

Investigation of Teachers' Attitudes toward Reporting Child Sexual Abuse According to Gender Roles

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Abstract

The purpose of this research is to examine attitudes of teachers towards reporting child sexual abuse according to gender roles, gender, level of information about signs of child sexual abuse and first reaction to a suspected child sexual abuse. The research group is formed of 281 female, 211 male, in total 492 voluntary teachers working in state schools in 2015-2016 academic year in Mersin central towns. In the study; "Attitudes towards Reporting Child Sexual Abuse Scale (ATRCAS)", "Bem Sex Role Inventory (BSRI)" and "Personal Information Form" are used. Pearson moments correlation coefficient, multiple regression analysis, Mann-Whitney-U and Kruskal-Wallis-H tests are used in analysis of data. As a result of statistical analysis obtained from research it was observed that attitudes towards reporting sexual abuse were related with gender roles in negative and low level. At the end of regression analysis conducted to determine contribution in predicting attitudes towards reporting sexual abuse of gender roles it was observed that the most important contribution comes from the masculine gender role. It was observed in research that attitude points for reporting of sexual abuse didn't demonstrate a statistically significant difference by gender and it showed significant difference according to having information about the signs of sexual abuse, first reaction to a suspected sexual abuse.

Keywords: Teacher, child, sexual abuse, gender roles, attitudes, reporting

Introduction

In accordance with Convention on the Rights of Children signed by Turkey in 1990 (1989) according to the law applicable to the child, except being major at earlier age, every person is considered child until the age of eighteen. 19, 34 and 39th Articles of Convention on the Rights of the Children (1989) relates to the prevention of child abuse and according to Article 19 of this Convention, states are obliged to protect children against all forms of abuse and mistreatment. According to this article the state is responsible for preventing, identifying, reporting and referring to relevant authorities and treatment of all kinds of mistreatment and abuse against children and obliged to establish social programs to provide necessary support to those caring children. According to Article 34 of this Convention children should be protected against all forms of sexual exploitation and sexual abuse. Under this Article State is obliged to prevent the exploitative use of children in pornographic performances and materials or forcing, deceive or cheating of children to engage in any unlawful sexual activity or exploitation or prostitution or other illegal activities. In addition, according to the 39th

Article of this convention state is also obliged to take the necessary measures to ensure protection of mental and physical health of war victim children, to heal children victim of armed conflicts, torture, exploitation, neglect and abuse and to ensure their integration into society. Considering in the scope of these articles protection of child from all forms of abuse and healing abused children and integrating them may be considered among the most important tasks of the states signed the convention.

Child abuse is entirety of actions or inactions performed by person or persons obliged to care child who are defined as improper or damaging according to social rules and professional persons and block or restrict child's development (Tıraşçı and Gören, 2007). Looking at the literature, there are five types of child abuse including physical abuse, emotional abuse, sexual abuse, economic abuse and neglect. The main point that separate other types of child abuse and neglect from each other is that abuse is active and neglect is passive (Topbaş, 2004). In this sense, neglect is passive abuse of children and means not supplying or supplying inadequately children's basic needs such as nutritional health, shelter, clothing, protection and surveillance by person or persons obliged to care child or failure to meet their needs, lack of care and attention about child's care and allowing children to be in the environment that may present danger (Yarar and Yarış, 2011). Other types of child abuse in general include all active behaviors damaging emotional, mental and social development of child from beating, shouting and insulting up to use the child as a sexual object. According to definition of World Health Organization (2002) child abuse means behaviors adversely affecting the physical and psychosocial development children's health whether intentionally or unintentionally. In child abuse, not purposes but results are significant (Turhan, Sangün and İnandı, 2006). Child abuse and neglect is a serious problem area in the community. According to Dubowitz and Bennet (2007) it is naturally difficult to measure maltreatment to child because it cannot be observed by other people and it is not notified by close environment of child. Nevertheless, child abuse is a problem that can be observed in every country, every family and in all racial and religious groups and despite child protection systems with different laws reported abuse cases represents a small part of iceberg. Therefore, although it is difficult to reach a finding about commonality of the problem in society even knowing existence of such a problem require a lot of research to be conducted in this area. In order to understand what the child sexual abuse is, it is necessary to distinguish it from other types of child abuse. Child sexual abuse; is use of a child who has not completed his psychosocial development for sexual stimulation by an adult (stimulation) and covers all behavior in the range of touching genital areas, exhibitionism, voyeurism, use in pornography and even rape (Akduman, Ruban, Akduman and Korkusuz, 2005). Child sexual abuse is not required to contain violence necessarily and child sexual abuse includes behaviors such as physical contact, incest and prostitution verbal abuse, exhibitionism, voyeurism, vaginal and body contact, pushing children to watch sexual relationship, oral and anal sexual intercourse, rape, molestation (Akduman et al., 2005). As it can be seen from this definition it is possible to examine child sexual abuse in seven groups (Celbiş, Özdemir and Kaya, 2011):

1. Types of sexual abuse without contact: conversations of sexual nature, exposure, and voyeurism.
2. Touching for sexual purposes.
3. Oral-genital sex.
4. Interfemoral sex
5. Sexual penetration: penetration with fingers, penetration with objects, genital intercourse, anal intercourse.
6. Sexual abuse: child pornography, child prostitution.
7. Child abuse intertwined with another type of child abuses.

As it can be understood from such behaviors including child sexual abuse, sexual abuse of children is not required to contain violence necessarily and at the same time is not required to contain physical contact necessarily. In this sense child sexual abuse can be analyzed in two groups as with and without physical contact. As defined by "intentionally or unintentionally" terms also used in abuse definition impact of the actions on the child is important but not the intention of the adult in sexual abuse (Turhan et al., 2006). In article 102 sexual assault, in Article 103 sexual abuse of children, in Article 104 sexual intercourse with a minor and in Article 105 sexual abuse crimes are defined in Criminal Code numbered 5237 (Official Gazette, 2014). According to these articles violation of the physical integrity of a person and any kind of sexual offenses committed against children who has not

completed fifteen years of age or who have completed but his ability to understand the consequences of legal meaning and consequences of action have been defined as crime. It is observed that large number of child sexual abuse cases are reflected to media in our country in recent years. According to statistics about lawsuits about child abuse of TCK for 2011 year explained in Report of Sexual Exploitation and Sexual Abuse against Children in Turkey (2014) 47% of sexual crimes in Turkey are sexual abuse crimes against children. Majority of these cases are formed of forced marriages of girls at child age, raped and even murdered children for customs. In addition to sexual abuse cases reflected to media and official records there are also sexual abuse cases kept hidden and not disclosed. When considered all these it can be said that there is a substantial number of children sexually abused in the community and sexual abuse is a serious problem in our country. Taking into account that children spends an important part of their time in school and they are in contact with teachers throughout their time at school, attitudes of teachers about reporting child abuse is important in integrating such children to society and to ensure children's health.

At this point, child sexual abuse may be considered a case must be addressed on the basis of a social problem. Because community expects individuals to behave in certain behavioral patterns as male or female to fulfill certain roles and responsibilities. These patterns have a major impact on the outlook of the community taking different forms in different cultures and create social gender roles. The most obvious example of this situation is the perspective of society for career selection of individuals. In our society while nursing is a profession attributed to women more widely it is not accepted for men. Besides society expects women to prefer occupations such as teaching where women may spend more time for home and child care there is no such a limitation for men. Individuals take this prejudiced point of view when they were child. This prejudiced viewpoint affect the career choices of individuals and also prevent men and women to have equal opportunities in private and public spheres. As a result of perspectives ascribing domestic roles to women like motherhood there are still girls not getting basic education at schools. Understanding of social gender concepts may be guiding in perception of many problems that arise in the context of gender roles in society and they must be addressed in this sense.

According to Şenol and Yıldız (2013) other than the biological differences of the two sexes social gender is differences which was created at the social level for both sexes and involves adopted social roles continuing for generations. In the literature "sex" is used for sex identity and "gender" term is used for social gender. In order to understand the concept of social gender it is necessary to look at the various theories addressing gender. According to Damarlı (2006), the concept of social gender is discussed with psychoanalytic theory, social learning theory, and cognitive development and gender schema theory. Psychoanalytic Theory, explains formation of social gender concept with libido that make up the biological sex and gender; libido is sexual energy and it is present in human biologically. Psychoanalytic Theory argues that sexuality is innate and individuals are bisexual innately. However, individuals develop a gender identity with an identification process consistent with their biological sex. According to Social Learning Theory of gender roles is a concept that has been learned; it is learned through reinforcement and punishment. Imitation and social feedback also has a major influence on the learning of gender roles. Social Learning Theory asserts that children learn the gender roles in society taking their same-sex parent as model and it is supported by society. On the other hand, Kohlberg as pioneer of Theory of Cognitive Development thinks that formation of gender is based on "self-socialization" process. In their self-socialization process when children are cognitively matured they categorize themselves as male or female and they try to behave the way they think it is appropriate in this category according to their sexual identity. Representative of Gender Schema Theory Sandra Lipsitz Bem, combine the basic ideas of social learning theory and cognitive development. According to this theory there are schemes that enable individuals to have knowledge about objects and facts and in the development of social gender concept the child observes differences between gender schemas and both sexes and getting information about his gender child defines his gender (Dökmen, 2014). In general theories of social gender it may be concluded that attributing biological infrastructure of gender to gender roles in society social gender is formed of learned patterns.

On the other hand, according to Coşkun and Özdilek (2012) differences regarding cultural values and children's upbringing method, namely the roles attributed to women and men in society, namely the concept of social gender cause gender inequality. The reason of early marriage of girls mostly results from this perspective for women. This situation leads to child sexual abuse as a result of gender inequality in terms of gender roles. Child brides are the most typical examples of child sexual abuse

as a result of gender inequality. In this sense, "child brides" observed as a common practice of child sexual abuse in our country child sexual abuse is also justified on the basis of gender roles.

Perceptions of individuals about being a man or a woman is under the concept of gender. Therefore, the concept of social gender involves perspectives of individuals about roles associated with being man or woman and some stereotypes accepted by the society. According to Dökmen (2014) gender stereotypes, prejudices and discrimination cause serious limitations on women and men and leads to a system based on the oppression of women under these limitations in our society. Influence of this system based on male superiority on child sexual abuse were especially argued by the feminist movement. Finkelhor (1984) mentioned about contributions of the feminist movement in the definition of children the sexual abuse and claimed that feminist perspectives define sexual violence against children and women based on the male dominance.

Though child sexual abuse rarely results in death, there are serious consequences for the victim of abuse which continues through adulthood (Johnson, 2004). There are some research results concluding that sexual impairs child's mental and physical health (Livingston, 1987; Pelcovitz, Kaplan, Goldenberg, Mandel, Lehaneve, Guarrera, 1994; Weiss, Longhurst ve Mazure, 1999; Fergusson, Horwood, Lynskey, 1997; Kendall-Tackett, 2002). According to the research results in literature, sexually abused children experience anxiety disorders, depression, begin to exhibit sexual behavior, introvert behaviors and having problems such as post-traumatic stress disorder. In addition, fears, behavioral problems, low self-esteem and behaviors of a sexual nature are the most common symptoms in children who suffers sexual abuse (Kendall-Tackett, Williams ve Finkelhor 1993). According to Davis and Petretic-Jackson (2000) changes in the child's self-esteem after trauma and deterioration in emotional processes may be experienced. In a study that examined the long-term effects of childhood sexual abuse (Dube, Anda, Whitfield, Brown, Felitti, Dong ve Giles, 2005), childhood, risk of marriage of victims of sexual abuse alcoholics is 40% greater than who has not experience sexual abuse and childhood sexual abuse problems increase problems related to marriage between 40% and 50%. In another survey conducted by Briere and Elliott (1994) psychological and interpersonal problems were more prevalent in individuals exposed to sexual abuse compared to those without such experience. In addition, according to them post-traumatic stress disorder, depression, anxiety, experiencing difficulties in interpersonal relationships, promiscuous sexual behavior, self-mutilation, suicide, substance usage and abuse problems of a variety of categories can be observed in these individuals.

As it can be seen from researches made in the literature, sexually abused children already faced with many challenges in the process of integration to the community. In this sense, taking into account increasingly widespread sexual abuse cases attitude for notifying suspected sexually abused children in the community is important. Child sexual abuse is a multi-dimensional problem that needs to be dealt with in many ways. According to a survey made with 351 women university students in China, (Chen, Dunne, Hons and Han, 2006), one in five women reported exposure to at least one of the sexual abuse before the age of sixteen. Also in this study (Chen et al., 2006) one out of every seven victims of sexual abuse stated that they were exposed to type of sexual abuse containing physical contact. On the other hand, Finkelhor (1994), saying variety of researches showed that child sexual abuse is an international and reported in an epidemiological study containing data from 19 countries that frequency of child sexual abuse among women varies between 7% and 26% and among men between 3% and 29%. Also, talking about the sexual abuse of children Horozgil (2011) points out that only increase in the amount of the penalty to be given to offenders about children sexual abuse will not be enough and more realistic measures in this regard should be taken and in addition to possibilities of criminal code it should be a governmental policy with support of psychology, sociology, philosophy disciplines. Walsh, Rassafiani, Mathews, Farrell and Butler (2012) report of suspected child sexual abuse cases by teachers and other professionals will disclose important number of cases and attract attention of the authorities so it would offer an important contribution to public health and criminal proceedings problems related to child sexual abuse.

Reporting child abuse is not blaming someone but it is a process of determining whether child is exposed to abuse and so to make a claim for initiation of support process for child, but this process contains some obstacles to recant educators. These obstacles are concern of teacher to be in trouble with family, reporting is not welcomed in school and belief that nothing will be done in case of reporting (Crosson-Tower, 2003). Regardless of the incidence rates about child sexual abuse it is considered to be a serious problem with adverse and serious consequences. In this sense, especially reporting of educators spending more time with children to relevant organizations is the key in

delivering the necessary help to sexually abused children. In this study, it is searched whether attitudes of individuals towards reporting sexual abuse differ according to gender roles. According to the European Commission's gender strategy aimed at the promotion of equality between men and women for the years 2010-2015; social gender roles continue to affect critical individual decisions like career, reproduction, business arrangements and these decisions influence economy and society (European Commission, 2010). In this sense, social gender roles affect attitudes towards reporting sexual abuse and it is believed to be important in making decision about reporting. Under the light of all these statements answers for following questions have been searched in this study and reporting attitudes towards child sexual abuse in the central district of Mersin among state schools teachers according to gender roles, gender, level of being informed about the signs of child sexual abuse and behavioral variables in case of a suspected case are examined in this research.

1. Is there a significant relationship between teachers' attitudes towards reporting children sexual abuse and gender roles?
2. Do gender roles predict child sexual abuse reporting scores of teachers significantly?
3. Is there a significant difference in teacher reports of child sexual abuse according to gender?
4. Is there a significant difference in teacher reports of child sexual abuse according to level of being informed about the signs of sexual abuse?
5. Is there a significant difference in teacher reports of child sexual abuse according to their first attitude in case of a suspected sexual abuse?

Method

Research Model

This research conducted to examine reporting attitudes towards child sexual abuse in the central district of Mersin among state schools teachers according to social gender roles is a qualitative research made with descriptive method.

Research Group

The research group is formed of 281 (57.1%) female and 211 (42.9%) male and total 492 volunteer teachers determined by simple random sampling method working in public schools in central Mersin districts (Akdeniz, Toroslar, Yenişehir, Mezitli) in 2015-2016 academic year (elementary, middle and high school). Age range of teachers vary between 21 and 62 and 175 of them work in (35.6%) primary schools, 180 (36.6%) in secondary schools and 137 (27.8%) in high schools.

Data Collection Means

Bem Sex Role Inventory (BSRI): Turkish adaptation, reliability and validity studies of Bem Sex Role Inventory developed by Bem (1974) has been made by Kavuncu (1987). Bem Sex Role Inventory is a Likert type 7 self-assessment scales. Bem Sex Role Inventory consists of three scales including femininity scale, masculinity scale and social acceptability (social appreciation) scale. In her study made by Kavuncu (1987) in Bem Sex Role Inventory Turkish form test-retest reliability coefficient for femininity scale is .75 and for masculinity .89 and social appreciation scale is .87. Bem Sex Role Inventory consists of 60 items including 20 items Femininity scale, 20 items Masculinity scale and 20 items Social Acceptance scale. In Bem Sex Role Inventory reliability and validity study conducted by Dökmen (1991) Cronbach's alpha coefficient for internal consistency reliability for Femininity Scale is found to be .77, for Masculinity scale .71. In Dökmen's (1991) study Social Acceptability Scale was not included. According this version, 40-items form of inventory consisting of Femininity and Masculinity scales were used in this research and Cronbach Alpha internal consistency reliability coefficient for Femininity Scale was found .75 and Cronbach Alpha internal consistency reliability coefficient for Masculinity Scale was calculated as .78.

Attitudes towards Reporting Child Sexual Abuse Scale (ATRCASAS): Turkish adaptation, reliability and validity of Children Sexual Abuse Attitude Scale developed by Choo, Walsh, Chinna and Tey (2013) were carried out by Akın, Yıldız, Uysal, Demir, Kaymaz, Aşut ve Erguvan (2013). Attitudes towards Reporting Child Sexual Abuse Scale is a 5 items Likert-type self-assessment scale. The scale consists of 4 subscales and 8 items. Scale gives a total attitude score for reporting sexual abuse against children and subscale. The highest score that can be obtained from the scale is 40 and the lowest score is 8. Rising scores indicate high levels of negative attitudes. 2, 3, 7 and 8 items of scale calculated reversely. Cronbach alpha internal consistency reliability coefficient of scale is calculated

for 4 subscales as .88, .75, .87, .58. Cronbach's alpha internal consistency reliability coefficient obtained under this research using the total scale score was calculated as .78.

Personal Information Form: This form containing information about variables of teachers like sex, age, being aware of signs of child sexual abuse has been created by researchers in this study.

Operation

The application form consist of information form prepared by the researchers and measurement tools were applied to participants at breaks by researchers after giving information about the purpose and voluntary survey. In the application process, all basic guidelines about implementation and scale were described to participants aim in a standard way.

Data Analysis

The data obtained from the measuring tool were transferred to the computer and prepared to conduct appropriate statistical procedures. To determine the relationship between gender roles and attitudes of teachers towards reporting children sexual abuse Pearson moment multiplication correlation coefficient was calculating and to determine their contributions in prediction of attitude scores of teachers for reporting child sexual abuse multiple regression analysis was used. On the other hand, compliance of independent variables analyzed in the study with parametric statistical procedures was examined by Kolmogorov-Smirnov test and according to results non-parametric statistical techniques have been applied to data not distributed normally. To determine whether attitudes of participants to report the sexual abuse differs in terms of gender Mann-Whitney-U test was used and whether it differs according to having information about the signs of sexual abuse and first attitude when informed about a suspected case Kruskal-Wallis H-Test was used. Scheffe test was used to determine the source of the resulting difference. To determine the effect size of independent variables ETA square (η^2) value was taken into. Eta squared (η^2) value was interpreted as small (.01), moderate (.06) and large (.14) effect size (Green and Salkind, 2005). For statistical analysis of data obtained from the study SPSS 20.0 software package was used and margin of error in analysis was considered to be 0.05 to 0.01.

Findings

This section is devoted to findings obtained in accordance with the lower object of research. In this context following issues were examined about teachers working in different branches of public schools in central district of Mersin (Akdeniz, Toroslar, Yenişehir, Mezitli); whether there is relationship between gender roles and attitudes towards reporting child sexual abuse and whether gender roles predict their reporting attitude scores towards child sexual abuse significantly and whether their attitudes towards reporting child sexual abuse differ according to variables like gender, level of being informed about signs of sexual abuse, first reaction a suspected child sexual abuse.

Relationships between Gender Roles of the Teachers Participated to the Research Group (feminine and masculine) and Reporting Attitudes of Child Sexual Abuse:

To examine the relationship between gender roles of teachers participated to study group and their attitude scores for reporting child sexual abuse Pearson moment correlation coefficient was calculated. Later, multiple regression analysis was calculated to determine whether gender roles predict their attitude scores for reporting child sexual abuse.

Correlation analysis results and mean and standard deviation values calculated to determine relationship between gender roles and attitudes towards reporting child sexual abuse of teachers are given in Table 1.

Table 1: *Correlation Coefficients Between Variables with Mean and Standard Deviation Values about Variables*

Variables	Mean	Sd	1	2	3
ATRCASAS	13.89	5.20	1		
Feminine	114.43	9.64	-.171**	1	
Masculine	100.24	11.71	-.202**	.285**	1

**p<01 (ATRCASAS; Attitudes towards Reporting Child Sexual Abuse Scale)

Looking at Table 1, it is observed that correlation between relationship between gender roles and attitudes reporting towards child sexual abuse found to be significant at low level and negative.

Statistically negative and low level relationship was found between ATRCSAS points and feminine gender role scores ($r=-.171$; $p<.01$) and masculine gender role scores($r=-.202$; $p<.01$).

Contribution of Feminine and Masculine Gender Roles in Predicting Attitudes towards Reporting Child Sexual Abuse:

Contribution of feminine and masculine gender roles in predicting attitudes reporting towards child sexual abuse were examined by regression analysis and the results are given in Table 2.

Table 2. "Multiple Regression Analysis" Results about Feminine and Masculine Gender Roles in Predicting Attitudes towards Reporting Child Sexual Abuse

Variables	B	SE	β	t	p
(Constant)	28.935	2.990		9.676	.000
Feminine	-.067	.025	-.123	-2.692	.007
Masculine	-.074	.020	-.167	-3.632	.000
R=.234	R ² =.055		F(2 – 491)=14.155		p=.000

When we look at Table 2, feminine and masculine gender roles significantly predict reporting attitude scores towards child sexual abuse ($R=.234$, $R^2=.055$, $p=.000$). The variance related to masculine and feminine gender roles and attitudes reporting towards sexual abuse of children appears to explain 5%. According to t-test results related to significance of regression coefficient the most important contributions in predicting attitudes towards reporting child sexual abuse comes from masculine gender role and from feminine gender role.

Findings about whether teachers' attitudes towards reporting child sexual abuse differ according to gender variable:

Mann Whitney U test results about whether teachers' attitudes towards reporting child sexual abuse differ according to gender variable are given in Table 3.

Table 3. "Mann-Whitney U Test" Results about whether Scores of Attitudes towards Reporting Child Sexual Abuse Scale Differ According to Gender Variable

Dependent Variable	Gender	N	Mean Rank	U	p
ATRCSAS	Female	281	255.19	27204.5	.117*
	Male	211	234.93		

* $p>.05$ (ATRCSAS; Attitudes towards Reporting Child Sexual Abuse Scale)

As seen in Table 3, statistically significant difference was not found according to the teachers' gender in terms of ATRCSAS score ($U = 27204.5$, $P> .05$). According to these results it can be said that both genders exhibit similar behavior characteristics about reporting sexual abuse of children.

Findings about whether teachers' attitudes towards reporting child sexual abuse differ according to being informed about signs of sexual abuse of children:

Kruskal-Wallis H test results about whether r teachers' attitudes towards reporting child sexual abuse differ according to being informed about signs of sexual abuse of children are given in Table 4.

Table 4. "Kruskal-Wallis H Test" Results about whether Scores of Attitudes towards Reporting Child Sexual Abuse Scale differ According to Being Informed about Signs of Sexual Abuse of Children

Dependent Variables	Being Informed about Signs of Sexual Abuse	N	Mean Rank	SD	χ^2	p	η^2
ATRCSAS	I have no information	30	302.28	2	9.842	.007*	.02
	I have a little information	324	251.70				
	I have sufficient information	137	220.19				

* $p<.05$ (ATRCSAS; Attitudes towards Reporting Child Sexual Abuse Scale)

In Table 4 according to Kruskal-Wallis H test results conducted to determine whether ATRCSAS means show a significant difference according to the variable of having information about the signs of sexual abuse; difference between means of the groups belonging to variable of having information about the signs of sexual abuse was statistically significant ($\chi^2_{(2)}=9.842$, $p=.007$; $p<.05$). Following this operation to determine from where significant difference found after Kruskal-Wallis H test stem from complementary comparison techniques were used. Because there is no special technique used for this purpose Mann-Whitney U test was preferred. According to Mann-Whitney U test results

conducted to determine under which sub groups being informed about signs of sexual abuse of children ATRCSAS score showed a significant difference; it was found that source of the difference stem from groups of "I have no information" and "I have sufficient information "; "I have a little information" and "I have sufficient information." Considering the mean rank of the groups participants in the "I have no Information" group were found to have higher ATRCSAS points compared to other groups and they have a negative attitude towards reporting sexual abuse of children. In addition, according to ETA square results variable of being informed about signs of sexual abuse of children influence mean scores of their attitudes for reporting sexual abuse was found to be a low level ($\eta^2 = .02$) and it can be said that variable of being informed about signs of sexual abuse of children explains 2% of attitude towards reporting child sexual abuse.

Findings about whether reporting attitudes of teachers towards sexual abuse of children differ according to first behavior reaction to a suspected sexual abuse of children:

Kruskal-Wallis H test results whether attitudes towards reporting child sexual abuse differ according to first reaction to a suspected child sexual abuse are given in Table 5.

Table 5. "Kruskal-Wallis H Test" Results about whether Scores of Attitudes towards Reporting Child Sexual Abuse Scale Differ According to First Reaction to A Suspected Sexual Abuse of Children

Dependent Variables	First Reaction to a Suspected Child Sexual Abuse	N	Mean Rank	SD	χ^2	p	η^2
ATRCSAS	Reporting without delay	152	163.14	5	18.494	.00	.05
	Not reporting	5	217.90				
	Decision-making by sharing friend	35	234.14				
	Decision-making in line with the idea of school management	41	208.99				
	Decision-making with family	10	210.45				
	Forwarding to guidance service	118	174.45				

* $p < .05$ (ATRCSAS; Attitudes towards Reporting Child Sexual Abuse Scale)

In Table 5 according to Kruskal-Wallis H test results conducted to determine whether ATRCSAS mean rank differ according to first reaction to a suspected child sexual abuse; difference between groups about first reaction to a suspected child sexual abuse was found to be statistically significant ($\chi^2_{(2)} = 18.494$, $p = .002$; $p < .05$). Following this operation to determine from where significant difference found after Kruskal-Wallis H test stem from complementary comparison techniques were used. Because there is no special technique used for this purpose Mann-Whitney U test was preferred. According to Mann-Whitney U test results conducted to determine under which sub groups first reaction to a suspected child sexual abuse ATRCSAS score showed a significant difference: the source of difference was found to be between "reporting without delay" and "decision-making by sharing friend" and "decision-making in line with the idea of school management" and "decision-making by sharing friend" and forwarding the guidance service groups. Considering the average position of the groups ATRCSAS points of "reporting sharing friend" and "decision-making in line with the idea of school management" group of participants were higher compared to "report without delay" participants group and ATRCSAS points of "decision-making by sharing friend" group of participants were higher compared to "forwarding to guidance service" group was higher and it can be said they had more negative attitude towards reporting child sexual abuse. In addition, according to obtained eta-squared value it was found that effect of first attitude about reporting suspected sexual abuse variable on scores average for reporting suspected sexual abuse was at low levels ($\eta^2 = .05$) and it can be said that variable of reporting suspected child sexual abuse explains 5% of attitude towards reporting child sexual abuse.

Discussion, Conclusions and Recommendations

According to the results obtained in accordance with the first sub-objectives of the study, low negative correlation has been found between the gender roles of teachers and their attitudes towards reporting child sexual abuse. In literature no study was found conducted about determining relationship between attitudes towards reporting sexual abuse and gender roles and therefore findings could not be reviewed in comparison with other research findings on this subject. However, in the scope this research reason of negative low level relation between gender roles and teachers' attitudes towards reporting sexual abuse may be that teachers are informed about legal reporting processes through teacher training, social media, television or experience. Because teachers are a group of teachers

who have a legal obligation to notify such cases. Therefore, it may be thought that they have replied measurement tool for reporting child sexual abuse under light of this information and effect of social appreciation factors. In other words, teachers having knowledge about legally mandated reporting of sexual abuse of children may have led to refrain from replying outside the process of legal requirements. On the other hand, whether social gender of teachers is male or female participating in the study, basis of giving positive attitude impressions in response for reporting sexual abuse may be awareness of the seriousness of the notification of sexual abuse legally and their concerns in this regard. Therefore, it is thought that not reporting child abuse is defined as a crime under the laws caused positive attitude of teachers for reporting the sexual abuse of teachers in measuring tool.

According to the results obtained in accordance with the second sub-objectives of the study, it is concluded that teachers' feminine and masculine gender roles predict attitudes towards reporting child sexual abuse and contribution of masculine gender role in prediction was higher. According to the results of a study that examined the gender roles of candidate class teachers (Seçgin and Tural, 2011) it was found that a team of students adopted roles related to cultural and traditional values and exhibited attitudes more in favor of their own group on gender roles. In our study prediction of child sexual abuse reporting by gender roles was significant and it can be evaluated as teachers tend to comply with traditional patterns required by the gender roles. It is assumed society expects from both female and male teachers and educators to start the legal process and give the necessary support with regards to child sexual abuse. In this research teachers respond to measurement tools in line with this expectation is not surprising. The higher contribution of masculine gender role in predicting may be due to high expectation of society for reporting in patriarchal structure of our society. However it should also be considered that attitudes measured at attitudes scale may not turned into behavior always and individuals tend not to express what is happening instead of what happens in self-assessments scale responds.

In addition, in this research it has been found that scores of attitudes towards reporting child sexual abuse did not vary by gender. According to a study that examined the attitudes of reporting sexual abuse of children by teacher candidates (Can Yaşar, Şenol and Akyol, 2015) class levels and branches of the participants differed in terms of getting training on child neglect and abuse and feeling ready themselves to identify the signs of sexual abuse while there is no difference according to gender. Also according to a study made by Pala (2011) a significant correlation was found between gender roles and attitudes of the participants to report child abuse. These researches support finding of our research that attitudes towards reporting child sexual abuse doesn't significantly differ according to gender roles. In this sense it can be said that gender of individuals is not effective in determining attitudes towards reporting sexual abuse and both gender have similar attitudes towards reporting child sexual abuse.

According to the results obtained in accordance with the fourth sub-objectives of this study, those informed about signs of children sexual abuse had more positive attitudes towards reporting sexual abuse compared to those without information. Some research have been found conducted in Turkey and world examining awareness, attitudes and information level about child abuse and reporting sexual abuse for teachers and educators. In a study conducted by Aksel and Yılmaz Irak (2015) with 100 teachers it was concluded that education about children sexual abuse they took during university and in-service was inadequate and despite having accurate information about sexual abuse they were inadequate to report cases to official institutions. In a research studied opinions and experience of preschool teachers about child abuse and its prevention (Dereobalı, Çırak Karadağ ve Sönmez, 2013) it was concluded that teachers have knowledge about child abuse but they consider this issue as one-dimensional and limited number of teachers were taking formal training in this regard. Similarly, in another study examined attitudes of staff working in pre-school educational organizations towards reporting sexual abuse of children (Akgül, 2015) staff's attitudes toward reporting the sexual abuse were found to be positive, but almost all of the participants did not report any child sexual abuse notification previously and a group of them didn't report sexual abuse case that they suspected throughout their career. In another study examined knowledge and attitudes of teachers about mandatory reporting of sexual abuse to children (Beck, Ogloff and Corbishley, 1994), despite teachers were aware of the legislation on mandatory reporting they were familiar with legislation only at moderate level. In a similar study examined trends of teachers in the United States to inform the child abuse (Crenshaw and Lichtenberg, 1995), reporting trend had a hierarchical order based on type of abuse and there was no significant difference according to gender of the victim. Some teachers attended to study found less important to report certain types of abuse and thus it may be thought that they were not fully aware of the seriousness of child abuse and they need to be more

informed about the sexual abuse. In another study that examined awareness of teachers about legal process of reporting and signs of child abuse (Kenny, 2004), it was found that teachers were not aware of the seriousness of the legal notification process and child abuse and signs and symptoms of the majority of child abuse. On the other hand, Walsh, Mathews, Rassafiani, Farrell and Butler (2012) reported that a 24% of teachers reported child sexual abuse previously had more information about reporting child abuse, they trusted that system will give effective response and they had less concerns about the results of the reporting. In line with these findings, it can be said that those having knowledge about legal notification process and signs of child sexual abuse have more positive attitude towards sexual abuse reporting. All of these research can be said to support findings of our research that teachers having knowledge about signs of children sexual abuse have more positive attitudes towards reporting sexual abuse.

According to another result of this research, in case of a suspected case in school, participants reporting that case to be reported immediately to counseling service in terms of the first attitude compared to those saying they will share case with another colleague and they will decide after approach of school management they had more negative attitude towards the sexual abuse report. It may be said that this result shows that teachers stating that they will comply with the legal processes of reporting (those reporting without delay and referring to guidance service) compared to those stating that they will not follow the legal process (deciding by taking idea of another teacher or deciding in line with the idea of school management) had more positive attitude toward reporting the sexual abuse. From this point forth, it can be said that the first attitude teacher said they will exhibit when they suspect a sexual abuse case and their attitudes to report child sexual abuse are consistent. In a study that examined the behaviors of teachers to report child abuse (Goebbels, Nicholson, Walsh and Vries, 2008) it is emphasized that teachers stating that they always report when they suspect child abuse had always more robust potential action plans. This finding can be said to support finding of our research that teachers stating that they will immediately notify a suspected case at the school or they will refer case to guidance service have more positive attitude towards reporting sexual abuse.

As a result of all the findings obtained from this study, it may be concluded that teachers' attitudes towards reporting child sexual is associated at a low level in a negative way with feminine and masculine gender roles, predicted significantly by roles of masculine and feminine gender and the most important contribution comes from masculine gender role. Moreover, it was found that attitude scores to report the sexual abuse of children doesn't differ statistically significantly by gender roles, those having information about the signs of sexual abuse have more positive attitude towards reporting abuse compared to those without information and with regards to first behavior in case of a suspected a case in school those stating that they will share the suspected case with other teachers or with school management have more negative attitude for reporting child sexual abuse compared to those stating they will report sexual abuse case without delay or refer to guidance service.

Under the lights of these results the phenomenon of child sexual abuse and in-service training or courses on legal reporting process for teachers may be effective in developing more positive attitudes towards reporting children sexual abuse. For disclosing children sexual abuse cases and providing necessary aid to such cases informing teachers in terms of reporting such abuse cases would be useful. In addition, to eliminate concerns of teachers about legal reporting process it would be useful to organize seminars or workshops by experts of subject to inform teachers. Informing teachers about only cases of child sexual abuse and legal process and eliminating their concerns are not sufficient in this issue. To disclose cases of child sexual abuse teachers in all types of schools must be aware of severe negative consequences of sexual abuse of children and reflection of such cases to society. Therefore, especially children's mental health professionals working with sexually abused children, social service experts and educators may organize together in cooperation an awareness campaign to draw attention to this issue.

Because measuring instruments used in this research have self-evaluation nature it is possible that participants replied not actually what is the case but they replied what it should be. This possibility may cause significant limitations for results about determining whether masculine and feminine gender roles of teachers predict their attitudes towards reporting sexual abuse against children. Therefore, it is thought that in new research collecting data about how teachers faced with child abuse before behaved may eliminate this limitation and may result in more efficient and comprehensive results.

On the other hand, results of the research shows that feminine and masculine gender roles predict together 5% attitudes to report the sexual abuse. It is important to focus on new models with different variables that may be thought to explain 95% variance about attitudes of teachers in reporting child sexual abuse (confidence level to reported institutions, feeling self under threat when reported, reflection of reporting to entity he is working for, etc.) It is believed that it is important to focus on new models.

In addition, the factor determining way of life teachers spending much of the day in schools and their self-expression in society as male or female is their gender roles. In this sense, it is believed that it would be better to identify this issue with different findings because there is no any other research about relationship between social gender roles of reporting persons and their attitudes towards reporting the sexual abuse.

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