three mosques,
- ↳ forty different Christian faith communities,
- ↳ one Bahai community,
- ↳ one graveyard,
- ↳ four petrol stations,
- ↳ one Rastafarian community,
- ↳ one bus terminus,
- ↳ three train stations

### **2.3 DIVISION INTO NEIGHBOURHOODS**

Belhar consists of four main sections, Old Belhar, Extensions 13 and 14, and the self-help section. The area originated from the forced removals from District Six in the early 1970's, where families were moved to Belhar as an alternative settlement area. Belhar is divided into Belhar West (higher socio-economic base) and Belhar East (lower socio-economic base). The majority of people are concentrated on the eastern side having a lower socio-economic base. The division created for the people of Belhar is not only geographically, but also economically, socially and culturally based. The myriad of social problems that plague Belhar seem to be associated with the socio-economic status of the residential areas within the community. At present however, according to Amoateng (1996), the more pressing social concerns facing the community are the high rates of

tuberculosis and the increase of sexually transmitted diseases, including HIV and Aids. Moreover, he highlights the increase in the number of cases of physical and sexual abuse of children from Belhar in recent months. The area consists of approximately eight thousand houses, with an average household of 5-6 people per dwelling. There are four basic types of housing - these are private homes, economic homes, sub-economic homes and flats. Belhar also has an informal settlement as part of its community.

Belhar as previously described, is divided into Belhar East and Belhar West. The latter comprises of Old Belhar, Mimosa Village and the Musical section. The former comprises of Extensions 13 - 23, the self help scheme.

#### **2.4 BELHAR WEST NEIGHBOURHOOD**

Belhar West's infrastructure consists of self developed houses, economic houses and flat complexes, which all have running hot and cold water and electricity. The population comprises of people of a high social standing, e.g. lawyers, doctors, academics and business men. Unemployment is at minimal and where present, largely confined to the younger adult. This area is resourced with four senior secondary schools, six primary schools, four sport fields, two train stations, one unused bus terminus, one community health centre, one library and one community centre.

#### **2.5 BELHAR EAST NEIGHBOUR HOOD**

Belhar East's infrastructure consists of sub-economic houses with hot and cold water and electricity. The population comprises of people from a low socio-economic base of which a large portion is unemployed. Children in this area attend public schools and minority will have the opportunity of tertiary education. This area is resourced with one senior secondary school, three primary schools, one library, one community health centre and a housing office.



## 2.6 BELHAR POPULATION

The release of the 1991 census results brought clarity to the situation. It recorded the total population of Belhar as 39129. 48% of the population were males and the racial classification as follows:

**TABLE A. BELHAR POPULATION**

<b>RACE</b>	<b>NUMBER</b>	<b>PERCENTAGE</b>
White	54	0.1
Coloured	38297	98
Asian	291	0.7
Black	505	1.3
<b>Total</b>	<b>39129</b>	<b>100</b>

## CENSUS 1991: SUMMARY DATA FOR CMA SUBURBS

The Institute for Child and Family Development embarked on a systematic observation of families through this scientific study of family life

Amoateng (1996) reported the following with regards to the sample. Out of the targeted 8.5% sample proportion of 877 households, 687 households participated in the study. This yielded a response rate of 78%.

Two main types of information were collected from the household heads. Household level information which included a list of every member in the household and other relevant demographic information. Individual level information which pertained solely to

the head.

Amoateng (1996) further reported on the findings as follows:

**School attendance of children (6 - 18 years old):** In 1996 of the 16492 children in the community, 1154 of them were not in school.

**Educational Attainment of Adult (30+):** 36 % of the 19585 adults 30 years and older had up to matric education, only 8% i.e. 1567 had post matric education.

**Literacy level of adults:** Only 4% or 412 of the heads of households could not read at all.

**Home language and literacy:** 65% i.e. about two thirds of the household heads mostly spoke Afrikaans at home while 35% spoke mostly English at home.

**Employment status:** Almost two thirds i.e. 63% of household heads were employed full time, with 6% being employed part time. One quarter i.e. 24% were unemployed at the time of the survey. 7% were self employed. In terms of gender, females have an unemployment rate which is more than twice that of men – 44% and 20% respectively.

**Marriage:** 76% of household heads reported to be married, with only 6% reporting that they were divorced. One indicator of the popularity of family life is the popularity of childbearing. 86% of household heads had at least one child with 44% births occurring out of wedlock. However, the majority of births, 56%, occur within the context of marriage.

While childbearing is reported as significant, it appears that the number of children per home is 2.14 with an average age of 15 years. These challenges facing the community of Belhar, relate to the poor socio-economic circumstances of poor health conditions, unemployment, substance as well as human rights abuses, crime and the lack of accessible recreational facilities. These problems are not isolated individual cases, but have a wide spread occurrence affecting the community at large.

Having an understanding of the community in which the survey will be conducted, let us now turn our attention to how the study will be persuade, the research methodology

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 BACKGROUND TO THE STUDY**

Amid the accolades of effective treatment programs for child abuse, there remain the voices pointing towards the professional and technical inability in dealing with the divergent values, opinions and intense feeling in working with child abuse (Cooper, Ball 1987; Bourne and Newberger 1979). In spite of medicine's pivotal role in bringing child abuse to the public eye, it continues to lack the diagnostic and therapeutic tools for dealing with it.

For child abuse to be dealt with effectively requires commitment and the application of resources in an effective Child Protective Service.

Literature perused including Roscoe (1987), Tite (1993), McIntyre (1990) and Maher (1987), indicate very strongly for a multidisciplinary approach to the intervention and treatment of child abuse of which the education discipline in the person of the teacher is a key role player.

#### **3.2 AIMS OF THE STUDY**

During 1996, consultation meetings were held with representatives of the Belhar community. Included in these were the Belhar Health Committee and the Belhar Site Forum. These bodies in total are representative of social service providers, health providers, sport bodies, civic organisations, schools, churches, police services, non governmental organisations and various faculties of the University of the Western Cape. The following are general themes which were highlighted throughout the deliberations:

- ✧ The problem of child abuse is a serious and pervasive one in the Belhar area.
- ✧ No child abuse prevention project currently existed.

- ↳ Child abuse prevention was identified as a priority by all parties involved.
- ↳ The need for adequate specialized training in the field of child abuse and neglect.

The aims of this study stem from these discussions and are identified as the following:

- ↳ To assess teachers' knowledge, opinions and values of child sexual abuse.
- ↳ To assess teachers' competency in dealing with child abuse.
- ↳ To provide base line data in this field.
- ↳ To inform a pragmatic and relevant way forward for child abuse prevention programs in Belhar.

### **3.3 DESIGN OF THE STUDY**

The choice of the research design for this particular study is located in the Survey Research Design. Kerlinger (1986), notes that Survey Research studies different populations by selecting and studying samples chosen from the populations to discover the significance and the relationship between the variables.

This type of design would provide a quantitative description of the perception of primary school teachers in the Belhar area, around issues of child sexual abuse. The survey method provides a standardised format which would guide this process of data collection (Robson 1993; Creswell 1994).

The focus is on people and in this case a survey was conducted on primary school teachers to establish their beliefs, knowledge, skills and perceptions in the area of child sexual abuse.

### 3.4 ADVANTAGES AND DISADVANTAGES OF SURVEY

In general, there are technical concerns about sampling, question wording and answer coding to mention three. In this method, questions need to be comprehensible and unambiguous. All respondents will need to understand the question similarly and clearly. It would be important for the reliability of the survey that all respondents be presented with the same standardised questions.

Robson (1993), reminds us that poorly designed questionnaires impact directly on securing the involvement and participation of respondents.

Problems with the internal validity arises when we do not obtain valid information from respondents as a result of subjectivity with regard to their feelings, thoughts and opinions.

External validity problems are produced when as a result of faulty sampling, resulting in the fact that findings cannot then be generalised.

Further note is made to the attractiveness of the sampling survey method because of its transparency, in that methods and procedures are both visible and accessible.

Survey being primarily descriptive in its purpose, is able to go beyond descriptions and into interpretations to begin to provide some kind of explanation for what is described (Creswell, 1994).

It is envisaged that the survey and description of primary school teachers' perceptions of child sexual abuse begins to provide some light in the arena of the primary school teachers' understanding of child abuse, what knowledge, skills and perceptions exist, or do not, and how this impacts the educators' role in dealing with child abuse.

## **Disadvantages**

Schnetler (1989) notes that disadvantages include the following:

- ↳ Data is affected by the characteristics of the respondents with regard to their memory, knowledge, experience and personality.
- ↳ Primary school teachers wanting to provide the socially desirable response as opposed to the truth.
- ↳ Interviewer characteristics including Interviewer's motivation, skill, personality, knowledge and experience can influence and affect data gathered.
- ↳ Respondents responses may be influenced by the degree of anonymity felt. In this regard, no names were required to be entered into the questionnaires, ensuring anonymity.
- ↳ Primary school teachers may have particular perceptions about how their school engages in the problem of child abuse. Their openness to respond may be directly linked to the matter of anonymity.

## **Advantages**

Advantages include the following:

- ↳ Survey provides a relatively straightforward approach to information gathering.
- ↳ The design may be adapted to collect data from almost any population including primary school teachers.
- ↳ Within the survey design, the interviewer is physically present to clarify any questions.
- ↳ The presence of the interviewer encourages involvement and participation (Schnetler 1989).

### **3.5 FORMAL DESIGN FOR SURVEY**

The formal design for a small scale survey that will be employed in this study in that of the simple survey design (Robson, 1993). In its simplest form the survey involves collecting the same standardised data from an undifferentiated group of respondents over a short period of time. The respondents being selected as a representative sample of some larger population. It is adequate when seeking data about the incidence and distribution

The design surveyed primary school teachers' knowledge, skills and perceptions in the area of child sexual abuse and set out to establish possible relationships between characteristics such as knowledge and intervention, skill and intervention, knowledge and referral.

The data gathered was collected at one point in time indicating that the survey is cross sectional.

### **3.6 DATA COLLECTIONS**

The principal method of data collection was individual questionnaires. The questionnaires provided data with regard to demography, knowledge, opinions and attitudes of primary school teachers in the area of child sexual abuse.

The collection took the form of Group Administered Questionnaires.

Austen (1981) assert that the choice of group completion of the individual interview questionnaires is motivated by the convenience of administering the instrument to a group who by virtue of their organisational structure meet regularly. Primary school teachers have such an organisational structure and would be able to facilitate such group administration.

This method provides the opportunity for the researcher to be present at the administration of the questionnaire to deal personally with any queries.

According to Austin (1981) the appearance of the researcher delivering and explaining the questionnaire produces a higher return rate than is normally expected from other types of questionnaires.

Further advantages of this method include low cost and maximised usage of time. Official approval by the local Department of Education of data gathering will result in the survey receiving even greater status.

In practical terms, no interviewers needed to be recruited and trained, resulting in cost effective administration. The researcher himself administered the questionnaires at the designated primary schools.

### **3.7 POPULATION AND SAMPLE**

The sampling frame in this study would be the primary school teachers employed by the Department of Education at the Provincial Administration of the Western Cape (P.A.W.C.) at three of the nine primary schools in the Belhar area..

An initial conservative estimate by the Department of Education indicates on average of (25) twenty- five teachers at each of the (9) nine primary schools, giving a total population in excess of (225) two hundred and twenty-five respondents, and a sample of approximately (75), seventy five respondents. These respondents will be drawn from three schools.

Sampling can be broadly classified into probability, and non- probability sampling. Probability samples use some form of random sampling in one or more of their stages. Non-probability sampling does not use random sampling (Kerlinger, 1986; Robson, 1993). Therefore, in non-probability sampling, you cannot make statistical inferences as a result of the questionable representivity of the sample. However, sensible inferences could be made.

In non-probability sampling, it is impossible to specify the probability that any person in the population will be included in the sample. Small scale surveys use this less



complicated and acceptable strategy where no generalisation is intended beyond the sample surveyed.

The type of non-probability sampling to be employed in this study is that of Purposive Sampling. Both Kerlinger (1986), and Robson (1993), indicate that the principle of selecting is the researcher's judgment and / or expertise as to the typicality of the sample. A sample is built up which enables the Researcher to satisfy the specific needs of the project.

In this regard, (3) three schools were identified as the sample and selected through the process of purposive sampling as described above. The schools are Accordian, Symphony and Matroosberg Primary Schools. This yielded sample of (75) seventy five primary school teachers to be surveyed.

Access to the general population had already been negotiated with the Department of Education at the Provincial Administration of the Western Cape. The three identified schools were then approached and invited to be part of the survey. The initial contact was between the researcher and the school principal and it was the school principal who then negotiated the participation in this survey with the rest of the staff. Once a commitment had been received from the staff, time frames were set up for the administration of the questionnaires.

### **3.8 THE SURVEY INSTRUMENT**

The survey instrument to be used in this study is the questionnaire. The instrument is an existing one which was used in the study by Kleemeier, Webb, Hazzard and Pohl (1988). Their study entitled child Sexual Abuse Prevention. Evaluation of a Teacher Training Model incorporates an assessment of the respondents knowledge, opinions and anticipated behaviours with abused children.

Keemeier, Webb, Hazzard and Pohl (1988:557) describe the instrument used as follows:

1. Teacher knowledge Scale: A 30 Item true - false scale constructed by the authors was designed to assess a teachers' knowledge about child sexual abuse. The scale included items concerning the definition and prevalence of sexual abuse, interpersonal dynamics in abusive situations, identification of victims, reporting, treatment and prevention. The two-week test - retest reliability of the scale based on the control teacher's scores was high.
2. Teacher Opinion Scale: A 25 - item Likert scale was constructed by the authors to measure teacher attitudes and opinions. The scale was piloted during a prior teacher training workshop and successfully differentiated between trained and untrained teachers. The scale assessed teachers opinions about the importance of the problem of abuse. The Reliability co-efficient was high.
3. Teacher Vignettes Measure: An 8 - item written Vignette measure was developed in order to assess skills in victim identification. Teachers responded in free responses were scored accordingly. The reliability co-efficient was described as high. A pilot version of this scale was initially used during a prior teacher training workshop and shown to adequately differentiate between trained and untrained teachers .

### **3.9 ADMINISTRATION OF SURVEY**

The researcher administered the questionnaire personally at the designated schools as described by the process of group administered individual interview questionnaire.

In terms of maintaining the validity of this process, it is important that the questionnaire be tested and refined if needed. This is done in order to secure a contextually appropriate instrument. Schnetler (1989), refers to this process as the pilot study. It consists of both an informal and formal phase of testing.

Informal testing involves criticism from colleagues and others familiar with the nature of the study. Here particular attention is given to question and questionnaire construction. The changes to the questionnaire were around the names of particular social service agencies. These were replaced by appropriate South African counterparts.

Formal testing involved testing of the revised draft questionnaire on a test sample. This pre-testing affords the interviewer an opportunity to time the administration of the questionnaire and obtain feedback from the respondents regarding any difficulties with the questionnaire. This preliminary or pilot testing is suited to picking up interviewer problems. The fact that this is a formal preliminary test implies that the researcher should go through the process of data collection and analysis as thoroughly as possible. A clear picture of what the final results should look like can thus be obtained it is envisaged that (1)one of the (3)three schools involved in the study. Accordian Street Primary School was selected as the sample to be identified as the formal test sample group.

Since the questionnaire required no modification, the results achieved during the pilot study at Accordian Street Primary are included in the overall study.

### **3.10 LIMITATIONS**

The following are cited limitations and / or disadvantages to the use of Survey Research methodology. It is noted that this approach has been criticised for its seemingly artificial appraisal of situations, that one cannot delve deeply into respondents replies. Schnetler (1989), notes that in the case of non probability sampling procedures, the probability that a particular element of the population that will be selected is unknown and cannot be determined. Non probability sampling does not permit generalisations outside the group of sample elements and can be assessed only by subjective evaluation. It is therefore crucial that extreme circumspection in analysis and interpretation of data be exercised.

### **3.11 Ethical Considerations**

Child sexual abuse is a sensitive issue. This study is very aware of the possibility of feelings and issues being evoked in respondents, which may lead to feelings of being uncontained, traumatised or simply shaken by the nature of the content.

It was important that this study then provide both in its interviewing schedule and post-

data collection an opportunity of dealing therapeutically with any unresolved issues, which may have been illicited during the administration of the questionnaire. Resources were made available in this regard. At each occasion, when the questionnaire was administered, relevant contact numbers were made available for respondents to utilize should they have the need. Respondents did not avail themselves of this. However many did approach the interviewer afterwards to discuss issues ranging from personal experience to cases dealt with.

The results from these schools will now be analyzed and interpreted.

## CHAPTER FOUR

### ANALYSIS AND INTERPRETATION OF DATA

#### 4.1 EVALUATION: Accordion Street Primary School

The Questionnaire as discussed in the previous chapter was employed as the instrument to collect the data regarding the perceptions of teachers stationed at Accordion Street Primary School on issues around the sexual abuse of children. The data collection took the form of the Group Administered Questionnaire.

#### Results

The identifying particulars painted the following pictures:

**TABLE 1. SPOKEN LANGUAGE**

<i>LANGUAGE</i>	<i>NUMBER</i>	<i>PERCENTAGE</i>
ENGLISH	11	38
AFRIKAANS	18	62
COLUMN TOTAL	29	100

**TABLE 2. GENDER**

<i>GENDER</i>	<i>NUMBER</i>	<i>PERCENTAGE</i>
MALE	5	17
FEMALE	24	83
COLUMN TOTAL	29	100

Regarding their marital status the following was reported 19 (62%) married, 1 (3.45%) divorced, 9 (31.03%) single. 17 (58.62%) of the respondents reported to have children of their own.

**TABLE 3. MARITAL STATUS**

<i>MARITAL STATUS</i>	<i>NUMBER</i>	<i>PERCENTAGE</i>
SINGLE	9	31
MARRIED	19	66
DIVORCED	1	3
COLUMN TOTAL	29	100

**TABLE 4. OWN CHILDREN**

<i>OWN CHILDREN</i>	<i>NUMBER</i>	<i>PERCENTAGE</i>
YES	17	59
NO	12	41
COLUMN TOTAL	29	100

The range in teachers' age was from 21 years to 64 years old. The mean age was 34.69 years. The range in the number of teaching years was from 1 year to 32 years with a mean of 11.64 years.

24(83%) were post level one ( teacher's post ), 3(10%) were post level two ( teacher with merit or head of department) and 2(7%) were post level three (deputy principal ).

**TABLE 5. EDUCATIONAL QUALIFICATION**

<i>EDUCATIONAL QUALIFICATIONS</i>	<i>NUMBER</i>	<i>PERCENTAGE</i>
POST LEVEL ONE	24	83
POST LEVEL TWO	3	10
POST LEVEL THREE	2	7
COLUMN TOTAL	29	100

29 (100%) respondents ascribe to some form of religion with 13 (44.83%) very religious 14 (48.24%) moderately religious and 2 (6.90%) minimally religious.

**TABLE 6. SENSE OF RELIGION**

<i>SENSE</i>	<i>NUMBER</i>	<i>PERCENTAGE</i>
MINIMAL	2	7
MODERATE	14	48
VERY	13	45
COLUMN TOTAL	29	100

20 (68.97%) respondents had never dealt with a case of sexual abuse.

**TABLE 7. CASES DEALT WITH**

<i>CASES DEALT WITH</i>	<i>NUMBER</i>	<i>PERCENTAGE</i>
YES	9	31
NO	20	69
COLUMN TOTAL	29	100

Regarding the referral procedure for cases of child sexual abuse 17 (58.62%) indicated their awareness thereof, 9 (31.03%) did not know and the remaining 3 (10.34%) did not respond. Regarding the teachers' role in dealing with child sexual abuse the following was reported, 8 (27.59%) provide counseling, 13 (44.83%) referral to a social work agency and 8 (27.59%) running prevention programmes.

**TABLE 8. ROLE OF THE TEACHER**

<i>TEACHER'S ROLE</i>	<i>NUMBER</i>	<i>PERCENTAGE</i>
TO COUNSEL	8	28
REFERAL TO SOCIAL WORKER	13	44
PREVENTION PROGRAM	8	28
COLUMN TOTAL	29	100



A chi-square analysis was conducted to assess the correlation between the variables. With the exception of the following three cross tabulations, the others have no statistical significance of influence on the responses. Marital status correlated with having own children has a significance of .00212,  $p < .05$ . Gender correlated with educational qualification has a significance of .0855,  $p < .05$ . Knowledge of child sexual abuse procedures correlated with a sense of being religious has a significance of .03214,  $p < .05$ .

Regarding their opinions of child sexual abuse, a range was reported from a score of 37 to a score of 64 with the maximum total score achievable being 75. The mean being 48.75862 and the median 48.00000.

**TABLE T 9. OPINION SCALE**

Description	Response as a percentage ( % ) ( ) figures indicate # of responses received			
	Strongly Disagree	Disagree	Agree	Strongly Agree
1. Child sexual abuse is less widespread than the media makes it out to be	62 (18)	28 (8)	10 (3)	0
2. Even good mothers may not be able to prevent their children from being sexually abused	11 (3)	3 (1)	41 (12)	45 (13)
3. Children often become victims of sexual abuse because of their seductive or promiscuous behaviours	21 (6)	59 (17)	17 (5)	3 (1)
4. People who sexually abuse children should be treated as criminals and not receive any treatment.	14 (4)	34 (10)	14 (4)	38 (11)

Description	Strongly Disagree	Disagree	Agree	Strongly Agree
5. I would be comfortable having a child sexual abuse prevention programme in my class	3 (1)	0	59 (17)	38 (11)
6. Child sexual abuse is a recent problem resulting from the deterioration of the family and the increase of working women.	11 (3)	34 (10)	41 (12)	14 (4)
7. Children who are careful and obedient will rarely become victims of child sexual abuse	31 (9)	45 (13)	21 (6)	3 (1)
8. All schools should have child sexual abuse prevention programmes.	3 (1)	0	28 (8)	69 (20)
9. A father who sexually abuses a child should never be allowed to see that child again.	0	41 (12)	48 (14)	11 (3)
10.If children are given permission to say "NO" to situations, they do not like, it will make it difficult to enforce constructive discipline.	7 (2)	48 (14)	24 (7)	21 (6)

<b>Description</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
11.I would be uncomfortable talking to a child who had been sexually abused.	24 (7)	59 (17)	14 (4)	3 (1)
12.It is useful for the police to be involved in some cases of father/daughter incest.	0	11 (3)	65 (19)	24 (7)
13.The mother is as much to blame as the father in cases of father / daughter incest.	11 (3)	45 (13)	27 (8)	17 (5)
14.It is the responsibility of the family, not the school, to talk to child about preventing sexual abuse.	24 (7)	52 (15)	17 (5)	7 (2)
15.Reporting a case of suspected child sexual abuse to the Department of Social Services, usually does more harm than good	31 (9)	66 (19)	3 (1)	0
16.Child sexual abuse is never the child's fault.	7 (2)	24 (7)	48 (14)	21 (6)
17.Child sexual abuse prevention programmes are making children wary of all adults and any kind of touch.	3 (1)	21 (6)	45 (13)	31 (9)

Description	Strongly Disagree	Disagree	Agree	Strongly Agree
18.If child sexual abuse occurs for an extended time period, it is partially the child's fault for not telling someone about the abuse.	18 (5)	34 (10)	38 (11)	10 (3)
19.I am concerned that a child in my class might interpret my touches as sexual abuse.	21 (6)	42 (12)	34 (10)	3 (1)
	<b>Slightly important</b>	<b>Fairly important</b>	<b>Very important</b>	<b>Extremely important</b>
20.In your view, how important a problem is child sexual abuse?	0	0	14 (4)	86 (25)
	<b>Decreased</b>	<b>Maintained at same level</b>	<b>Increased some</b>	<b>Greatly Increased</b>
21.Funding for the Department of Social Services should be .....?	3 (1)	0	38 (11)	59 (17)

<b>Description</b>	<b>None</b>	<b>A little</b>	<b>Some</b>	<b>A great deal</b>
22.How much impact do you feel you can personally have in preventing child sexual abuse?	0 (4)	14 (4)	41 (12)	45 (13)
23.How much ability do you think you have to identify a child who has been or is being sexually abused?	14 (4)	28 (8)	48 (14)	10 (3)
	<b>Very unlikely</b>	<b>Some-what likely</b>	<b>Some-what unlikely</b>	<b>Very unlikely</b>
24.What is the likelihood that a teacher in your school would be falsely accused of child sexual abuse?	62 (18)	10 (3)	7 (2)	21 (6)
	<b>Little need</b>	<b>Some need</b>	<b>Much need</b>	<b>Extreme need</b>
25.How great is the need for more treatment services for families experiencing incest?	3 (1)	7 (2)	38 (11)	52 (15)

26 (90%) indicated that it was useful for the police to be involved in cases of incest while 28 (97%) felt that reporting a suspected case to the social services was beneficial. 28 (97%) indicated that funding to the social services should be increased.

### **GENERALIZED CONCLUSIONS**

From these analyses on the opinions of the teachers at Accordian Street Primary School it would appear that their opinions are often misguided and inappropriately constructed. Many hold opinions that would disadvantage a child victim or even possibly contribute to secondary traumatization. There is a strong element of blame and a morality that has the potential to be harsh, unkind and unsympathetic. There is however a strong sense of moral obligation to be involved in the intervention in a matter of actual or alleged abuse.

Regarding their knowledge of child sexual abuse, responses ranged from a score of 4 to a score of 25 with the maximum total score achievable being 30. The mean being 13.31034 and the median 13.00000.

TABLE 10. KNOWLEDGE SCALE

Description	Correct answer	True as a % ( ) figures indicate # of responses received	False as a % ( ) figures indicate # of responses received
1. There are more than 1000 cases of reported child sexual abuse each year.	TRUE	69 (20)	31 (9)
2. Laws requiring the reporting of child abuse were established in the late 1800's.	FALSE	79 (23)	21 (6)
3. Children who have been sexually abused by a family member are automatically removed from their homes.	FALSE	31 (9)	69 (20)
4. Sexual abuse is reported more often than any other form of child abuse.	FALSE	62 (18)	38 (11)
5. Recent studies indicate that child sexual abuse prevention education increases children's fears of closeness and touch.	FALSE	79 (23)	21 (6)
6. Even with treatment, a sexually abused child will have problems the rest of his/her life.	FALSE	69 (20)	31 (9)
7. The Department of Social Services will not investigate any report of child sexual abuse without physical or other collaborating evidence.	FALSE	62 (18)	38 (11)

Description	Correct answer	True	False
8. A teacher who suspects that a student is sexually abused should wait for the child to come forward before approaching the child to talk.	FALSE	7 (2)	93 (27)
9. seductive behaviour in children and adults is one factor which initiates sexual activities between children and adults.	FALSE	66 (19)	34 (10)
10.If prevention programs are conducted too often, they will unduly alarm children.	FALSE	41 (12)	59 (17)
11.Even with treatment, incest victims do not have fulfilling sexual relationships as adults.	FALSE	59 (17)	41 (12)
12.Children who are truly sexually abused rarely retract their stories.	FALSE	83 (24)	17 (5)
13.Many sexually abused children are extremely helpful and sensitive to the feelings of others.	TRUE	45 (13)	55 (16)
14.It is common for adolescents to say that they are sexually abused to get back at an adult when they are angry.	FALSE	79 (23)	21 (6)
15.A child who is being sexually abused may begin to act like a younger child.	TRUE	52 (15)	48 (14)
16.Many prostitutes, juvenile delinquents, and convicted criminals were sexually abused as children.	TRUE	45 (13)	55 (16)



<b>Description</b>	<b>Correct answer</b>	<b>True</b>	<b>False</b>
17. Incest rarely occurs within highly religious families	FALSE	17 (5)	83 (24)
18. Professional who report a case of suspected sexual abuse can be successfully sued if the case is not substantiated in	FALSE	86 (25)	14 (4)
19. Most cases of child sexual abuse involve physical force.	FALSE	86 (25)	14 (4)
20. An equal number of men and women sexually abuse children.	FALSE	52 (15)	48 (14)
21. A sexually abused child is more likely that other children to be abused by another person in the future.	TRUE	52 (15)	48 (14)
22. The main goal of child sexual abuse prevention programmes is to teach children to protect themselves from strangers.	FALSE	72 (21)	28 (8)
23. Sexual offenders can be rehabilitated with months of intensive therapy.	FALSE	52 (15)	48 (14)
24. Children who were incestuously abused often do not feel close to their mothers.	TRUE	41 (12)	59 (17)
25. Most sexually abused children never report the abuse to anyone.	TRUE	86 (25)	14 (4)
26. Incest occurs most often in low-income families.	FALSE	38 (11)	62 (18)
27. Children who are sexually abused often get special privileges in the family.	TRUE	41 (12)	59 (17)

Description	Correct answer	True	False
28. Almost all sexually abused children do poorly in school.	FALSE	62 (18)	38 (11)
29. Children who were sexually abused may have experienced some physical pleasure from the abuse.	TRUE	17 (5)	83 (24)
30. Mothers of incestuously abused children were often sexually abused themselves	TRUE	24 (7)	76 (22)

20 (69%) reported correctly that there are more than 1000 cases of reported child sexual abuse each year. 20 (69%) correctly indicated that children who are sexually abused are not automatically removed from home. 11(38%) indicated that child sexual abuse was reported more often than any other form of abuse. 6 (21%) correctly indicated that prevention education does not increase children's fears of closeness and touch. 20 (69%) incorrectly believed that even with treatment a sexually abused child will have problems for the rest of his/her life. 11 (38%) correctly stated that the social services will investigate a report without physical or corroborating evidence. 2 (7%) incorrectly stated that a teacher should wait for a child to come forward before approaching the child to talk. 7 (59%) incorrectly stated that even with treatment victims do not have fulfilling sexual relationships. 5 (17%) correctly stated that children who have been abused sometimes retract their stories. 13 (45%) correctly indicated that many sexually abused children are extremely helpful and sensitive to the needs of others. 23(79%) incorrectly reported that it is common for adolescence to say that they are sexually abused to get back at an adult when they are angry. 15 (52%) correctly reported that a child who is being sexually abused may begin to act like a younger child. 13 (45%) correctly reported that many prostitutes, juvenile delinquents and convicted criminals were sexually abused as children. 5 (17%) incorrectly stated that incest rarely occurred within highly religious families. 24 (83%) incorrectly stated professionals who report a case of suspected sexual abuse can be successfully sued if the case is not substantiated in court. 25(86%) incorrectly stated that most cases of sexual abuse involves physical force. 15 (52%)

incorrectly stated that an equal number of men and women sexually abuse children. 15 (52%) correctly stated that a sexually abused child is more likely than other children to be abused by another person in the future. 21 (72%) incorrectly stated the main goal of prevention programs is to teach children to protect themselves from strangers. 25 (86%) correctly reported that most sexually abused children never report the abuse to anyone. 11 (38%) incorrectly stated that incest occurs most often in low-income families. 12 (41%) correctly reported that children who are sexually abused often get special privileges in the family. 18 (62%) incorrectly stated that almost all sexually abused children do poorly in school. 5 (17%) correctly reported that children who were sexually abused may have experienced some physical pleasure from the abuse. 7 (24%) correctly stated that mothers of incestuously abused children were often sexually abused themselves. 19 (66%) incorrectly stated that seductive behaviour in children is one factor which initiates sexual activities between children and adults. 12 (41%) incorrectly stated that if prevention programs are done too often they will unduly alarm children.

### **GENERALIZED CONCLUSIONS**

It would appear from the above analysis that teachers at Accordian Street Primary School teachers show strong indications of knowledge deficits. There is a poor understanding of the dynamics involved in the abuse of a child and consequently will skew any kind of intervention or understanding of the matter.

### **SITUATIONAL VIGNETTES**

Responses to the vignette measures were reported as follows: regarding the first four, which looked at identifying indicators of child sexual abuse and initial response scores on this measure ranged from 14 to 35 with the mean score equaling 27 and a maximum score of 48 attainable. The next four vignettes looked at situations of dealing with disclosure and the scores reported ranged from 1 to 9 with a mean of 5 and a maximum score of 20 attainable.

This indicates that half of the teachers on average would be able to recognize abuse in children. The other half would be oblivious to it. More frighteningly only one quarter of the teachers were able to demonstrate a level of competence in dealing with a disclosure. This would certainly have an influence in how cases would be picked up and more importantly managed in an effective manner.

#### 4.2 EVALUATION: Matroosberg Primary School

The data regarding the perceptions of primary school teachers at Matroosberg Primary School yield the following information:

#### RESULTS:

The identifying particulars painted the following pictures.

**TABLE 11 SPOKEN LANGUAGE**

Description	English	Afrikaans	Other
What is your home language?	8	13	0
	38%	62%	

**TABLE 12 GENDER**

Description	Male	Female
What is your gender?	8	13
	38%	62%

Teachers were either Afrikaans 13 (62%) or English 8 (38%) speaking. 20 (95%) were reported married with 19 (90%) having children of their own.

**TABLE 13 MARITAL STATUS**

Description	Married	Widowed	Divorced	Single
What is your marital status?	20			1
	95%			5%

**TABLE 14 OWN CHILDREN**

Description	Yes	No
Do you have your own children?	19	2
	90%	10%

The range of the teachers' age was from 25 years to 59 years with a mean age of 34.69 years being reported. The range in the number of teaching years was from 3 years to 28 years with a mean of 14 years. 18 (86%) were at post level one, 2(10%) at post level two and 1 (4%) was at post level three.

**TABLE 15 EDUCATIONAL QUALIFICATIONS**

Description	Post Level	Post Level	Post Level	Post Level
	1	2	3	4
What is your educational qualification?	18	2	1	0
	86%	10%	4%	0%

21 (100%) respondent ascribed to some form of religion with 11 (52%) being described as moderately religious and 10 (48%) as very religious.

**TABLE 16 SENSE OF RELIGIOUS**

Description	Yes	No
Do you ascribe to any religion?	21	0
	100%	

13 (62%) of respondents had never dealt with a case of child sexual abuse.

**TABLE 17 CASES DEALT WITH**

Description	Yes	No
Have you ever dealt with a case of child sexual abuse?	8	13
	38%	62%

More than half 11 (52%) of the respondents were not aware of the referral procedure for cases of sexual abuse. Regarding the role of the primary school teacher the following was reported. 2(10%) saw a role of providing counseling, 5 (23%) saw referral to a social work agency as their role and 12 (57%) saw their involvement in actually running prevention programs. 2(20%) indicated that there was no role for the primary school teacher in dealing with child sexual abuse.

Regarding teachers opinions of child sexual abuse, scores range from 27to 46 with a maximum score of 75 achievable.

TABLE 18 OPINION SCALE

Description	# of responses received ( ) figures indicate response as a percentage (%)			
	Strongly Disagree	Disagree	Agree	Strongly Agree
1. Child sexual abuse is less widespread than the media makes it out to be	6 (29)	5 (23)	4 (19)	6 (29)
2. Even good mothers may not be able to prevent their children from being sexually abused	0	1 (5)	17 (81)	3 (14)
3. Children often become victims of sexual abuse because of their seductive or promiscuous behaviours.	8 (38)	8 (38)	4 (19)	1 (5)
4. People who sexually abuse children should be treated as criminals and not receive any treatment.	1 (43)	11 (52)	0	9 (5)

<b>Description</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
5. I would be comfortable having a child sexual abuse prevention program in my class	0	1 (5)	13 (62)	7 (33)
6. Child sexual abuse is a recent problem resulting from the deterioration of the family and the increase of working women.	5 (24)	7 (33)	5 (24)	4 (19)
7. Children who are careful and obedient will rarely become victims of child sexual abuse	4 (19)	12 (57)	5 (24)	0
8. All schools should have child sexual abuse prevention programmes.	2 (10)	0	7 (33)	12 (57)
9. A father who sexually abuses a child should never be allowed to see that child again.	0	8 (38)	6 (29)	7 (33)
10.If children are given permission to say "NO" to situations, they do not like, it will make it difficult to enforce constructive discipline.	2 (10)	16 (76)	2 (10)	1 (4)



<b>Description</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
11.I would be uncomfortable talking to a child who had been sexually abused.	4 (19)	12 (57)	4 (19)	1 (5)
12.It is useful for the police to be involved in some cases of father/daughter incest.	0	1 (5)	17 (81)	3 (14)
13.The mother is as much to blame as the father in cases of father / daughter incest.	3 (14)	3 (14)	12 (58)	3 (14)
14.It is the responsibility of the family, not the school, to talk to child about preventing sexual abuse.	4 (19)	11 (53)	3 (14)	3 (14)
15.Reporting a case of suspected child sexual abuse to the Department of Social Services, usually does more harm than good	7 (33)	10 (48)	3 (14)	1 (5)
16.Child sexual abuse is never the child's fault.	1 (5)	5 (24)	4 (19)	11 (52)
17.Child sexual abuse prevention programmes are making children wary of all adults and any kind of touch.	0	7 (33)	5 (24)	9 (43)

Description	Strongly Disagree	Disagree	Agree	Strongly Agree
18.If child sexual abuse occurs for an extended time period, it is partially the child's fault for not telling someone about the abuse.	9 (42)	8 (38)	2 (10)	2 (10)
19.I am concerned that a child in my class might interpret my touches as sexual abuse.	0	8 (38)	10 (48)	3 (14)
	<b>Slightly important</b>	<b>Fairly important</b>	<b>Very important</b>	<b>Extremely important</b>
20.In your view, how important a problem is child sexual abuse?	1 (5)	0	2 (9)	18 (86)
	<b>Decreased</b>	<b>Maintained at same level</b>	<b>Increased some</b>	<b>Greatly Increased</b>
21.Funding for the Department of Social Services should be .....?	0	0	9 (43)	12 (57)

<b>Description</b>	<b>None</b>	<b>A little</b>	<b>Some</b>	<b>A great deal</b>
22.How much impact do you feel you can personally have in preventing child sexual abuse?	1 (5)	2 (10)	12 (57)	6 (28)
23.How much ability do you think you have to identify a child who has been or is being sexually abused?	5 (24)	6 (29)	8 (38)	2 (9)
	<b>Very unlikely</b>	<b>Some-what likely</b>	<b>Some-what unlikely</b>	<b>Very unlikely</b>
24.What is the likelihood that a teacher in your school would be falsely accused of child sexual abuse?	4 (19)	3 (14)	13 (62)	1 (5)
	<b>Little need</b>	<b>Some need</b>	<b>Much need</b>	<b>Extreme need</b>
25.How great is the need for more treatment services for families experiencing incest?	0	0	8 (38)	13 (62)

Regarding the scope of the problem, 1(5%) saw child sexual abuse a slightly important, 2(9%) as very important and 18(86%) saw child sexual abuse as extremely important. 10(48%) felt that that the problem was less wide spread than the media makes it out to be. 14 (56%) respondents indicated that this was a recent problem resulting from the deterioration of the family and the increase of working women.

5(24%) felt that children often become victims of sexual behaviour because of their seductive or promiscuous behaviour while 15(71%) believed that child sexual abuse is never the child's fault. 4(20%) reported that if the abuse occurred for an extended time

period, it is partially the child's fault for not telling someone about it. 5(24%) respondents believes that children who are careful, obedient will rarely become victims of child sexual abuse.

20(95%) reported that even good mothers may not be able to prevent their children from being sexually abused while 15(72%) saw the mother as much to blame as the father in cases of father/daughter incest. 8(38%) felt that family services were much needed with 13(62%) seeing them as extremely needed.

20(95%) of respondents would be comfortable having a child sexual abuse prevention program in their class. 6(28%) believed that it was the responsibility of the family and not the school to talk to children about preventing sexual abuse. However, 14(57%) reported that prevention programs make children wary of adults and any kind of touch. 3(14%) indicated that if children are taught to say "No" to situations they do not like, it will make it difficult to enforce discipline.

5(24%) of respondents would feel uncomfortable talking to a child who had been sexually abused. 18(85%) felt that they could have a great impact personally in preventing child sexual abuse. 10(47%) indicated a significant ability in identifying a child who has been or is being sexually abused. 14(67%) indicated a likelihood that a teacher at the school would be falsely accused of child sexual abuse. 13(62%) of the respondent were concerned that a child in their class might misinterpret their touch as sexual abuse.

20(95%) reported that it is useful for the police to be involved in cases of incest while 18(81%) indicated that reporting a case to social services was beneficial. 21(100%) of the respondent indicated that funding to social services should be increased.

### **GENERALIZED CONCLUSIONS**

The above analysis, indicate that a significant percentage of teachers at Matroosberg Primary School express opinions that would not be beneficial to the child victim of abuse. Serious concern is noted at the blaming of not only the nuclear family members but also the child him or herself.

**TABLE 19 KNOWLEDGE SCALE**

<b>Description</b>	<b>Correct answer</b>	<b>True - Responses received ( ) figures indicate the % response</b>	<b>False - responses received ( ) figures indicate the % response</b>
1. There are more than 1000 cases of reported child sexual abuse each year.	TRUE	13 (62)	8 (38)
2. Laws requiring the reporting of child abuse were established in the late 1800's.	FALSE	20 (95)	1 (5)
3. Children who have been sexually abused by a family member are automatically removed from their homes.	FALSE	9 (43)	12 (57)
4. Sexual abuse is reported more often than any other form of child abuse.	FALSE	9 (43)	12 (57)
5. Recent studies indicate that child sexual abuse prevention education increases children's fears of closeness and touch.	FALSE	15 (72)	6 (28)
6. Even with treatment, a sexually abused child will have problems the rest of his/her life.	FALSE	16 (76)	5 (24)
7. The Department of Social Services will not investigate any report of child sexual abuse without physical or other collaborating evidence.	FALSE	10 (48)	11 (52)

<b>Description</b>	<b>Correct answer</b>	<b>True</b>	<b>False</b>
8. A teacher who suspects that a student is sexually abused should wait for the child to come forward before approaching the child to talk.	FALSE	6 (29)	15 (71)
9. Seductive behaviour in children and adults is one factor which initiates sexual activities between children and adults.	FALSE	17 (81)	4 (19)
10.If prevention programs are conducted too often, they will unduly alarm children.	FALSE	12 (57)	9 (43)
11.Even with treatment, incest victims do not have fulfilling sexual relationships as adults.	FALSE	13 (62)	8 (38)
12.Children who are truly sexually abused rarely retract their stories.	FALSE	16 (76)	5 (24)
13.Many sexually abused children are extremely helpful and sensitive to the feelings of others.	TRUE	10 (48)	11 (52)
14.It is common for adolescents to say that they are sexually abused to get back at an adult when they are angry.	FALSE	16 (76)	5 (24)
15.A child who is being sexually abused may begin to act like a younger child.	TRUE	9 (43)	12 (57)
16.Many prostitutes, juvenile delinquents, and convicted criminals were sexually abused as children.	TRUE	13 (62)	8 (38)

<b>Description</b>	<b>Correct answer</b>	<b>True</b>	<b>False</b>
17. Incest rarely occurs within highly religious families	FALSE	5 (24)	16 (76)
18. Professional who report a case of suspected sexual abuse can be successfully sued if the case is not substantiated in	FALSE	20 (95)	1 (5)
19. Most cases of child sexual abuse involve physical force.	FALSE	19 (90)	2 (10)
20. An equal number of men and women sexually abuse children.	FALSE	9 (43)	12 (57)
21. A sexually abused child is more likely that other children to be abused by another person in the future.	TRUE	12 (57)	9 (43)
22. The main goal of child sexual abuse prevention programmes is to teach children to protect themselves from strangers.	FALSE	15 (71)	6 (29)
23. Sexual offenders can be rehabilitated with months of intensive therapy.	FALSE	9 (43)	12 (57)
24. Children who were incestuously abused often do not feel close to their mothers.	TRUE	7 (33)	14 (67)
25. Most sexually abused children never report the abuse to anyone.	TRUE	17 (81)	4 (19)
26. Incest occurs most often in low-income families.	FALSE	7 (33)	14 (67)
27. Children who are sexually abused often get special privileges in the family.	TRUE	5 (24)	16 (76)

<b>Description</b>	<b>Correct answer</b>	<b>True</b>	<b>False</b>
28. Almost all sexually abused children do poorly in school.	FALSE	16 (76)	5 (24)
29. Children who were sexually abused may have experienced some physical pleasure from the abuse.	TRUE	6 (29)	15 (71)
30. Mothers of incestuously abused children were often sexually abused themselves	TRUE	1 (5)	20 (95)

Regarding their knowledge of child sexual abuse, responses ranged from a score of 6 to a score of 20, with a mean score of 30. The mean being 12 and median 13.

13 (62%) correctly reported that there are more than 1000 cases of reported child sexual abuse each year. 1(5%) correctly reported that the laws requiring the reporting of child abuse was not established in the late 1800's. 12 (57%) incorrectly indicated that children who have been abused by a family member are automatically removed from their homes. 9(43%) incorrectly reported that sexual abuse is reported more often than any other form of child abuse. 6(28%) reported correctly that prevention does not increase children's fears of closeness and touch. 16(62%) incorrectly believed that an abused will have problems for the rest of his/her life. 11(52%) correctly indicated that social services would investigate any report of child sexual abuse without physical or any other collaborating evidence. 15(71%) correctly believed that a teacher should not wait for a child to approach before talking to the child. 4(19%) believed correctly that seductive behaviour in children is not a factor which initiates sexual activities between and adults. 9(43%) correctly reported that prevention programs conducted too often will not unduly alarm children. 13(62%) incorrectly believes that even with treatment, incest victims do not have fulfilling sexual relationships as adults. 16(76%) Incorrectly believe that children who are truly sexually abused rarely retract their stories. 10(48%) correctly maintain that many sexually abused children are extremely helpful and sensitive to the feelings of others. 16(62%) incorrectly indicated that they are sexually abused to get back at an adult when they are angry. 9(43%) reported correctly that a child who is being



sexually abused may begin to act like a younger child. 13(62%) correctly reported that many prostitutes, juvenile delinquents and convicted criminals were sexually abused as children. 5(24%) incorrectly reported that incest rarely occurs within highly religious families. 20(95%) incorrectly believe that a professional who reports a case of suspected sexual abuse can be successfully sued if the case is not substantiated in court. 19(90%) incorrectly indicated that most cases of child sexual abuse involves physical force. 9(43%) incorrectly indicated that an equal number of men and women sexually abuse children. 12(57%) correctly indicated that a sexually abused child is more likely than other children to be abused by another person in the future. 15(71%) incorrectly believes that the main goal of prevention programs is to teach children to protect themselves from strangers. 12(57%) correctly indicated that sexual offenders cannot be rehabilitated with 6 months intensive therapy. 7(33%) correctly reported that children who were incestuously abused often do not feel close to their mothers. 17(81%) correctly indicated that most sexually abused children never report the abuse to anyone. 14(67%) incorrectly reported that incest occurs most often in low income families. 5(24%) correctly indicated that children who are sexually abused often get special privileges in the family. 16(76%) incorrectly indicated that children who were sexually abused may have experienced some physical pleasure from the abuse. 1(5%) correctly believed that mothers of incestuously abused children were often sexually abused themselves.

### **GENERALIZED CONCLUSIONS**

Regarding their knowledge of abuse, on average teachers at the Matroosberg Primary School indicated serious knowledge deficits, as indicated by the below average mean and median. This indicates that more than half of the teachers have either a poor or unsatisfactory child abuse knowledge base. Specific deficits around dynamic issues were indicated. This would certainly impact any intervention adversely no matter how good the intention.

### **SITUATIONAL VIGNETTES**

Responses to the vignette measures were reported as follows: the first four vignettes measured ability to identify indicators of child sexual abuse. Scores ranged from 3 to 30 with a mean score of 21 and a maximum score of 48 attainable. The next four vignettes measured dealing with disclosure. Scores ranged from 0 to 6 with a mean score of 2 and a maximum score of 20 attainable.

This means that on average teachers were unable to score half of the attainable score in demonstrating their ability to recognise signs and symptoms of abuse. From the scores presented teachers certainly have not been able to demonstrate an ability to deal with the disclosure by a child of abuse.

### 4.3 EVALUATION: Symphony Primary School

The data regarding the perceptions of primary school teachers at Symphony Primary School yielded the following information.

#### RESULTS:

The identifying particulars are described as follows:

**TABLE 20. SPOKEN LANGUAGE**

<i>LANGUAGE</i>	<i>NUMBER</i>	<i>VALID PERCENTAGE</i>
ENGLISH	6	24
AFRIKAANS	19	76
COLUMN TOTAL	25	100

**TABLE 21. GENDER**

<i>GENDER</i>	<i>NUMBER</i>	<i>VALID PERCENTAGE</i>
MALE	8	32
FEMALE	17	68
COLUMN TOTAL	25	100

Teachers were either Afrikaans speaking 19(76%) or English speaking 6(24%). 8(32%) were male and 17(68%) female. 21(84%) reported to be married with 18(72%) having children of their own.

**TABLE 22. MARITAL STATUS**

<i>MARITAL STATUS</i>	<i>NUMBER</i>	<i>VALID PERCENTAGE</i>
SINGLE	4	16
MARRIED	21	84
WIDOWED	0	0
DIVORCED	0	0
<b>COLUMN TOTAL</b>	<b>25</b>	<b>100</b>

**TABLE 23 OWN CHILDREN**

<i>OWN CHILDREN</i>	<i>NUMBER</i>	<i>VALID PERCENTAGE</i>
YES	18	72
NO	7	28
<b>COLUMN TOTAL</b>	<b>25</b>	<b>100</b>

**TABLE 24. EDUCATIONAL QUALIFICATION**

<i>EDUCATIONAL QUALIFICATIONS</i>	<i>NUMBER</i>	<i>VALID PERCENTAGE</i>
POST LEVEL ONE	21	84
POST LEVEL TWO	0	0
POST LEVEL THREE	2	8
POST LEVEL FOUR	2	8
COLUMN TOTAL	25	100

The range in teachers' age was from 26 years to 57 years with a mean age of 36 years. The range in the number of teaching years was from 5 years to 36 years with a mean of 114 years. 21(84%) of the teachers were at post level one, 2(8%) were at post level 4.

**TABLE 25. SENSE OF RELIGION**

<i>SENSE</i>	<i>NUMBER</i>	<i>VALID PERCENTAGE</i>
MINIMAL	3	12
MODERATE	11	44
VERY	11	44
COLUMN TOTAL	25	100

25(100%) respondents ascribed to some form of religion with 11(44%) describing themselves as very religious, 11(44%) describing themselves as moderately religious and 3(12%) describing themselves as minimally religious.

**TABLE 26 CASES DEALT WITH**

<i>CASES DEALT WITH</i>	<i>NUMBER</i>	<i>VALID PERCENTAGE</i>
YES	10	40
NO	15	60
COLUMN TOTAL	25	100

15(60%) of respondents had never dealt with a case of child sexual abuse.

**TABLE 27 ROLE OF THE TEACHER**

<i>TEACHER'S ROLE</i>	<i>NUMBER</i>	<i>VALID PERCENTAGE</i>
PROVIDING COUNSEL	3	12
REFERAL TO SOCIAL WORKER	11	44
RUNNING PREVENTION PROGRAMS	11	44
COLUMN TOTAL	25	100

Regarding referral procedures, 16(64%) of the respondents indicated that they did not know what the current procedures were. Regarding the role of the teacher in dealing with child sexual abuse, the following was indicated:

3(12%) indicated a consulting role, 11(44%) running prevention programs, as the role of the teacher in dealing with this problem.

TABLE 28 OPINION SCALE

Description	# of Responses Received ( ) figures indicate response as a %			
	Strongly Disagree	Disagree	Agree	Strongly Agree
1. Child sexual abuse is less widespread than the media makes it out to be	7 (28)	4 (16)	7 (28)	7 28
2. Even good mothers may not be able to prevent their children from being sexually abused	1 (4)	12 (48)	12 (48)	0
3. Children often become victims of sexual abuse because of their seductive or promiscuous behaviours	5 (20)	12 (48)	5 (20)	3 (12)
4. People who sexually abuse children should be treated as criminals and not receive any treatment.	2 (8)	10 (40)	1 (4)	12 (48)
5. I would be comfortable having a child sexual abuse prevention program in my class	1 (4)	2 (8)	10 (40)	12 (48)
6. Child sexual abuse is a recent problem resulting from the deterioration of the family and the increase of working women.	2 (8)	9 (36)	5 (20)	9 (36)

Description	# of Responses Received ( ) figures indicate response as a %			
	Strongly Disagree	Disagree	Agree	Strongly Agree
7. Children who are careful and obedient will rarely become victims of child sexual abuse	4 (16)	12 (48)	5 (20)	4 (16)
8. All schools should have child sexual abuse prevention programs.	1 (4)	0	6 (24)	18 (72)
9. A father who sexually abuses a child should never be allowed to see that child again.		5 (20)	7 (28)	13 (52)
10.If children are given permission to say "NO" to situations, they do not like, it will make it difficult to enforce constructive discipline.	5 (20)	12 (48)	6 (24)	2 (8)
11.I would be uncomfortable talking to a child who had been sexually abused.	7 (28)	11 (44)	6 (24)	1 (4)
12.It is useful for the police to be involved in some cases of father/daughter incest.	2 (8)	2 (8)	16 (64)	5 (20)
13.The mother is as much to blame as the father in cases of father / daughter incest.	2 (8)	7 (28)	13 (52)	3 (12)



Description	# of Responses Received ( ) figures indicate response as a %			
	Strongly Disagree	Disagree	Agree	Strongly Agree
14.It is the responsibility of the family, not the school, to talk to child about preventing sexual abuse.	8 (32)	14 (56)	2 (8)	1 (4)
15.Reporting a case of suspected child sexual abuse to the Department of Social Services, usually does more harm than good	6 (24)	15 (60)	3 (12)	1 (4)
16.Child sexual abuse is never the child's fault.	0	5 (20)	11 (44)	9 (36)
17.Child sexual abuse prevention programmes are making children wary of all adults and any kind of touch.	1 (4)	8 (32)	8 (32)	8 (32)
18.If child sexual abuse occurs for an extended time period, it is partially the child's fault for not telling someone about the abuse.	3 (12)	12 (48)	9 (36)	1 (4)
19.I am concerned that a child in my class might interpret my touches as sexual abuse.	4 (16)	11 (44)	8 (32)	2 (8)

<b>Description</b>	<b>Slightly important</b>	<b>Fairly important</b>	<b>Very important</b>	<b>Ex-tremely important</b>
20.In your view, how important a problem is child sexual abuse?	0	1 (4)	24 (96)	0
<b>Description</b>	<b>De-creased</b>	<b>Main-tained at same level</b>	<b>In-creased some</b>	<b>Greatly In-creased</b>
21.Funding for the Department of Social Services should be .....?	1 (4)	0	7 (28)	17 (68)

<b>Description</b>	<b>None</b>	<b>A little</b>	<b>Some</b>	<b>A great deal</b>
22.How much impact do you feel you can personally have in preventing child sexual abuse?	1 (4)	3 (12)	12 (48)	9 (36)
23.How much ability do you think you have to identify a child who has been or is being sexually abused?	2 (8)	9 (36)	11 (44)	3 (12)

<b>Description</b>	<b>Very unlikely</b>	<b>Some-what likely</b>	<b>Some-what unlikely</b>	<b>Very unlikely</b>
24.What is the likelihood that a teacher in your school would be falsely accused of child sexual abuse?	15 (60)	4 (16)	3 (12)	3 (12)
<b>Description</b>	<b>Little need</b>	<b>Some need</b>	<b>Much need</b>	<b>Extreme need</b>
25.How great is the need for more treatment services for families experiencing incest?	0		8 (32)	17 (68)

Regarding their opinion of child sexual abuse, a range of 35 to 64 was reported. and a maximum total score achievable of 75. The mean was 45 and median 46.

24(96%) of the respondents considered child sexual abuse to be a very important problem while the 1(4%) saw it as fairly important. 14(56%) indicated that child sexual abuse is less widespread than the media makes it out to be. 14(56%) of teachers indicated that they saw child sexual abuse as a recent problem resulting from the deterioration of family life and the increase of working women.

8(32%) of respondents indicated that children often become victims of sexual abuse because of their seductive or promiscuous behaviour. 20(80%) believes that child sexual abuse is never the child's fault. However, 10(40%) maintained that if abuse continued for an extended period of time, it is partially the child's fault for not telling anyone. 9(36%) continue to believe that children who are careful and obedient will rarely become victims of child sexual abuse.

12(48%) believe that even good mothers may not be able to prevent their children from being sexually abuse while 16(64%) indicated that the mother is as much to blame as the father in cases of father/daughter incest. 8(32%) indicated that there was much need for services to the whole family while the remaining 17(68%) indicated extreme need for it. 24(88%) of respondents indicated that they would be comfortable having a child sexual abuse prevention program in their class while 24(88%) indicated that all schools should have child sexual abuse programs. However, 3(12%) indicated that it was the responsibility of the family, not the school to talk to children about preventing sexual abuse. On the other hand, 16(64%) indicated that prevention programs are making children wary of all adults and any kind of touch. 8(32%) indicated that giving children permission to say "no" to situations they do not like will make it difficult to enforce constructive discipline.

18(72%) of respondents indicated that they would be comfortable talking to a child who had been sexually abused. However, 10(40%) were concerned that their touch may be misinterpreted as sexual abuse.

21(84%) indicated that they felt they could have a significant impact personally in preventing sexual abuse. However, 14(56%) indicated they had a significant ability in identifying who has been or is being sexually abused. 6(24%) reported a likelihood that a teacher and their school would be falsely accused of child sexual abuse.

21(84%) of respondents reported that it was useful for the police to be involved in some cases of father/daughter incest. 4(16%) indicated that reporting it to social services normally does more harm than good. However, 24(96%) indicated that funding for social services should be significantly increased.

## **GENERALIZED CONCLUSIONS**

Teachers demonstrated an above average score. This means that more than half of their opinions concerning child sexual abuse is satisfactory. This compares more favourably than the other two participating schools. However there remains a level of concern i.r.o. some of the dynamic issues involved in abuse.

TABLE 29. KNOWLEDGE SCALE

Description	Correct answer	True # of responses received ( ) figures indicate responses received as a %	False # of responses received ( ) figures indicate responses received as a %
1. There are more than 1000 cases of reported child sexual abuse each year.	TRUE	16 (64)	9 (36)
2. Laws requiring the reporting of child abuse were established in the late 1800's.	FALSE	20 (80)	5 (20)
3. Children who have been sexually abused by a family member are automatically removed from their homes.	FALSE	8 (32)	17 (68)
4. Sexual abuse is reported more often than any other form of child abuse.	FALSE	12 (48)	13 (52)
5. Recent studies indicate that child sexual abuse prevention education increases children's fears of closeness and touch.	FALSE	19 (76)	6 (24)
6. Even with treatment, a sexually abused child will have problems the rest of his/her life.	FALSE	20 (80)	5 (20)
7. The Department of Social Services will not investigate any report of child sexual abuse without physical or other collaborating evidence.	FALSE	14 (56)	11 (44)

<b>Description</b>	<b>Correct answer</b>	<b>True</b>	<b>False</b>
8. A teacher who suspects that a student is sexually abused should wait for the child to come forward before approaching the child to talk.	FALSE	2 (8)	23 (92)
9. Seductive behaviour in children and adults is one factor which initiates sexual activities between children and adults.	FALSE	19 (76)	6 (24)
10.If prevention programs are conducted too often, they will unduly alarm children.	FALSE	10 (40)	15 (60)
11.Even with treatment, incest victims do not have fulfilling sexual relationships as adults.	FALSE	16 (64)	9 (36)
12.Children who are truly sexually abused rarely retract their stories.	FALSE	18 (72)	7 (28)
13.Many sexually abused children are extremely helpful and sensitive to the feelings of others.	TRUE	10 (40)	15 (60)
14.It is common for adolescents to say that they are sexually abused to get back at an adult when they are angry.	FALSE	13 (52)	12 (48)
15.A child who is being sexually abused may begin to act like a younger child.	TRUE	10 (40)	15 (60)
16.Many prostitutes, juvenile delinquents, and convicted criminals were sexually abused as children.	TRUE	11 (44)	14 (56)

<b>Description</b>	<b>Correct answer</b>	<b>True</b>	<b>False</b>
17. Incest rarely occurs within highly religious families	FALSE	9 (36)	16 (64)
18. Professional who report a case of suspected sexual abuse can be successfully sued if the case is not substantiated in	FALSE	17 (68)	8 (32)
19. Most cases of child sexual abuse involve physical force.	FALSE	19 (76)	6 (24)
20. An equal number of men and women sexually abuse children.	FALSE	13 (52)	12 (48)
21. A sexually abused child is more likely that other children to be abused by another person in the future.	TRUE	12 (48)	13 (52)
22. The main goal of child sexual abuse prevention programmes is to teach children to protect themselves from strangers.	FALSE	20 (80)	5 (20)
23. Sexual offenders can be rehabilitated with months of intensive therapy.	FALSE	13 (52)	12 (48)
24. Children who were incestuously abused often do not feel close to their mothers.	TRUE	12 (48)	13 (52)
25. Most sexually abused children never report the abuse to anyone.	TRUE	22 (88)	3 (12)
26. Incest occurs most often in low-income families.	FALSE	15 (60)	10 (40)
27. Children who are sexually abused often get special privileges in the family.	TRUE	10 (40)	15 (60)

<b>Description</b>	<b>Correct answer</b>	<b>True</b>	<b>False</b>
28. Almost all sexually abused children do poorly in school.	FALSE	16 (64)	9 (36)
29. Children who were sexually abused may have experienced some physical pleasure from the abuse.	TRUE	4 (84)	21 (16)
30. Mothers of incestuously abused children were often sexually abused themselves	TRUE	4 (16)	21 (84)

Regarding their knowledge of child sexual abuse, responses ranged from a score of 5 to a score of 20, with a mean score of 12 and a median of 13 and a maximum score achievable being 30.

16(64%) respondents correctly indicated that there are more than 1000 cases of reported child sexual abuse each year. 17(68%) respondents incorrectly believe that children who have been sexually abused by a family member are automatically removed from their homes. 12(48%) respondents incorrectly indicated that sexual abuse is reported more often than any other form of child abuse. 19(76%) incorrectly indicated that prevention education increased children's fears of closeness and touch. 20(80%) incorrectly maintain that even with treatment, a sexually abused child will have problems the rest of his or her life. 11(44%) respondents correctly reported that social services will investigate any report of child sexual abuse without physical or other collaborating evidence. 23(92%) correctly indicated that a teacher who suspects child sexual abuse should not wait for the child to come forward before approaching the child to talk. 19(76%) incorrectly believed that seductive behaviour in children is one factor which initiates sexual activities between children and adults. 15(60%) of respondents correctly reported that if prevention programs are conducted too often they will not unduly alarm children. 16(64%) incorrectly believe that even with treatment, incest victims do not have fulfilling sexual relationships as adults. 18(72%) incorrectly maintain that children who are truly sexually abused children are extremely helpful and sensitive to the feelings



of others. 12(48%) correctly stated that it was not common for adolescents to say that they are sexually abused to get back at an adult when they are angry. 10(40%) correctly indicated that a child who is being sexually abused may begin to act like a younger child. 9(36%) incorrectly believe that incest rarely occurs within highly religious families. 17(68%) incorrectly believes that professionals who report a case of suspected sexual abuse can be successfully sued if the case is not substantiated in court. 19(76%) incorrectly maintained that most cases of child sexual abuse involve physical force. 13(52%) incorrectly believes that an equal number of men and women sexually abuse children. 12(48%) correctly reported that a sexually abused child is more likely than other children to be abused by another person in the future. 20(80%) incorrectly believes that the main goal of prevention is to teach children to protect themselves from strangers. 12(48%) correctly reported that children who are incestuously abused often do not feel close to their mothers. 22(88%) correctly indicated that most sexually abused children never report the abuse to anyone. 15(60%) incorrectly indicated that incest occurs most often in low income families. 9(36%) incorrectly maintained that almost all sexually abused children do poorly in school. 4(84%) correctly reported that children who were sexually abused may have experienced some physical pleasure from the abuse. 4(16%) correctly indicated that mothers of incestuously abused children were often sexually abused themselves.

### **GENERALIZED CONCLUSIONS**

Respondents at Symphony Primary School were not able to achieve half of the attainable score in a bid to demonstrate a command of various aspects of child abuse knowledge. This indicates serious deficits in the teachers knowledge base. By comparison these teachers reported higher opinion scores than the other schools. However this does not seem to have affected or been affected by what knowledge base they had.

### **SITUATIONAL VIGNETTES**

Responses to the vignettes were reported as follows:

The first four vignettes looked at identifying indicators of child sexual abuse and reported scores which ranged from 5 to 38 with a mean score of 24 and a maximum total score attainable of 48. The next four vignettes assessed ability of dealing with disclosure and

reported scores ranging from 0 to 5 with a mean score of 2 and a maximum total score of 20 attainable.

Teachers at Symphony Primary School were able to demonstrate an average ability to identify indicators of abuse. However there was a very poor demonstration of their ability to use this knowledge and demonstrate the relevant, appropriate skills to deal competently with the disclosure by a child of some form of abuse.

#### 4.4 DISCUSSION OF ANALYSIS

Given the methodology of the group questionnaire, a response rate of 100 (N=75) was received.

A predominantly Afrikaans speaking teacher core would certainly facilitate communication between adult and child in a community which is predominantly Afrikaans speaking. Having a significant number of teachers having their own children, a mean age of 35 years and 36 years and average teacher experience of 14 years, one would expect a satisfactory body of knowledge around children's issues given the life experience. The study has however indicated that on average the respondents have indicated relatively low levels of knowledge. As for the opinion scale results, a less than satisfactory score resulted.

A significant percentage of teachers saw the problem of child sexual abuse as an important problem to be addressed. However, an alarming percentage of teachers tend to lay the blame for the abuse at the feet of the victim. Seductive behaviour and non-disclosure by victims are not seen within the context of the dynamics within which the victim finds him or herself. The blaming is further extended to the mother. More than half of the teachers surveyed, see the mother taking responsibility for the abuse, particularly in cases of incest. A significant percentage of teachers indicate a very strong sense of personal and moral responsibility in the lives of victims.

This role is not only described as an interventionist one, but also as a proactive one highlighting the need for and their personal involvement in prevention programs in their classes.

Teachers have however also indicated an inability at not only in identifying indicators of abuse but have shown significant apprehension about their own touch being misunderstood. A significant percentage of teachers have indicated their fear around experiencing disciplinary problems when engaging in prevention programs.

A significant indication for a multidisciplinary approach was indicated. The roles of the police and social services were indicated as pivotal with a great need for the increase of funding identified.

Although teachers are well placed to detect abuse (Tite, 1993 ), both Levin (1983) and Hazzard and Rupp (1986) contend that there are strong indications generally that teachers have knowledge deficits.

There is however a very strong sense of personal responsibility and moral obligation for involvement in the management of child sexual abuse. This may be seen as a major factor influencing the opinions primary school teachers have toward issues of child sexual abuse.

Levin (1983) highlights that in spite of the deficits, teachers have a strong personal responsibility and moral obligation to proactively be involved in the prevention of child sexual abuse.

There is no statistical influence between the mean age, mean teaching years, educational qualification and cases of child sexual abuse dealt with and/or referral procedures. This correlation or lack thereof, begins to describe the path for several professional training needs. The first of which would be to introduce, develop and improve the knowledge base of primary school teachers around issues of child sexual abuse. This objective, substantial knowledge base would then inform, mold and influence the opinions of teachers.

This is most likely to improve the low reporting levels as teachers would now be more informed as to systematic intervention strategies within the context of a comprehensive community strategy.

This survey points to the need for an extensive program of education for all teachers that would assist them in the detection, reporting and management, within the school context of children who suffer child sexual abuse. This would allow teachers to fulfill their potential as professionals contributing to the comprehensive, multidisciplinary management of child sexual abuse.

## CHAPTER FIVE

### CONCLUSIONS AND RECOMMENDATIONS

Since teachers are mandated to report matters of child sexual abuse, the question is not one of whether to be involved or not, but rather how prepared and competent teachers are to be involved in these matters of child sexual abuse. In spite of the fact that teachers have easy access to children and have an expertise in child development and normal behavior of children, Randolph (1996) confirms the fact that generally teachers are untrained in matters of sexual abuse resulting in a hesitancy to identify, report and be involved in the management of child sexual abuse. This study has certainly indicated the need for the training of teachers. Teachers at all three schools indicated similar deficits

He further highlights the need for teachers to explore their own issues of sexuality, knowledge about child abuse and the ethical issues raised in this controversial matter. This would leave teachers with a better understanding of themselves resulting in an intervention which is not colored by their own unresolved issues. This study has indicated that teachers were unable to demonstrate an adequate understanding of some of the issues including issues around morality. This has strong links to ethical issues. This study supports then the view for training around teacher's own issues on sexuality and ethics.

Teacher preparation or training as discussed is thus pivotal to ensuring an effective child protective service. Training needs to cover the areas of general child abuse awareness, child sexual abuse issues including that of identification of indicators and handling of disclosure, and notification and referral procedures.

In keeping with the teacher's development of an appropriate and pragmatic knowledge base, Garbarino and Stott (1992) suggests core elements, which are central to effective intervention and management. This includes an adult's adaptability to each individual child. An appropriate knowledge of normal child development in addition to indicators associated with the trauma of child sexual abuse. An ability to critically reflect on one's

own assessments and conclusions. Teachers would do well to remember that some adults naturally get better information, while some children give better information to certain adults than others. Garbarino and Stott (1992) again reminds us that the more competent the adult the less competence is required by the child. Randolph (1996) highlights this element around competency as he relates effective intervention with children to the need for experienced and prepared teachers.

O Hagan (1989) develops the issue around mandatory reporting and introduces the subsequent need for mandatory training. This again speaks strongly to the notion of partnerships and working together, specifically the multi disciplinary working together of the department of education and it's institutions ( schools and school clinics ) and that of child protective agencies. This study confirms this notion as teachers indicated a strong need for multi-disciplinary intervention. For a more coordinated approach to the management of child sexual abuse.

In developing the issue of working together Finkelhor (1986) reminds us that the effectiveness of prevention programs is closely linked to the involvement of parents in programs. A common challenge in this regard would be the moderation of the fearsome overtones and the sexual content as it relates to conservative parents. This partnership with parents practically unfolds in the actual curriculum development of age and culturally appropriate prevention programs, which are sequential and sustainable. It then becomes crucial that this process is linked to and integrated in the broader prevention strategies of that local community. To this end this makes pragmatic recommendations at the conclusion of this chapter

Randolph (1996) cautions teachers around the use of pre prepared prevention packages which have not been pre-tested. Highlighting the fact that they (prevention programs ) often lull teachers into a false sense of complacency. Teachers are often left with a sense that this once off neatly wrapped package will make it all better and / or make it go away.

Of all role players involved, the teacher has the most contact with school going children

during the day. The education system thus has a pivotal role to play at all levels of intervention. It is a matter of concern that these programs are currently under threat in some parts of the country due to budgetary cutbacks. Interventions should instead be restructured to meet current needs and made available to all schools. Each school should provide a setting in which children are encouraged to achieve their maximum potential in all spheres so as to be able to take their place in society as well adjusted, productive members of their communities.

The school should as far as possible be a place of healing, a moving to wholeness for children who have been abused or neglected. Particular schools, in areas where there have been high levels of violence and abuse, are strategically positioned to implement therapeutic programs designed to deal with trauma. A holistic, systematic and ongoing program should be implemented in all schools, to assist in the prevention of child abuse and neglect in all contexts. September and Lofell (1996) propose the following key elements of such a program :

All teachers during training, retraining and in-service training must receive education in:

- \* constructive, non-abusive methods of discipline
- \* broad life skills education
- \* awareness of social problems and available resources
- \* identifying child abuse and neglect
- \* managing disclosure of child abuse and neglect  
managing the abused and/or neglected child within the classroom  
environment
- \* reporting responsibilities and procedures
- \* parent guidance and support

The department of education is currently developing clear policies and procedures with regard to child abuse prevention and management in the school context. This policy needs to assimilate issues around abuse in the family and or the broader community,



which is then identified in the classroom.

In the light of this study, the assessment of teachers' perceptions of child sexual abuse at the primary school in Belhar in the following can be concluded:

**1. They demonstrate strong deficits in their knowledge of child sexual abuse.**

As demonstrated by the below average scores achieved in the questionnaire, teachers do not know about the facts of child sexual abuse or the dynamics involved in it. This results in them being guided in intervention by other less empirically sound influences. They rely on myths, distortions and untruths resulting in opinions and interventions which are dangerous, counter productive and which will eventually produce more harm than good. This study confirms the previously discussed international and national understanding of the knowledge primary school teacher command on the issue of child sexual abuse.

**2. They demonstrate a strong sense of personal responsibility and moral obligation in the management of child sexual abuse.**

In spite of this study's indication of the poor knowledge base of the respondents, it must be remembered that they have always been involved in the fight against child abuse. They have always provided some kind of service to children who find themselves at risk of, or actual victims of sexual abuse. Policies, procedures and systems need people to own them and to make them work. Countless stories can be told of ill-equipped and untrained individuals only guided by a strong sense of personal responsibility and moral obligation extending help to victims and powerfully supporting them as they make their way through the jungle of beaurocratic processes. This study has shown that primary school teachers in the Belhar area have demonstrated such commitment

**3. They feel obligated to report actual or alleged instances of child sexual abuse.**

More than just having a big heart and broad shoulders, this study has also demonstrated

that teachers are prepared to get involved in existing or proposed structures and systems that provide for the management of child sexual abuse. It demonstrates that teachers are convinced of the need to have such matters investigated and are encouraging an approach, which is multi sectoral . When individuals are driven by this kind of personal conviction and commitment it makes the current legislation provided for reporting so much more pragmatic and useful. This confirms the internationally held view that reporting of such cases should in fact be made mandatory, as discussed earlier.

Based on the findings, the following are recommended:

**1. The presentation of a child sexual abuse awareness program for all teachers in the Belhar area. The following elements should be included in such a program :**

- # An overview of general child abuse issues
- # Dispelling myths and misconceptions
- # The introduction of the concept of a coordinated approach to child protection

**2. The identification of specific teachers at each school who will be responsible for the management of every actual or alleged case of child sexual abuse:**

- # The active recruitment of such an appropriate person/s
- # This person will act as a link between
  - the child and school management
  - the child and child protective agencies
  - the school and civil society
  - the school and the family involved

**3. That these identified teachers undergo a comprehensive training program. The following elements should be included in such a program :**

# Basic sexuality training

# Core components of child abuse management

# Skills development

**4. The development of a homegrown child sexual abuse prevention program. The following elements should be included in such a development :**

# That the identified teacher :

- spearhead such a development

- facilitate the coming together of all role-players in the community

- facilitate the development of such a pragmatic relevant program

- facilitate the presentation and evaluation of such a program

## REFERENCES

Amoateng, A.Y. (1996) **Report on Socio Economic Survey of Aspects of Family and Community Life in Mfuleni and Belhar (Cape Peninsula, South Africa)**. The Institute for Child and Family Development. University of the Western Cape.

Austen, C. (1981) Policy Research. In Grinell, R.M. (Ed) **Social Work Research and Evaluation**. Itasca, Illinois: F.E. Peacock.

Bourne, R.; Newberger, E.H. (1979) **Critical Perspectives on Child Abuse**. Washington, D.C: Heath & Company.

Breiner, S.J. (1990) **Slaughter of the Innocents**. New York: Plenum Press.

Briere, J.N. (1992) **Child Abuse Trauma**. London: Sage publications.

Calvert, G., Ford, A. and Parkinson, P. (Eds) 1992 **The Practice of Child Protection Australian Approaches**. Sydney: Hale & Iremonger Pty Limited.

Census (1991) **Summary Data For CMA Suburbs**.

Cooper, D.M.; Ball, D. (1987) **Social Work & Child Abuse**. London: Macmillan Education Ltd.

Corby, B. (1993) **Child Abuse: Towards a knowledge Base**. Bristol: Open University Press.

Cresswell, J.W. (1994) **Research Design Qualitative and Quantitative Approaches**. London: Sage Publications.

Daigleish, I. (1991 April) **Assessment of Perceived Risk in Child Protection, A Model, Some Data and Implications for practice.** Paper presented at Child Maltreatment Conference. Prince of Wales Children's Hospital, Randwick, Sidney.

— Davis, I.L. (1989) Training Educators to work with Victims of Child Abuse and Neglect. In Barker, N.C. (Ed) **Child Abuse and Neglect. An Interdisciplinary method of treatment.** Dubuque: Kendall Hunt.

Finkelhor, D. (1986) **A Source Book On Child Sexual Abuse.** Newbury Park, CA: Sage Publications.

Fontes, L.A. (Ed) (1995) **Sexual Abuse in Nine North American Cultures. Treatment & Prevention.** Newbury Park, CA: Sage Publications.

Furniss, T. (1991) **The Multi-Professional Handbook of Child Sexual Abuse.** London: Routledge.

Garborino, J. (1997, November) The Human Ecology of Child Maltreatment: A Conceptual Model for Research. **Journal of Marriage & Family** : 731-735

Garborino, J.; Authier K.J. (1987) The Role of the Educators. In-Garborino, J.; Brookhouser, P.E.; Authier, K.J. (Eds) **Special Children - Special Risks** . New York: Aldine de Gruyter.

Garbarino, J., Stott, F.M. (1992) **What Children Can Tell Us.** San Francisco, California: Jossey-Bass Inc.

Grinell, R.M. (Ed) (1981) **Social Work Research and Evaluation.** Itasca, Illinois: F.E. Peacock.

Hazzard, A.P.; Kleemeier, C.P.; Webb, C. (1990) Teacher Versus Expert Presentations of Sexual Abuse Prevention Programs. **Journal of Interpersonal Violence** 5(1): 23-26

Hazzard, A.P. (1990) Prevention of Child Sexual Abuse. In Ammerman, R.T. Y. and Hersen, M. (Eds), **Treatment of Family Violence**. New York: John Wiley & Sons IHC.

Hazzard, A.; Rupp, G. (1986) A note on Knowledge and Attitudes of Professional Groups Toward Child Abuse. **Journal of Community Psychology**. 14: 219-223.

Human Sciences Research Council (HSRC) (1996). **National Child Protection Unit Statistics**. Pretoria.

Institute for Child and Family Development (ICFD) (1996) **Protecting our Children**. A Protocol for Multi-disciplinary Management of Child Abuse and Neglect.. University of the Western Cape.

Jones, D.P.H., (1998) Spotlight On Practice. **Child Abuse and Neglect**. 19(13): 343-344

Jones, D.P.H. (1996) Gradual Disclosure By Sexual Assault Victims - A Scared Cow? **Child Abuse and Neglect**. 20 (9): 879-880.

Kerlinger, F.N. (1986) **Foundations of Behavioural Research**. NewYork: Holt, Rinehart and Winston Inc.

Kleemeier, C.; Webb, C.; Hazzare, A.; Pohl, J. (1988) Child Sexual Abuse Prevention; Evaluation of a Teacher Training Model. **Child Abuse and Neglect**. 12 (4): 555-561

Krishnan, V. & Morrison, K.B. (1995) An Ecological Model of Child Maltreatment in a Canadian Province. **Child Abuse and Neglect**.19 (1): 101-113

Lachman, P. (1996) Child Protection In Africa – The Road Ahead. **Child Abuse and Neglect**. 20 (7): 543-547.

Levett, A.; (1989) **Psychological Trauma; Discourses of Childhood Sexual Abuse**. Doctoral Thesis in Philosophy, University of Cape Town, Cape Town.

Levette, A.; (1989) Psychological Trauma and Childhood. **Psychology in Society** . (12): 19-32.

Levin, P. (1983) Teacher's Perceptions, Attitudes and Reporting of Child Abuse / Neglect. **Child Welfare**. (62): 14-20.

~ MacFarlane, K and Waterman, J (1986) **Sexual Abuse of young Children**. London: Cassel Publications.

Marshall, WL. Laws, DR. Barbaree, H.E. (Eds) 1990. **Handbook of Sexual Assault**. New York: Plenum.

Maher, P. (1987) **The Schools Proactive Role in Reducing Levels of Child Abuse**. Oxford: Basil Blackwell Ltd.

Marneffe, C. 1996 Child Abuse Treatment a Fellow Land. **Child Abuse and Neglect** 20: 379-384.

Meadow, R. (ED) (1993) **ABC of Child Abuse**. BML Publishing Group. London.

— McIntyre, T. (1990) The Teachers role in Cases of suspected Child Abuse. **Education and Urban Society**. 22 (3): 300-306.

Morrison, T. 1996 Partnerships And Collaboration. Rhetoric Or Reality. **Child Abuse and Neglect**. 20 (2): 127-140.

O Hagan, K. (1989) **Working with child sexual abuser: a post Cleveland guide to effective principles & practice**. Philadelphia: Open University Press.

Oldfield, D. 1996 Evaluation Of the Effectiveness of Project Trust. **Child Abuse and Neglect**. 20 (9): 821- 832.

Pietzak, J.; Ramler, M.; Renner, T.; Ford, L. And Gilbert, N. (Eds) (1990) **Practical Program Evaluation. Examples from Child Abuse Prevention**. Newbury, CA: Sage Publications.

Randolph, M. (1996) in Bagley Thursten & Tutty , **Understanding and Preventing Child Sexual Abuse**. England: Arena.

Riggs, R.S. (1989) The Schools Role in the Intervention and Prevention of the Maltreatment t of Children and Youth. In Barker, N.C. (Ed) **Child Abuse and Neglect. An interdisciplinary method of Treatment**. Dubuque: Kendall-Hunt.

Robson, C. (1993) **Real World Research** Oxford: Blackwell Publications.

— Roscoe, B. (1987) **Sexual Abuse: The Educators Role in Identification and interaction with Abuse Victims**. Phi Delta Kappa: Bloomington.

Russell, M.N. (1990) **Clinical Social Work. Research & Practice**. Newbury, CA: Sage Publications.

Sachsenmaier, T. (1990) The Teachers Role in Cases of Suspected Child Abuse. **Education & Urban Society**. 22 (3): 300-306.

Sanders,R; Jackson,S.; Thomas,N. (1996) The Balance of Prevention, Investigation and Treatment in the Management of Child Protection Services. **Child Abuse and Neglect**. 20 (10): 899

Schnetler, J. (Ed) 1989 **Survey Methods and Practice**. Pretoria: HSRC.



September, R. and Lofell, J. (1996) **Blueprint For An Effective National Strategy On Child Abuse And Neglect**. Unpublished manuscript. NCCAN under the auspices of the National Department of Welfare. Pretoria.

Sponberg, J. (1991) **Teachers: Where do they fit in the Child Protection Formula?** Proceedings of the Ninth National Conference on Child Abuse and Neglect. Denver, Co., pp 1417. Arlington, VA.

Stringer, G.M. (1989) Preventing Child Abuse, Neglect and Sexual Maltreatment of Children. In Barker, N.C. (Ed) **Child Abuse and Neglect. An Interdisciplinary method of Treatment**. Dubuque: Kendall-Hunt.

Tang, C.S. and Davis C (1996) Child Abuse in Hong Kong Revisited after 15 years. **Child Abuse and Neglect**. 20 (12): 1213 – 1218

Tite, R. (1993) How teachers define and respond to Child Abuse. **Child Abuse and Neglect** 7: 591-603.

The Belhar Library (1998) **Belhar : An Overview**

The Belhar Local Municipality (1991) **The Belhar Draft Proposal**.

The City Of Tygerberg (1999) **The Belhar Open Space Plan**.

**White Paper on Social Welfare** (1997) Department of Social Welfare. Pretoria

Wolfe, D.A. (1991) **Preventing Physical and Emotional Abuse of Children**. New York: The Guilford Press.

Wood, J.M., Bradely, R.A. 1996 How Do Children Tell? **Child Abuse And Neglect**. 20 (9): 881-891.

**QUESTIONNAIRE NUMBER**

<b>TEACHER QUESTIONNAIRE - CHILD SEXUAL ABUSE PART ONE</b>
--

**Please answer the following questions, marking (x) to the appropriate response.**

1. What is your home language

English	1
Afrikaans	2
Other	3

If other, specify .....

3. What is your gender?

Male	1
Female	2

4. What is your marital status?

Married	1
Widowed	2
Divorced	3
Single	4

5. Do you have children of your own?

Yes	1
No	2

6. What is your age?

years

7. What is your profession?

--	--

8. How long have you been practising?

years

9. Are you currently experiencing job satisfaction?

Minimum	1
High	2
Average	3

10. Do you ascribe to any religion?

Yes	1
No	2

11. If yes, to which religion?

Protestant	1
Catholic	2
Moslem	3
Other	4

If other, specify.....

12. Would you consider yourself religious?

Minimally	1
Moderately	2
Very	3

13. Have you ever dealt with a case of child sexual abuse?

Yes	1
No	2

## TEACHER QUESTIONNAIRE PART TWO

Circle one number for each statement to show how you feel about that statement.

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
26. Child sexual abuse is less widespread than the media makes it out to be.				
27. Even good mothers may not be able to prevent their children from being sexually abused.				
28. Children often become victims of sexual abuse because of their seductive or promiscuous behaviours.				
29. People who sexually abuse children should be treated as criminals and not receive any treatment.				
30. I would be comfortable having a child sexual abuse prevention programme in my class.				
31. Child sexual abuse is a recent problem resulting from the deterioration of the family and the increase of working women.				
32. Children, who are careful and obedient, will rarely become victims of child sexual abuse.				
33. All schools should have child sexual abuse prevention programmes.				
34. A father who sexually abuses a child should never be allowed to see that child again.				
35. If children are given permission to say "no" to situations they do not like, it will make it difficult to enforce constructive discipline.				
36. It would be uncomfortable talking to a child who had been sexually abused.				

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
37. It is useful for the police to be involved in some cases of father/daughter incest.				
38. The mother is as much to blame as the father in cases of father/daughter incest.				
39. It is the responsibility of the family, not the school, to talk to children about preventing sexual abuse.				
40. Reporting a case of suspected child sexual abuse to the Department of Social Services usually does more harm than good.				
41. Child sexual abuse is never the child's fault.				
42. Child sexual abuse prevention programs are making children wary of all adults and any kind of touch.				
43. If child sexual abuse occurs for an extended time period, it is partially the child's fault for not telling someone about the abuse.				
44. I am concerned that a child in my class might misinterpret my touches as sexual abuse.				
	<b>Slightly Important</b>	<b>Fairly Important</b>	<b>Very Important</b>	<b>Extremely Important</b>
45. In your view, how important a problem is child sexual abuse?				
	<b>Decreased</b>	<b>Maintained at same level</b>	<b>Increased some</b>	<b>Greatly Increased</b>
46. Funding for the Department of Social Services should be...				
	<b>None</b>	<b>A little</b>	<b>Some</b>	<b>A great deal</b>
47. How much impact do you feel you can personally have in preventing child sexual abuse?				

	<b>None</b>	<b>A little</b>	<b>Some</b>	<b>A great deal</b>
48. How much ability do you think you have to identify a child who has been or is being sexually abused?				
	<b>Very Unlikely</b>	<b>Somewhat Likely</b>	<b>Somewhat Unlikely</b>	<b>Very Likely</b>
49. What is the likelihood that a teacher in your school would be falsely accused of child sexual abuse.				
	<b>Little Need</b>	<b>Some Need</b>	<b>Much Need</b>	<b>Extreme Need</b>
50. How great is the need for more treatment services for families experiencing incest?				

---

## TEACHER QUESTIONNAIRE PART THREE

Please answer the following questions marking (x) to the appropriate response.

True = T

False = F

I don't know = ?

31. There are more than 1000 cases of reported child sexual abuse each year.	<input type="checkbox"/>	T	<input type="checkbox"/>	F	<input type="checkbox"/>	?
32. Laws requiring the reporting of child abuse were established in the late 1800's.	<input type="checkbox"/>	T	<input type="checkbox"/>	F	<input type="checkbox"/>	?
33. Children who have been sexually abused by a family member are automatically removed from their homes	<input type="checkbox"/>	T	<input type="checkbox"/>	F	<input type="checkbox"/>	?
34. Sexual abuse is reported more often than any other form of child abuse.	<input type="checkbox"/>	T	<input type="checkbox"/>	F	<input type="checkbox"/>	?
35. Recent studies indicate that child sexual abuse prevention education increases children's fear of closeness and touch.	<input type="checkbox"/>	T	<input type="checkbox"/>	F	<input type="checkbox"/>	?
36. Even with treatment, a sexually abused child will have problems the rest of his/her life.	<input type="checkbox"/>	T	<input type="checkbox"/>	F	<input type="checkbox"/>	?
37. The Department of Social Services will not investigate any report of child sexual abuse without physical or other collaborating evidence.	<input type="checkbox"/>	T	<input type="checkbox"/>	F	<input type="checkbox"/>	?
38. A teacher who suspects that a student is sexually abused should wait for the child to come forward before approaching the child to talk.	<input type="checkbox"/>	T	<input type="checkbox"/>	F	<input type="checkbox"/>	?
39. Seductive behaviour in children is one factor, which initiates sexual activities between children and adults.	<input type="checkbox"/>	T	<input type="checkbox"/>	F	<input type="checkbox"/>	?
40. If prevention programs are conducted too often they will unduly.	<input type="checkbox"/>	T	<input type="checkbox"/>	F	<input type="checkbox"/>	?
41. Even with treatment, incest victims do not have fulfilling sexual relationships as adults.	<input type="checkbox"/>	T	<input type="checkbox"/>	F	<input type="checkbox"/>	?
42. Children who are truly sexually abused rarely retract their stories.	<input type="checkbox"/>	T	<input type="checkbox"/>	F	<input type="checkbox"/>	?
43. Many sexually abused children are extremely helpful and sensitive to the feelings of others.	<input type="checkbox"/>	T	<input type="checkbox"/>	F	<input type="checkbox"/>	?
44. It is common for adolescents to say that they are sexually abused to get back at an adult when they are angry.	<input type="checkbox"/>	T	<input type="checkbox"/>	F	<input type="checkbox"/>	?
45. A child who is being sexually abused may begin to act like a younger child.	<input type="checkbox"/>	T	<input type="checkbox"/>	F	<input type="checkbox"/>	?

46. Many prostitutes, juvenile delinquents, and convicted criminals were sexually abused as children.	<input type="checkbox"/> T	<input type="checkbox"/> F	<input type="checkbox"/> ?
47. Incest rarely occurs within highly religious families.	<input type="checkbox"/> T	<input type="checkbox"/> F	<input type="checkbox"/> ?
48. Professionals, who report a case of suspected sexual abuse can be successfully sued if the case is not substantiated in court.	<input type="checkbox"/> T	<input type="checkbox"/> F	<input type="checkbox"/> ?
49. Most cases of child sexual abuse involve physical force.	<input type="checkbox"/> T	<input type="checkbox"/> F	<input type="checkbox"/> ?
50. An equal number of men and women sexually abuse children.	<input type="checkbox"/> T	<input type="checkbox"/> F	<input type="checkbox"/> ?
51. A sexually abused child is more likely than other children to be abused by another person in the future.	<input type="checkbox"/> T	<input type="checkbox"/> F	<input type="checkbox"/> ?
52. The main goal of child sexual abuse prevention programs is to teach children to protect themselves from strangers.	<input type="checkbox"/> T	<input type="checkbox"/> F	<input type="checkbox"/> ?
53. Sexual offenders can be rehabilitated with 6 months of intensive therapy.	<input type="checkbox"/> T	<input type="checkbox"/> F	<input type="checkbox"/> ?
54. Children who were incestuously abused often do not feel close to their mothers.	<input type="checkbox"/> T	<input type="checkbox"/> F	<input type="checkbox"/> ?
55. Most sexually abused children never report the abuse to anyone.	<input type="checkbox"/> T	<input type="checkbox"/> F	<input type="checkbox"/> ?
56. Incest occurs most often in low-income families.	<input type="checkbox"/> T	<input type="checkbox"/> F	<input type="checkbox"/> ?
57. Children who are sexually abused often get special privileges in the family.	<input type="checkbox"/> T	<input type="checkbox"/> F	<input type="checkbox"/> ?
58. Almost all sexually abused children do poorly in school.	<input type="checkbox"/> T	<input type="checkbox"/> F	<input type="checkbox"/> ?
59. Children who were sexually abused may have experienced some physical pleasure from the abuse.	<input type="checkbox"/> T	<input type="checkbox"/> F	<input type="checkbox"/> ?
60. Mothers of incestuously abused children were often sexually abused themselves.	<input type="checkbox"/> T	<input type="checkbox"/> F	<input type="checkbox"/> ?



## SITUATIONAL VIGNETTES FOR TEACHERS.

Please read the following vignettes and answer the questions following each vignette.

### Vignette 1

Lisa is a 9-year-old fourth grader who has been an average student. Her strength lies in her social relationships and she has been one of the more popular girls in her class. Her interest in her friends has always over-ridden her interests in her schoolwork and you have had many occasions to admonish her to keep quiet and pay attention. She has never been a serious behaviour problem, but she has always liked to talk and tell secrets with the other children. Lisa generally walks home from school. However, one day, you notice that her mother has begun to arrive at school and walk home with her. Several weeks after that, you notice that Lisa has been sick for at least one and sometimes two days a week. After school one day, you see Lisa's mother and ask her if Lisa is alright, and she tells you that Lisa has been quieter and more afraid of things like the dark, strangers, being alone and that she refuses to walk home from school by herself anymore.

1. Please list the behaviours that indicate that Lisa may be having a problem:

---

---

---

---

2. Is sexual abuse one of the most likely explanations for Lisa's behaviour?

\_\_\_\_\_ Yes                      \_\_\_\_\_ No                      \_\_\_\_\_ Don't know

What are other possible explanations for Lisa's behaviour?

---

---

---

3. If you were Lisa's teacher, what is the first thing you would do in this situation? (Check one answer only).

\_\_\_\_\_ **Talk to child.**  
\_\_\_\_\_ **Talk to parent about possible sexual abuse.**  
\_\_\_\_\_ **Talk to parent about child's behaviour or family situation.**  
\_\_\_\_\_ **Talk to other teachers about child's behaviour.**  
\_\_\_\_\_ **Talk to principal about child's behaviour.**  
\_\_\_\_\_ **Report case to Department of Social Services.**  
\_\_\_\_\_ **Continue to observe child's behaviour.**  
\_\_\_\_\_ **Other: (description)**

---

---

---

4. Suppose at some point you decided to talk to Lisa, what would you say first?

---

---

---

---

**Vignette 2**

Robert is an 11-year-old sixth grader who is ver interested in sports and an average student. He has the respect of his peers for his athletic prowess and he is a sociable child. In the past several weeks, Robert has been bullying the other boys more than usual or appropriate and the girls are beginning to be afraid of him on the playground. Robert is aggressive with his friends, and several times has pulled their pants down. When confronted with his behaviour, Robert acts contrite. The next day, he undresses himself and begins to kiss her in the closet. She screams and he hits her and tells to never say a word about what had happened. When the principal tries to talk to Robert, he pulls away, starts crying, and says that he is going to run away.

1. Please list the behaviours that indicate that Robert may be having a problem:

---

---

---

2. Is sexual abuse one of the most likely explanations for Robert's behaviour?

\_\_\_\_\_ **Yes**                      \_\_\_\_\_ **No**                      \_\_\_\_\_ **I don't know**

3. If you were Robert's teacher, what is the first thing you would do in this situation?  
(Check one answer only)

- \_\_\_\_\_ **Talk to child.**  
\_\_\_\_\_ **Talk to parent about possible sexual abuse.**  
\_\_\_\_\_ **Talk to parent about child's behaviour or family situation.**  
\_\_\_\_\_ **Talk to other teachers about child's behaviour.**  
\_\_\_\_\_ **Talk to principal about child's behaviour.**  
\_\_\_\_\_ **Report case to Department of Social Services.**  
\_\_\_\_\_ **Continue to observe child's behaviour.**  
\_\_\_\_\_ **Other: (description)**

---

---

---

4. Suppose at some point you decided to talk to Robert, what would you say first?

---

---

---

---

**Vignette 3**

John is a 10-year-old fourth grader who has always an excellent student seemed to take pride both in the quality and in the neatness and orderliness of his work. John's parents have consistently been interested in his school performance although you rarely see his father. In the last several weeks, John has forgotten to hand in homework assignments, and those has handed in , have been careless and filled with errors. His attention in class has wandered to the point where you have had to sharply remind him to concentrate and follow the class discussion. He has also withdrawn from his friend and spends his recess time alone, generally daydreaming. At times, you have noticed tears in his eyes as he sits by himself on the playground. Although he does not seem to want to interact with the other children, he also has developed a fear of being by himself, and once refused to go to the supply room without another student to accompany him.

1. Please list the behaviours that indicate that John may be having a problem:

---

---

---

2. Is sexual abuse one of the most likely explanations for John's behaviour?

\_\_\_\_\_ **Yes**                      \_\_\_\_\_ **No**                      \_\_\_\_\_ **I don't know**

3. If you were John's teacher, what is the first thing you would do in this situation?  
(Check one answer only)

- \_\_\_\_\_ **Talk to child.**
- \_\_\_\_\_ **Talk to parent about possible sexual abuse.**
- \_\_\_\_\_ **Talk to parent about child's behaviour or family situation.**
- \_\_\_\_\_ **Talk to other teachers about child's behaviour.**
- \_\_\_\_\_ **Talk to principal about child's behaviour.**
- \_\_\_\_\_ **Report case to Department of Social Services.**
- \_\_\_\_\_ **Continue to observe child's behaviour.**
- \_\_\_\_\_ **Other: (description)**

---

---

---

4. Suppose at some point you decided to talk to John, what would you say first?

---

---

---

---

**Vignette 4**

Kim is a 7-year-old second grader, who in the past has been a good, though not great student. Her family has always been interested in her school performance, and her parents always attend parent conferences together. Kim's attitude toward you has been open and friendly although she has not shared her feelings or discussed problems with you in the past. Recently, her mother has had to take a job that requires her to work at night, and Kim has been coming to school without enough breakfast, and is sometimes very sleepy. Her homework is still done well, and her attitude toward you remains unchanged. In the next several months, Kim begins to need to use the bathroom more, and on tow occasions, you observe her rubbing her genital area. Kim has several friends who recently have been avoiding her, and there has been at least one screaming episode among them, where they were telling Kim to leave them alone and never touch them again. Kim also has developed a fear of the music teacher, even though she has always seemed to like music and respect him.

1. Please list the behaviours that indicate that Kim may be having a problem:

---

---

---

2. Is sexual abuse one of the most likely explanations for Kim's behaviour?

\_\_\_\_\_ **Yes**                      \_\_\_\_\_ **No**                      \_\_\_\_\_ **I don't know**

3. If you were Kim's teacher, what is the first thing you would do in this situation?  
(Check one answer only)

\_\_\_\_\_ **Talk to child.**  
\_\_\_\_\_ **Talk to parent about possible sexual abuse.**  
\_\_\_\_\_ **Talk to parent about child's behaviour or family situation.**  
\_\_\_\_\_ **Talk to other teachers about child's behaviour.**  
\_\_\_\_\_ **Talk to principal about child's behaviour.**  
\_\_\_\_\_ **Report case to Department of Social Services.**  
\_\_\_\_\_ **Continue to observe child's behaviour.**  
\_\_\_\_\_ **Other: (description)**

---

---

---

4. Suppose at some point you decided to talk to Kim, what would you say first?

---

---

---

---

**Vignette 5**

Karen comes up to you after class one day and says: "I don't want to go to music class anymore. Mr Smith has been bothering me when no one else is around. He keeps putting his hands up my skirt".

1. What are the most important things to say to Karen in this first conversation?

---

---

---

---

**Vignette 6**

During a class discussion on child abuse, Mark says: "I know this friend of mine who is scared because the guy next door made him do things he didn't like. The guy's 18 years old and a lot bigger than my friend. What should my friend do?"

1. What would you say?

---

---

---

2. If you talked to Mark after class, what are the most important things to say?

---

---

---

**Vignette 8**

Steve looks embarrassed as he tells you before class one day that: "my grandfather gives me money to take off my clothes and let him touch me. I don't like it....why would he do something like that?"

1. How would you respond to Steve's question?

---

---

---

---

# LOCALITY PLAN LIGGINGSPLAN

1:50 000

