

## Public Primary School Teachers' Perception Towards Child Abuse Reporting Practices in Nigeria

Deborah Chidubem Adamu<sup>1\*</sup>

<sup>1</sup> University of Johannesburg, South Africa

### Article Info

#### Article history:

Received Dec 14<sup>th</sup>, 2024

Revised Jan 30<sup>th</sup>, 2025

Accepted Feb 25<sup>th</sup>, 2025

#### Keywords:

Child abuse

Abuse reporting practices

Perception

Primary education

Teacher Education

### Abstract

At elementary schools, cases of child abuse are common among pupils, putting teachers in a challenging situation when it comes to reporting such cases. This study aimed to identify the child abuse reporting practices and perceptions of teachers regarding reporting practices in public elementary schools in the Alimosho Local Council Development Areas (LCDA) of Lagos State, Nigeria. A multi-stage sampling procedure was used to select a sample of 314 public primary school teachers in the study area through a cross-sectional survey research design. Data was collected using a self-structured questionnaire, and both descriptive and inferential statistics were used in the data analysis. The results showed that only 15.2% of teachers in the research area had a negative view of child abuse reporting practices, while the majority (84.8%) had a positive opinion. Additionally, a strong negative correlation ( $r = -0.254$ ,  $p\text{-value} = 0.000$ ) was found between teachers' perceptions and child abuse reporting practices in public elementary schools in Alimosho LCDA. Based on the study's findings, it is recommended that the government and school administration provide psychological training and a support system on child abuse to improve teachers' attitudes toward reporting child abuse.

*This is an open-access article under the [CC BY-SA](#) license.*



### Corresponding Author:

Deborah Chidubem Adamu:

University of Johannesburg, South Africa

Email Author: [adamuchidubemdeborah@gmail.com](mailto:adamuchidubemdeborah@gmail.com)

## INTRODUCTION

Teachers in Nigeria often find themselves in a challenging situation when it comes to identifying and reporting cases of child abuse. They may fail to report child abuse to the appropriate authority even when they suspect a child is being abused. In most cases, they are afraid that they do not have sufficient evidence to report child abuse. However, insufficient training prevents them from identifying and reporting child abuse cases (O'toole et al., 2019, cited in Induja et al., 2021; Panchal et al., 2019), and preventing any future cases of abuse. Due to this lack of training, many teachers are unaware of the main indicators of child abuse, leading to cases being

kept secret and confidential (Goldman & Grimbeek, 2014; Bourke & Maunsell, 2016). It is essential for teachers to receive training on child abuse to understand their reporting obligations and responsibilities. Creating hypothetical and experimental scenarios during training can help address teachers' concerns about false reports (Palusci et al., 2005).

Students' development and health are significantly impacted by the trauma of child abuse (Doroudchi et al., 2023). Children who have been abused may develop both immediate and ongoing emotional and behavioral difficulties (Lysova et al., 2024). As they get older, these young people are susceptible to complicated mental and physical health problems (Bhuller et al., 2024; Winfield et al., 2023; Cohen, Berliner & Mannarino, 2010). In addition to reporting and recognizing instances of child abuse, teachers are essential in protecting children from abuse (Kaysin et al., 2024; Neherta et al., 2024).

Building a positive relationship between teachers and students can help in identifying instances of child abuse (Nohilly & Treacy, 2024; Sinanan, 2011 cited in Mohammed & Khudair, 2019). With adequate training or retraining, teachers can become more aware of the distinct mental and social characteristics of child abusers, enabling parents to take necessary precautions to protect their children (Nohilly & Treacy, 2024; Morenso-Manso et al., 2014). Teachers, who spend a significant amount of time with students, are better equipped to notice and understand the psychological dispositions of the children under their care (Mohamed et al., 2024; Moyes et al., 2024). This study aims to investigate Nigerian teachers' opinions on child abuse reporting procedures in elementary schools, focusing on the difficulties they encounter.

According to Mekheimer (2011), perception is the process of classifying, recognizing, and interpreting sensory information in order to represent and comprehend the knowledge being provided. Sensory information includes what can be seen, smelled, heard, or felt. Teachers perceive various obstacles to reporting child abuse, as noted by Lyk-Jensen et al. (2024) and Alazri and Hanna (2020), such as concerns about harming relationships with children or families, fear of inaccuracies in reporting, worry that reporting could escalate the abuse, and uncertainty about child protection system procedures affecting families. Goldman (2013) states that teachers' attitudes, detection abilities, expertise, training, social influences, personal traits, and abuser traits can all influence reporting behavior (Vikander & Källström, 2024). Believing that reporting is a professional duty and can protect them in the future are attitudes that may promote reporting (Celik, 2024).

Numerous studies have explored teachers' perceptions of reporting child abuse cases. For instance, Mohammed and Khudair (2019) conducted a descriptive cross-sectional study to examine how Iraqi secondary school teachers in Najaf City perceived, felt and responded to child abuse. Their findings indicated that teachers' perceptions of child abuse were positive.

A similar study was conducted by Olajojo and Oyediran (2020), who used a descriptive survey research design to investigate teachers' perceptions of the effect of child abuse on high school students' success. According to their findings, child abuse has a significant impact on the social and emotional development of young people, as well as their academic achievement.

According to the aforementioned sources, there is a low perception among teachers regarding reporting child abuse. It could be harmful if teachers perceive obstacles to reporting child abuse, such as a lack of training or insufficient knowledge on recognizing and identifying instances of child abuse. The majority of child abuse cases involve children attending primary schools (Shattnawi et al., 2024; Shorey & Baladram, 2024; Mohamed et al., 2024). When teachers fail to

recognize and disclose instances of child abuse in their students, it sends a negative message. As a result, some students may come to accept child abuse as a normal part of life, while others may struggle to cope with it (Schellingerhout & Ramakers, 2017; Finkelhor et al., 2014). According to Hofnagels et al. (2021), some elementary school students lack the confidence to disclose incidents of child abuse to their teachers. A young person's educational journey, as well as their psychological, mental, and physical well-being, can be significantly impacted by child abuse. Teachers are in a unique position to recognize and report child abuse, although numerous studies show that they often fail to report alleged cases of child mistreatment (Durlak et al., 2011).

The theory underlying the current study is Festinger's cognitive consonance theory (1957). Festinger (1962) viewed cognition as an individual's knowledge about their surroundings. According to this theory, cognition or knowledge can be either relevant or irrelevant to each other. When two cognitions are relevant, they can be either consonant or dissonant. Consonant cognitions align positively, while dissonant cognitions conflict in opposite directions. Dissonance is psychologically uncomfortable and drives individuals to reduce it, often leading to avoidance of information that may increase dissonance (Harmon-Jones & Mills, 2019, cited in Tueanrat & Alamanos, 2023). The greater the dissonance, the stronger the motivation to reduce it (Harmon-Jones & Mills, 2019).

This theory is significant and applicable to the current study because, for example, a teacher who is aware of child abuse but fails to report it will experience dissonance. This creates psychological discomfort because the knowledge of the abuse and the failure to report it are conflicting. This study is important because, in Lagos State, Nigeria's Alimosho LCDA, there has been no research conducted on teachers' perceptions of child abuse reporting procedures. The study aimed to assess teachers' perceptions of child abuse reporting practices in public primary schools in Alimosho LCDA of Lagos State, Nigeria. The specific objectives were to: 1) ascertain the perception of teachers on child abuse reporting practices in public primary schools in Alimosho LCDA; and 2) identify the child abuse reporting practices of teachers in Alimosho LCDA.

The research was conducted with the following research questions in mind: 1. How do public primary school teachers perceive reporting child abuse in Alimosho LCDA of Lagos State, Nigeria? 2. What are the child abuse reporting practices of teachers in Alimosho LCDA? One research hypothesis was tested at a significance level of 0.05:  $H_a$ : There is a significant relationship between the perception of public primary school teachers and child abuse reporting practices in Alimosho LCDA.

## METHOD

Teachers' failure to disclose abuse has been attributed, in part, to ignorance, insufficient experience, and inadequate training. Teachers who have received training and have expertise in their field are more likely to report abuse than those who do not, thereby reducing the risks and harm to a child. However, the study used a cross-sectional survey research design to obtain information from teachers regarding their perceptions and procedures for reporting child abuse cases. As stated by Setia (2016) and Cvetković et al. (2021), the cross-sectional approach involves the observation of objects or participants, allowing a researcher to analyze the exposures and outcomes of the study participants simultaneously. However, because they can determine the prevalence of disorders, they are considered prevalence studies (Cvetković et al., 2021). In behavioral and social research, surveys are often used to describe and analyze human behavior (Julie, 2015; Singleton & Straits, 2009). Cross-sectional research is an analytical technique used to assess the relationship between two or more variables (Hulley et al., 2013). In the current study, the variable "perception of teachers towards child abuse reporting practices" represents human behavior, while "child abuse" is both a social and psychological construct. The choice of a cross-sectional survey design helped the researcher identify teachers' perceptions towards child abuse

reporting practices and assess the level of association between teachers' perceptions and child abuse reporting practices in the study area. By taking a cross-section of the population, the cross-sectional research strategy in this study aimed to produce a representative sample (Sedgwick, 2015).

The study population included all 1,105 public primary school teachers in Alimosho LCDA of Lagos State, Nigeria. The sample comprised 314 public primary school teachers in Alimosho LCDA of Lagos State, selected using a multi-stage sampling technique with four stages. This sample is considered appropriate because teachers spend more time with pupils in school during weekdays and are in a position to have access to information about child abuse and the procedures for reporting it. In multi-stage sampling, multiple sample phases are utilized when the population is spread out over a vast area or cluster (Chauvet, 2015). Clusters are organic groups of individuals, such as houses, schools, general practices, or electoral wards (Sedgwick, 2015). Multi-stage sampling methods can be employed to recruit participants in experimental or observational studies (Sedgwick, 2015).

In the first stage, Alimosho LCDA was divided into six LCDAs: Alimosho, Agbado/Oke-odo, Ayobo-Ipaja, Egbe-idimu, Igando-ilotun, and Mosan-Okunola. In the second stage, three LCDAs (Alimosho, Agbado/Oke-odo, and Ayobo-Ipaja) were randomly selected from the six LCDAs through balloting. In the third stage, two public primary schools were chosen from each of the three LCDAs (totaling six schools) using simple random sampling by balloting. The final stage involved determining the number of public primary school teachers in each of the three LCDAs through proportional sampling (e.g., dividing the total number of teachers in each LCDA by 672 and multiplying by the sample size of 314). In total, six local elementary schools were chosen, and the sample for the study comprised 314 teachers from Primary one to six.

Before commencing the investigation, the researcher submitted all study details to her institution's Research Ethics Committee (REC) for ethical review. The REC, a dedicated ethics committee for psychology, is responsible for approving researchers to conduct ethical research. The committee ensures the protection of participants' rights and adherence to researchers' ethical obligations. Crucial ethical research techniques in this study included obtaining informed consent from teachers, ensuring participant anonymity, and conducting post-study debriefing. These factors were considered to minimize any potential harm, whether psychological, physical, or emotional.

A self-constructed questionnaire titled "Perception of Public Primary School Teachers towards Child Abuse Reporting Practices" was employed in order to gather data. The questionnaire consisted of two sections: A and B. Section A gathered information on the perception of public primary school teachers towards child abuse reporting in Alimosho LCDA, while section B obtained information on child abuse reporting practices in primary schools in the study area.

The research instrument underwent both face validity (extensive review of the instrument by two experts in educational tests and measurement, and two experts in Psychology) and content validity (evaluation of how well items in the questionnaire measured teachers' perception towards child abuse reporting practices). A sample size of 20% ( $N = 62$ ) in the study area was used for the pilot study. The internal consistency reliability of the instrument was assessed using a test-retest approach, yielding a Cronbach's alpha coefficient of 0.709 (indicating that the questionnaire was 71% reliable for the study).

Four research assistants aided in the administration and collection of data. Data analysis was conducted using descriptive statistics of frequency counts and percentages, as well as the Relative Strength Index (RSI) for research questions one and two. Inferential statistics, specifically Pearson Product Moment Correlation (PPMC) analysis, was used to test the hypothesis through the Statistical Package for Social Sciences (SPSS) version 26.0.

## RESULTS AND DISCUSSION

### Results

**Research Question One:** How do public primary school teachers perceive reporting child abuse in Alimosho LCDA of Lagos State, Nigeria? To answer this research question, responses to questions in section A of the questionnaire were analyzed using frequency counts percentages, and RSI. Table 1 displays the findings.

Table 1: Perception of Teachers on Child Abuse Reporting Practices

S/N	Items	Strongly Agree F%	Agree F%	Disagree F%	Strongly Disagree F%	RSI	Rank
<b>Perceived Benefit</b>							
1	Reporting child abuse can prevent long-term consequences for children	233(80.3)	42(14.5)	6(2.1)	2(0.7)	0.947	1
2	Reporting child abuse will help the child to perform better in school	139(47.9)	130(44.8)	13(4.5)	3(1.0)	0.855	3
3	Reporting a case of child abuse will help reduce the prevalence of child abuse	197(67.9)	76(26.2)	11(3.8)	0(0)	0.914	2
<b>Perceived Barriers</b>							
4	I am not familiar with the practices for reporting child abuse	55(19.0)	57(19.7)	143(49.3)	20(6.9)	0.634	11
5	I don't know who to report a case of child abuse to	64(22.1)	38(13.1)	147(50.7)	32(11.0)	0.619	13
6	I am not sure where to report child abuse	58(20.0)	44(15.2)	143(49.3)	35(12.1)	0.612	14
7	There is a lack of education and training focused on identifying child abuse and understanding appropriate reporting protocols	103(35.5)	44(15.2)	106(36.6)	24(8.3)	0.704	9
<b>Perceived Severity</b>							
8	Child abuse cannot have long-term consequences on the physical, emotional, and mental well-being of a child	111(38.3)	122(42.1)	30(10.3)	19(6.6)	0.788	7

9	The learning experiences of an abused child who is abused will be negatively affected	112(38.6)	78(26.9)	85(29.3)	5(1.7)	0.741	8
<b>Self-efficacy</b>							
10	I am confident that my students can confide in me if they are experiencing child abuse	113(39.0)	156(53.8)	10(3.4)	2(0.7)	0.839	5
11	I am always able to identify signs of child abuse	87(30.0)	149(51.4)	42(14.5)	1(0.3)	0.879	6
12	I can report a case of child abuse to the appropriate authorities	126(43.4)	138(47.6)	14(4.8)	1(0.3)	0.849	4
<b>Cues to action</b>							
13	I will not report a case of child abuse unless I am properly trained in child abuse reporting practices	66(22.8)	67(23.1)	98(33.8)	52(17.9)	0.630	12
14	I will report a case of child abuse if I observe any signs among my students	98(33.8)	101(34.8)	14(4.8)	69(23.8)	0.702	10

N = 290

Table 1 presents the results of teachers' perceptions about reporting practices of child abuse in the study area. According to Table 1, the belief that reporting child abuse will prevent long-term consequences for children ranked first, followed by the belief that reporting a case of child abuse will help curb the prevalence of child abuse, which ranked second. This was followed by the notion that reporting child abuse will help the child perform better in school, ranking third. The least common perceptions among teachers included the opinion that they don't know whom to report a child abuse incident to, ranking thirteenth and the fact that they are not aware of where to make a report of child abuse, ranking fourteenth.

Additionally, respondents' responses to items on perceptions about reporting child abuse were added together to create a measure of respondents' perceptions about child abuse reporting practices. The mean score on this measure is 41, with a standard deviation of 8. The minimum and maximum values are 12 and 55, respectively. Respondents who scored between the minimum value and 35 were considered to have a favorable perception of child abuse reporting practices, while those who scored above 35 were considered to have an unfavorable perception. These scores were further analyzed through frequency counts and percentages, with the results presented in Table 2.

Table 2. Perception of Teachers towards Reporting Practices of Child Abuse

Teachers' Perception	Frequency	Percent
Favorable	246	84.8
Unfavorable	44	15.2
Total	290	100.0

Table 2 presents the categories of teachers' perceptions regarding reporting practices of child abuse among public primary school teachers in Alimosho LCDA of Lagos State. The results from Table 2 show that the majority (84.8%) exhibited a favorable perception, while only 15.2% exhibited an unfavorable perception of child abuse reporting practices in the research location. This implies that the majority of teachers are convinced that reporting child abuse would prevent further harm to a child. This result aligns with the findings of Mohammed and Khudair (2019) that teachers have a positive perception of reporting abuse in pupils.

**Research Question 2:** What are the child abuse reporting practices of teachers in Alimosho LCDA? To answer this research question, responses to questions in section B of the questionnaire were analyzed using frequency counts and percentages. The findings are shown in Table 3.

Table 3: Respondents' Responses on Child Abuse Reporting Practices  
Respondents in this study =290

S/N	Items	No Freq. (%)	Yes Freq. (%)
1	Have you ever noticed a child being abused?	98(33.8)	192(66.2)
2	If yes, what did you do?		
	I reported it to the school authority (headmaster/headmistress).	142(49.0)	148(51.0)
	I reported it to Child Protection Services.	160(55.2)	130(44.8)
	I reported it to law enforcement organizations.	185(63.8)	105(36.2)
	I reported it to non-governmental organizations.	236(81.4)	54(18.6)
	I did not make a report	21(7.2)	268(92.4)
3	If not, what will you do if you notice a case of child abuse in the future?		
	I will report it to the school authority (headmaster/headmistress).	219(75.5)	71(24.5)
	I will report it to child protection services.	219(75.5)	71(24.5)
	I will report it to law enforcement organizations.	219(75.5)	71(24.5)
	I will report it to non-governmental organizations.	219(75.5)	71(24.5)
	I will not make a report	20(6.9)	270(93.1)
4	Have you ever reported suspected child abuse?	137(47.2)	109(37.6)
	If yes, how many times have you reported it?		
	Once		53(18.3)
	Twice		75(25.9)
	Thrice		32(11.0)
	4 times		17(5.9)
	More than 4 times		20(6.9)

In order to summarise the reporting practices of child abuse by public primary school teachers in Alimosho LCDA, respondents who claimed to have noticed a child being abused were selected and separated from those who claimed to have not noticed any abuse. Their responses regarding whom they reported or would report to in the event they notice an incidence of child abuse were analyzed descriptively through frequency counts and percentages. The results are presented in Table 4.

Table 4: Summary of Reporting Practices of Public Primary School Teachers

Ever noticed a child who is abused?	Reports	Frequency	Percent
Yes	Specified no particular authority	91	31.4
	Specified particular authority	106	36.5
No	Will not make a report if they notice child abuse	73	25.2
	Specified particular authority they will report to if they notice child abuse	20	6.9
Total		290	100

Table 4 shows the reporting practices of public primary school teachers in Alimosho LCDA of Lagos State. The results show that 67.9 percent (31.4% + 36.5%) of the teachers sampled indicated that they had noticed a child who was being abused. Out of this percentage, only 36.5% of the respondents were able to indicate the authority they reported the incident while the remaining 31.4% could not identify the authority they reported the incident to. On the other hand, a total of 32.1% (25.2% + 6.9%) reported that they had never noticed any child being abused. Out of this percentage, 25.2% insisted that even if they notice a child being abused, they would not report to any authority while the remaining 6.9% indicated the particular authority they would prefer to report to.

### Testing of Hypothesis

**Ha:** There is a significant relationship between the perception of public primary school teachers and child abuse reporting practices in Alimosho LCDA. To test this hypothesis, the perception of public primary school teachers was correlated with child abuse reporting practices using PPMC analysis. The results are presented in Table 5.

Table 5: Relationship between Perception of Teachers and Child Abuse Reporting Practices

Variables	N	r	p-value	Decision
Perception	290	-0.254	0.000	Significant
Child abuse	290			

\*Significant < 0.05

Source: Author's Analytical Result, 2022

Table 5 shows the test of the relationship between teachers' perceptions and child abuse reporting practices. The results in Table 5 indicate that the value of r obtained in the test was -0.254 with a p-value of 0.000. Since the p-value is less than 0.05, the hypothesis cannot be rejected. This implies that there is a significant relationship between teacher's options and child abuse reporting practices. Noteworthy is the fact that the negative sign in the r coefficient (-0.254) indicates an indirect relationship between teachers' perceptions and child abuse reporting practices. This suggests that the more positively teachers view child abuse, the less likely they are to report incidents, whereas the more negatively they perceive child abuse, the more inclined they are to report.

### Discussion

The study's findings indicated that teachers had a positive perception of child abuse and its reporting in terms of perceived benefits, barriers, severity, self-efficacy, and cues to action. This contradicts the findings of O'toole et al. (2019), as cited in Induja et al. (2021), and Panchal et al. (2019), who found that teachers lack training in identifying and reporting child abuse. Lack



of training was identified as the primary challenge for primary school teachers in reporting child abuse, as noted by Goldman and Grimbeek (2014) and Bourke and Maunsell (2016). Teachers often struggle with knowing who to disclose instances of child abuse to. However, if teachers are knowledgeable about detecting and reporting child abuse, the benefits of reporting outweigh the disadvantages. Schools are considered the best place to raise awareness about child abuse. Educators trained in child abuse cases not only teach students how to protect themselves from assault but also provide information and self-defense skills. These initiatives aim to empower children with the knowledge and skills to protect themselves. Teachers must be granted protective rights to alleviate their fear of false reports and improve their reporting abilities, as found by Palusci et al. (2005). Teachers' primary responsibility in safeguarding children is to help them identify and report child abuse, as highlighted by Kaysin et al. (2024) and Neherta et al. (2024). Teachers who have received adequate training and have positive relationships with their students are better able to identify child abuse, as noted by Sinanan (2011) and quoted in Mohammed & Khudair (2019), and Nohilly and Treacy (2024). These findings align with the current study. The new study supports the findings of Morenso-Manso et al. (2014), suggesting that teachers can take precautions to ensure the safety of children at risk of child abuse. However, based on the cognitive dissonance theory, the two conflicting cognitions (child abuse and reporting practices among teachers) though relevant, could cause psychological discomfort and motivate teachers to avoid reporting child abuse if and when it happens (Harmon-Jones & Mills, 2019 cited in Tueanrat & Alamanos, 2023). The greater the magnitude of dissonance (that is, the discomfort in reporting child abuse), the greater the pressure for the individual to reduce the dissonance (Harmon-Jones & Mills, 2019).

The study's findings also revealed that while the majority of primary school teachers in Alimosho LCDA had positive opinions on child abuse reporting practices, relatively few of them expressed negative opinions. The study's findings partially support those of Lyk-Jensen et al. (2024) and Alazri and Hanna (2020), who found that teachers perceive obstacles to reporting child abuse. This result, however, is not entirely consistent with the findings of Mohammed and Khudair (2019) and Mekheimer (2011), who discovered that teachers have a satisfying impression of child abuse because they are able to evaluate sensory data from students' who suggest abuse. Additionally, the current study confirmed the findings of Goldman (2013), Vikander and Källström (2024), and Celik (2024), who explained that although teachers' perceptions and attitudes may affect how they report child abuse, attitudes that may encourage reporting include the conviction that reporting is a professional obligation and that it will stop future harm.

The study also discovered that, albeit indirectly, teachers' reporting methods and their perceptions of child maltreatment were highly correlated. According to Olajojo and Oyediran (2020), child abuse significantly affects students' academic performance. This study's findings support their findings. Students' social and emotional development is also greatly impacted. This is due to the fact that teachers in primary schools who have a positive perspective of child abuse are less likely to report occurrences of child abuse, and vice versa. Students in primary school may have poor academic performance as well as poor physical, emotional, and mental health if that is the case. Additionally, the results are consistent with those of Doroudchi et al. (2023), Lysova et al. (2024), and Cohen, Berliner, and Mannarino (2010), who discovered that child abuse has an

impact on students and development, resulting in shorter-term and long-term emotional, behavioral and medical difficulties as well as decreased learning behavior

## CONCLUSION

This study aimed to determine teachers' perceptions of child abuse reporting practices in public primary schools in Alimosho LCDA of Lagos State, Nigeria. It explored the benefits and severity of reporting child abuse, as well as the barriers that teachers face in reporting such cases. The findings of the study revealed a significant relationship between teachers' perceptions and their reporting practices in public primary schools in the area. It is evident that reporting child abuse can prevent long-term consequences for children, improve academic performance, and contribute to reducing the prevalence of child abuse. Lack of adequate training in child abuse reporting emerged as a major barrier for teachers. This leads to a lack of awareness in identifying and reporting child abuse incidents, as well as uncertainty about the appropriate authorities to report to. The study found a negative relationship between teachers' perceptions and their reporting behavior teachers hold negative perceptions of child abuse, they are more likely to report incidents. Conversely, when teachers have positive perceptions, they may be less inclined to report cases of abuse.

## REFERENCES

- Alazri, Z., & Hanna, K. M. (202). School personnel and child abuse and neglect reporting behavior: An integrative review. *Children and Youth Services Review*, 112, 104892. <https://doi.org/10.1016/j.chidyouth.2020.104892>
- Bhuller, M., Dahl, G. B., Løken, K. V., & Mogstad, M. (2024). Domestic violence reports and the mental health and well-being of victims and their children. *Journal of Human Resources*, 59(S), S152- S186. <https://doi.org/10.3368/jhr.1222-12698R1>
- Cees Hoefnagels, Simone Onrust, Maaïke van Rooijen, Harrie Jonkman, Anna van Spanje-Hennes, & Linda D. Breeman (2021). Changing the classroom climate to lower the threshold for child abuse and neglect self-disclosure: A non-randomized cluster controlled trial. *Children and Youth Services Review*, 130, 106196. <https://doi.org/10.1016/j.chidyouth.2021.106196>Get rights and content
- Celik, P. (2024). The effectiveness of school-based child sexual abuse prevention programmes among primary school-aged children: A systematic review. *International Journal of Educational Research Open*, 7(2), 100348. <https://doi.org/10.1016/j.ijedro.2024.100348>
- Chauvet, G. (2015). Coupling methods for multistage sampling. *The Annals of Statistics*, 43(6), 2484-2506. <https://doi.org/10.1214/15-AOS1348>
- Cohen, J. A., Berliner, L., & Mannarino, A. (2010). Trauma focused CBT for children with co-occurring trauma and behaviour problems. *Child Abuse and Neglect*, 34(4), 215-224. <https://doi.org/10.1016/j.chiabu.2009.12.003>Epub
- Cvetković, V., Aleksandar, M., Jorge L., Soto, A., Lama-Valdivia, J., Correa, L., & Lucy, E. (2021) Cross-sectional studies. *Revista de la Facultad de Medicina Humana*, 21(1), 179-185. <https://doi.org/10.25176/RFMH.v21i1.3069>

- Doroudchi, A., Zarenezhad, M., Hosseinienezhad, H., Malekpour, A., Ehsaei, Z., Kaboodkhani, R., & Valiei, M. (2023). Psychological complications of the children exposed to domestic violence: A systematic review. *Egypt Journal of Forensic Science*, 13(1), 26. <https://doi.org/10.1186/s41935-023-00343-4>
- Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child development*, 82(1), 405-432. <https://doi.org/10.1111/j.1467-8624.2010.01564.x>
- Feng, J.-Y., Fetzer, S., Chen, Y.-W., Yeh, L., & Huang, M.-C. (2010). Multidisciplinary collaboration reporting child abuse: A grounded theory study. *International Journal of Nursing Studies*, 47(12), 1483-1490. <https://doi.org/10.1016/j.ijnurstu>
- Festinger, L. (1957). *Contemporary approaches to cognition*. Harvard University Press: England.
- Festinger, L. (1962). *A theory of cognitive dissonance*. Stanford University Press: Stanford. <https://doi.org/10.1515/9781503620766>
- Finkelhor, D., Shattuck, A., Turner, H. A., & Hamby, S. L. (2014). The lifetime prevalence of child sexual abuse and sexual assault assessed in late adolescence. *Journal of Adolescent Health*, 55(3), 329-333. <https://doi.org/10.1016/j.jadohealth.2013.12.026>
- Goldman, J. D., & Grimbeek, P. (2014). Child sexual abuse and mandatory reporting intervention preservice content preferred by student teachers. *Journal of Child Sexual Abuse*, 23(1), 1-16. <https://doi.org/10.1080/10538712.2014.859200>
- Harmon-Jones, E. & Mills, J. (2019). An introduction to cognitive dissonance theory and an overview of current perspectives on the theory. *Cognitive dissonance: Reexamining a pivotal theory in psychology (2nd ed.)*, 3-24.
- Hulley, S., Cummings, S., Browner, W., Grady, D., & Newman, T. (2013). *Designing clinical research (4<sup>th</sup> ed.)*. Philadelphia, USA: Wolters Kluwer.
- Induja, M. P., Somasundaram, S., & Kumar, M. P. S. (2021). Knowledge, attitude and practices regarding child abuse among school teachers: A cross-sectional study. *International Journal of Dentistry and Oral Science*, 8(5), 2405-2409. <https://doi.org/10.19070/2377-8075-521000472>
- Julie, P. (2015). Understanding and evaluating survey research. *Journal of the Advanced Practitioner in Oncology*, 6(2), 168-171.
- Kaysin, A., Antoniello, P., Agarwal, S., & Perry, H. (2024). Strategies for sustained empowerment of community health workers: A qualitative analysis of the comprehensive rural health project in Jamkhed, India. *Inquiry*, 61, 469580241235059. <https://doi.org/10.1177/00469580241235059>
- Lyk-Jensen, S. V., Bøg, M., & Lindberg, M. R. (2024). Growing up in the shadow of domestic violence: Evidence from register data. *Child & Family Social Work*, 29(2), 422- 437. <https://doi.org/10.1111/cfs.13096>
- Lysova, A., Hanson, K., & Hines, D. A. (2024). How can I be a victim when I have children? Abused men's perceptions of their children's exposure to domestic violence. *Journal of*

- Aggression, Maltreatment & Trauma*, 33(1), 67-84.  
<https://doi.org/10.1080/10926771.2023.2186300>
- Mekheimer, H. A. (2011). *Teachers perception regarding abuse of rural primary schools' children in Dakahlia Governorate* (Doctoral dissertation, Ain Shams University).
- Mohamed, H. G., Ali, L. A., & Al Sherbeny, E. M. (2024). The impact of domestic violence on primary school children in Beni Suef City. *Egyptian Journal of Health care (EJHC)*, 15(1). 11972-1987.
- Mohammed, S. M., & Khudair, F. W. (2019). Teachers' perceptions and attitudes toward child abuse of secondary school in Najaf City. *Journal of Pharmaceutical Sciences and Research*, 11(4), 1510-1515. [www.jpssr.pharmainfo.in](http://www.jpssr.pharmainfo.in)
- Moreno-Manso, J. M., Sánchez, M. E. G. B., & Blázquez-Alonso, M. (2014). Application of a child abuse prevention programme in an educational context. *Anales de Psicología/Annals of Psychology*, 30(3), 1014-1024. <https://doi.org/10.6018/analesps.30.3.154231>
- Moyes, A., McGough, S., & Wynaden, D. (2024). Hidden and unacknowledged: The mental health and psychosocial interventions delivered by school nurses in Western Australia. *International Journal of Mental Health Nursing*, 33(2), 463-472. <https://doi.org/10.1111/inm.13261>
- Naeem, M. (2014). Teachers understanding of child protection issues - Pakistan. Unpublished master's thesis presented in the Department of Special Needs Education, Faculty of Educational Sciences, University of Oslo. Retrieved from <http://www.duo.uio.no/>
- Neherta, M., Fajria, L., & Mansur, A. R. (2024). Overview of Child Violence in the Family in Padang Indonesia. *Indian Journal of Public Health*, 68(1), 26-30. [https://doi.org/10.4103/ijph.ijph\\_48\\_23](https://doi.org/10.4103/ijph.ijph_48_23)
- Nohilly, M., & Treacy, M. (2024). Teachers' perceptions of enabling and hindering factors in child abuse disclosures. *Child Protection and Practice*, 3, 100064. <https://doi.org/10.1016/j.chipro.2024.100064>
- Olaajo, B. O., & Oyediran, A. O. (2020). Teachers' perception on effects of child abuse on academic performance of secondary school students. *International Journal of Innovative Education Research*, 8(2), 80-86.
- Palusci, V. J., Smith, E. G., & Paneth, N. (2005). Predicting and responding to physical abuse in young children using NCANDS. *Children and Youth Services Review*, 27(6), 667-682. <https://doi.org/10.1016/j.childyouth.2004.12.004>
- Panchal V., Jeevanandan, G., & Subramanian, E. (2019). Comparison of instrumentation time and obturation quality between hand K-file, H-files, and rotary Kedo-S in root canal treatment of primary teeth: A randomized controlled trial. *Journal of Indian Soc. Pedod. Prev. Dent.*, 37(1), 75-79. [https://doi.org/10.4103/JISPPD.JISPPD\\_72\\_18](https://doi.org/10.4103/JISPPD.JISPPD_72_18)
- Schellingerhout, R., & Ramakers, C. (2017). Students survey child maltreatment 2016. (Scholierenonderzoek Kindermishandeling 2016).
- Sedgwick, P. M. (2015). Multistage sampling. *The British Medical Journal(BMJ)*, 351, h4155. <https://doi.org/10.1136/bmj.h4155>
- Setia, M. S. (2016). Methodology series module 3: Cross-sectional studies. *Indian Journal of Dermatology*, 61, 261-264. <https://doi.org/10.4103/0019-5154.182410>

- Shattnawi, K. K., Al Ali, N., & Ma'abreh, Y. L. M. (2024). Prevalence of adverse childhood experiences and their relationship with self-esteem among school-age children in Jordan. *Child Psychiatry & Human Development*, 55(1), 60-70. <https://doi.org/10.1007/s10578-022-01378-9>
- Shorey, S., & Baladram, S. (2024). Does it really get better after dad leaves? Children's experiences with domestic violence: A Qualitative systematic review. *Trauma, Violence, & Abuse*, 25(1), 542-559. <https://doi.org/10.1177/15248380231156197>
- Sinanan, A.N. (2011). Bridging the gap of teacher education about child abuse. *Educational Foundations*, 25, 59-73.
- Singleton, R. A., & Straits, B. C. (2009). *Approaches to social research* (5th ed.). New York: Oxford University Press.
- Tueanrat, Y., & Alamanos, E. (2023). Cognitive dissonance theory: A review. In S. Papagiannidis (Ed.), *TheoryHub Book*. Available at <https://open.ncl.ac.uk> / ISBN: 9781739604400
- Vikander, M., & Källström, Å. (2024). What children exposed to domestic violence value when meeting social workers: A practice-oriented systematic research review. *Child & Family Social Work*, 29(1), 287-298. <https://doi.org/10.1111/cfs.13073>
- Winfield, A., Hilton, N. Z., Poon, J., Straatman, A. L., & Jaffe, P. G. (2023). Coping strategies in women and children living with domestic violence: staying alive. *Journal of Family Violence*, 1-13. <https://doi.org/10.1007/s10896-022-00488-1>
- Wulczyn, F., Daro, D., Fluke, J., Feldman, S., Glodek, C., & Lifanda, K. (2010). Adapting a systems approach to child protection: Key concepts and considerations. Working document UNICEF, New York.