Role of Personal Factors and Resilience in Attitude towards Reporting Child Sexual Abuse among Teachers





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QUAID-I-AZAM UNIVERSITY

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Dedicated to

I would like to dedicate this thesis to Almighty Allah for his bestowed bounties and to survivors of child sexual abuse for their nonstop struggles in the protection and support of child's rights.

Role of Personal Factors and Resilience in Attitude towards Reporting Child Sexual Abuse among Teachers

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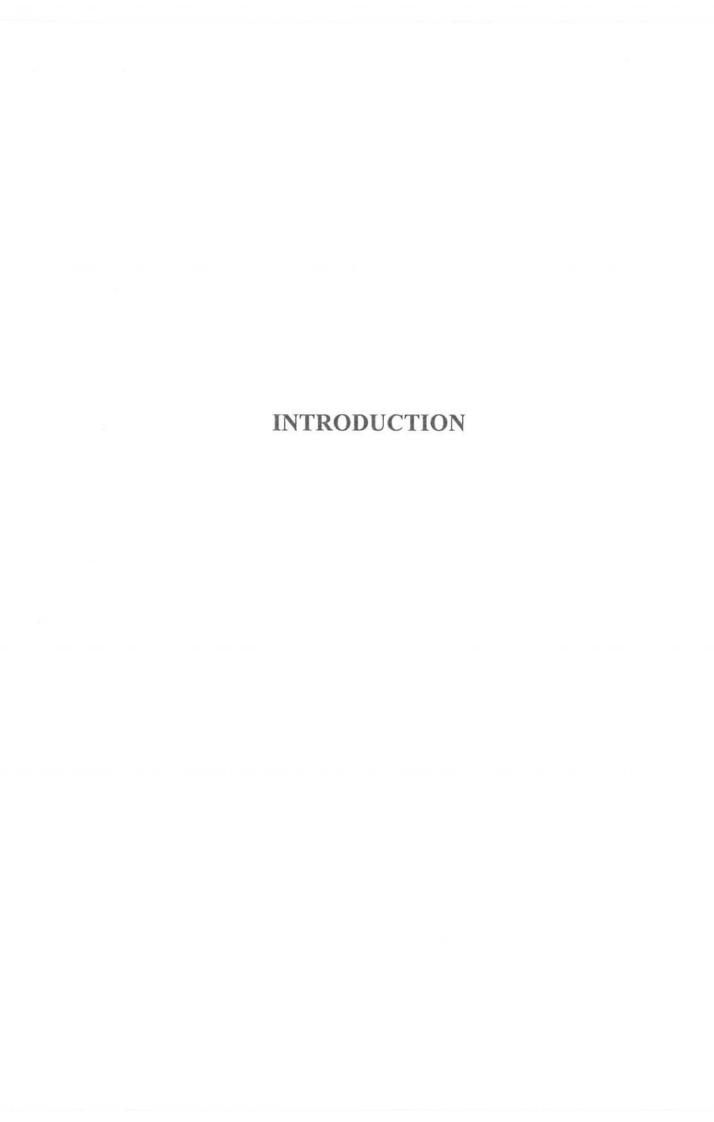
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SHAINZA IOBAL

Abstract

The present research is aimed to investigate the effect of resilience on attitude towards reporting child sexual abuse among teachers. Sample of 262 teachers including male (n=97) and female (n=165) was selected. The age of the participant ranges between 21 to 66 years (M = 35.73; SD = 9.99). Connor-Davidson Resilience Scale was used to measured resilience (CD-RISC; Connor & Davidson, 2003) and Teachers Reporting Attitude Scale towards Child Sexual Abuse (TRAS-CSA; Walsh et al., 2010) was used to measured teachers reporting attitude child sexual abuse. Results indicated that Correlation analysis shows that resilience is positively related with reporting attitude towards child sexual abuse. Linear regression analysis shows that resilience positively predicts attitude towards reporting child sexual abuse. Results of moderation analysis shows that education moderate the relationship between resilience and attitude towards reporting child sexual abuse i.e. when the years of education is high, it increases resilience among teachers which in turn effect their attitude towards reporting child sexual abuse. Furthermore, Married teachers and teachers who are older in age show more resilience and perceived to have more negative attitude towards reporting, while male teachers show less resilience perceive more positive attitude towards reporting. In the end implications of the study along with limitations and suggestions for future empirical endeavors have been discussed.



Chapter 1

Introduction

We live in a world where we rarely speak out and when someone does, often nobody is there to listen..... I know I am not the only child to be hurt.... there are still a lot of families that look great on the outside, but if someone were to delve deeper they would discover horrors.... (Dugard, 2011. p.2)

Sexual abuse of children and adolescents is a blunt truth globally. It is common in happening and adversely affects millions of children, including both genders in all sort of communities, small and large (Cromer & Goldsmith, 2010). It affects children of all ages, both genders, children of different races, ethnicities and every sort of socio economic groups, and is one of the leading issues in society (Collin-Vezina, Diagneault, & Hebert, 2013). It is an impairment caper from which children must be secured. It is an intercontinental radical matter, which occurs in all demographic pigeonholing (Zeuthen & Hagelskjaer, 2013).

At the epidemiological level, a meta-analysis noticed a worldwide frequency of child sexual abuse to be 7.4% in gents and 19.2% in ladies (Baccino & Martrille, 2016). In addition, published data on the prevalence of child sexual abuse around the world between 1946 and 2011 situate the figure at 18.95% of females and 9.7% of males. The data was collected from adults who had been sexually abused in the childhood (Losada, 2012). According to 2016 statistics, the overall number of child sexual abuse in Pakistan was 4193, with the frequency of 11 victims per day. There was 10% increase from previous year, 2015 (Sahil, 2016).

A pivotal vexation is that child sexual abuse is undercounted, and previous researches declare that most of the professionals rebuff to report suspected child sexual abuse cases and disregard it. The Child Abuse Recognition and Evaluation Study (CARES) is a large national U.S. prospective study that judged determination by primary health care supplier. Results of this study revealed that 27% of health services suppliers didn't report injuries to Child Protective Services (CPS) in spite of believing they were "likely" or "very likely" suffered by child abuse (Flaherty et al., 2008). However official

statistics don't reveal the true spectrum of child sexual abuse as majority of this offense are not formally surfaced or reported (Radford et al., 2011; Zeuthen & Hagelskjaer, 2013).

Attitude towards reportage cites to a patented factor, as follows teacher's own optimistic (favourable) or pessimistic (unfavourable) valuation of reporting child sexual abuse (Walsh, Rassafiani, Mathews, Farrell & Butler, 2010). One of the professions that is ideally placed to cooperate in child protection are teachers. All students and teachers admit awareness of child sexual abuse and admit it's seriousness for child's survival (Goldman, 2010). In most of the countries teaching staff are required by jurisdiction to report all suspected cases of child sexual abuse, while in most of the countries they do reporting voluntarily (Wallace & Bunting, 2007).

Teachers in school setting face multiple hurdles like aggressive behavior of students their drastic trauma (abuse/neglect), deficiency of support from administration and their colleagues (Sharafian, 2017). Some of the teaching staff adopt professional acquisition and prolong their commitment and effectiveness via resilience (Day & Gu, 2007). Opening is also significant for teaching staff in how they exercise a sense of agency and address disputes (Cameron & Lovett, 2015).

Child Sexual Abuse (CSA)

According to World Health Organization (WHO) it's definition an engagement of child in sexual acts and from which the child is unaware to give informed consent to or the child is not prepared developmentally or something else that violates jurisdiction protocol. Children are sexually abuse by adults or children of the same age in a position of responsibility, trust and power over victim (World Health Organization, 2006). It refers to forceful sexual act which is going on with the passage of time, most probably due to trust in a relation (Panagiotaki, 2010).

Child sexual abuse comprises large variety of sexual acts committed against children which possesses both contact and noncontact offences, ranges in physical meddlesomeness (Wurtele, 2009). Children are contingent upon adults for endurance, safety and attention. Both children and adolescents can't be in controlled over their

surrounding and that's why can't get away drastic situation in an impressive manner. Past researches declare that most of the victimization is harmful for youths- in every place like home, neighborhood, school setting along within the society (Finkelhor, 2008).

As far as sexual exploitation is concerned, it is an act perpetrated via nonconsensual abuse of someone else person's sexuality in order to get sexual satisfaction, fiscal gain, personal profitor any other non-licit intent (Ray, 2018)

According to past researches, child sexual abuse can happen in any age, although almost all children are susceptible to be sexually abused (Pereda et al., 2012). The age of onset for females were seven to eight years when they were in primary school (Trickett, 2006). Their percentage of being sexually abused was 86% and most of the perpetrators were family members in comparison to only 14% who were unknown to the victims (Watson, 2007). It is difficult to calculate the exact occurrence and it's prevalence as most of the child sexual abuse cases are being underreported (Price-Robertson, Bromfield, & Vassallo, 2010).

The frequency of child sexual abuse mean cases of child sexual abuse, described and revealed to Protection agencies in a specific period of time, most commonly one year (Dawes & Mushwana, 2007). Past researches indicate that 45% and 20% of women and men respectively in all population suffered from child sexual abuse during their childhood (Mathews, 2011; Moore et al., 2010; World Health Organization, 2014). Female were more sexually abuse than males (Price-Robertson et al., 2010).

Barth, Bermetz, Heim, Trelle, & Tonia (2013) conducted an analysis of 55 studies were carried on in children whose age was below 18 years from twenty four different countries in 2002 and 2009 and ascertained current prevalence of child sexual abuse globally. The study revealed more prevalence in female, 8 to 31% about three times than male 3 to 17% during their childhood.

In a recent investigation of child sexual abuse incidence in South America, 20.7% of adults between 12 to 17 years of age under described child sexual abuse somewhere in the past. It's prevalence in past 12 months was 15.2% whose age was 12 to 17 years (van der Kooij et al., 2015).

A study conducted in United Kingdom which revealed that 1 out of 20 has been sexually abused. Those whose age was 11-17 years were interrogated about perpetrators who had been tried to abuse them sexually along with interrogation of perpetrator that whether, they were known to them or not. 4.8% declared contact abuse at some point in their childhood. More than 90% were sexually abused by known persons (Radford et al., 2011). More than 54,000 sexual crimes were noticed by UK police in 2015/16 (Bentley, 2017).

The total number of Child Sexual Abuse cases in Pakistan 2016, stand at staggering 4139. This data brings the number of victims to 11 per day. The mentioned information also glances an increase of 10% from the last year 2015. Some 45 percent of the victims were between the ages of 6 and 15. Following the previous year's data, more girls have been sexually victimized this year as well 2410 females and 1729 males are victims of sexual exploitation these days (Sahil, 2016).

Child sexual abuse includes contact and noncontact sexual nature committed on or with a child for sexual satisfaction of the offender or a third person. Contact sexual abuse includes cuddling, smoothing, oral, vaginal and anal copulation. Non-contact sexual abuse comprises passing sexual comment to a child, extravagant and conspicuous behavior, seeing others genitalia, someone engaged in sexual coitus in the presence of a child and showing a child pornographic stuff (Berelowitz, 2013; Holzer & Bromfield, 2010).

Sexual abuse of children happens when someone is engaged in a sexual situation, with age and context of consent varying by law (Fortin & Jenny, 2012). Child sexual abuse can occur at any place, at any time, therefore children are not safe. Statistics show 34% of cases child assault took place within enclosed areas whereas 16% case took place in open spaces (Sahil, 2016). It also happens in circumstances where child is suffering from other adverse conditions which include physical and emotional abuse, negligence, cruelty substance abuse and mentally ill care takers (Finkelhor, Ormrod, & Turner, 2007).

Theoretical Framework of Child Sexual Abuse

Finkelhor's precondition theory. Finkelhor (1984) proposed that there are four components, which can elaborate prevalence of child sexual abuse. The theory is rooted on the following assumptions. Sex with children is emotionally gratifying to the transgressor (emotional congruence). Those who pique are sexually provoked by a child (sexual arousal). Male want to have sex with children as they are not capable of meeting their sexual needs in an appropriate way (blockage). Finally, these men tune their way of behaving to contradictory of normal (disinhibition). The first three factors elaborate why some individuals germinate sexual involvement in children while the fourth one declares about why this interestingness patents as sexual aberrance. In this theory, these four factors are categorized into four presumptions that must be fulfilled before the sexual abuse of a child happens. The first presumption proposes that the perpetrator must be actuated to sexually abuse a child, and comprehend three of the four factors (i.e., emotional congruence, sexual arousal, and blockage). The second presumption involves reducing internal suppression (e.g., alcohol, senility, severe stress, socially dug in patriarchal attitudes, or social tolerance of sexual involvement in children), and is related to the disinhibition factor. The third presumption comprises reducing external suppression or conditions that enhance the possibility of perpetration (e.g., maternal absence or illness, lack of maternal closeness, social isolation of family, deficiency of parental supervision, abnormal sleep, or paternal domination or abuse towards mother). The last assumption proposes that the perpetrator must reduce a child's rebuffness to the abuse (e.g., giving gifts, making insensitive a child to sex, establishing emotional dependence, using threats or violence). These two remaining assumptions are linked with the offense process and do not co relate to the four offhand factors. Finkelhor proposed hypothesis that these preconditions happens in a temporal order with each being necessary for the next to occur.

Model of Child Sexual Abuse

Ward and Siegert's (2002) pathways model of child sexual abuse. Concisely, this model proposes that there are many pathways which lead to abuse of children sexually. Every pathway involves a combination of dysfunctional psychological mechanism. These are psychological processes which leads to specific outcomes. These

mechanisms make up susceptibility factors and are charmed by near and far factors, including acquired events, biological, cultural and ecological factors.

In the Pathway Model there are four interacting offhand mechanisms that collectively leads to sexual offense against children, Each and every sexual offense comprises emotional, intimacy, cognitive, and arousal components. First, intimacy and social skill deficiency are certainly spread out across multiple psychological systems, comprising the motivation/emotional system due to accent on aims, and also the action selection and control system on behalf of its focus on interpersonal systematic plans of action. Deformed sexual scripts will have the affective component rooted within the motivational/emotional system, the ongoing control of emotions and behavior located in the action selection and control systems, and the perceptually concerned panorama of sexual behavior locating in the perception and memory system. The emotional irregulational mechanism will be basically placed in the action selection and control system, with aims and emotive view derived from the motivation/emotional system. Finally, cognitive deformations are likely to be multifarious again and as stated above firm beliefs laid in the memory systems and rationalizations and alibi primarily laid in the other two systems. Therefore it is argued that negative deformations are fundamentally culpably involved with social and personal impression management (Ward & Siegert, 2002).

Disregarded children are more susceptible due to loss of supervision by their parents and other creditworthy adults, lay their children in the path of perpetrators, questing to reduce their jeopardy of being caught (Jewkes, Penn-Kekana, & Rose-Junius, 2005; World Health Organization, 2014). There are inter-linked societal hazards noticed in the communities where children use to go to schools, contribute to more incidences of child sexual abuse which include unemployment, unsecure communities, overpopulation along with drug addiction. Expanded poverty and deprivation of basic facilities compels to poverty in people, is another factor reported to participate in prevalence of child sexual abuse (Kaminer & Eagle, 2012; Richter & Dawes, 2012).

Jewkes et al. (2005) revealed that ethical issues like respect to elders in a family or other honorable persons adversely affects children, when they don't show respect to

such people. Rules and regulations of disrespect predisposes children to victimization due to punishment. A research conducted in South Africa revealed their cruel and violet culture in which men considers themselves superior to women and children, including their beat and take sexual advantage (Rule, 2017).

The under accounting of child sexual abuse is a major social problem and affects children's rights to lordliness, health, and security (Mathews & Bross, 2008). Acts of child sexual abuse mostly lead to significant and/or lifelong physical, mental, and behavioral complications, which include "chronic, toxic stress" (Hunter, 2014) or suicide (Moore et al., 2010) through deformation in early brain development and damage of the nervous and immune systems (World Health Organization, 2014).

Cultural values and families' position within society affect the likeliness of revealing CSA. Also it becomes hurdle to professions who try to take step of disclosure. The step to reveal or report CSA is not an aloof, individual's decision. Different factors in different cultures from different angles silence disclosure of child sexual abuse. These comprise embarrassment, taboos and modesty; sexual scripts; virginity; female's status; obligatory wildness. Revelation of child sexual abuse is complex, mostly delayed, and has impacts for long-term. Child sexual abuse is noticed in majority of cultures and is almost smoothly, covered in secrecy and silence (Fontes & Plummer, 2010).

"There may be multiple people of both genders who might be victimized in their childhood but didn't revealed it because of plethoric shame, concerns about their privacy (Wurtele, 2009).

Sexual violence against children self-destructive social taboos, notions of honor and weak complaint adressal mechanism often intercept victims and their home mates from reporting crimes to the authorities in Pakistan. Our silence and general inactivation allow abusers to display all the tactics that ensure the secrecy of the crime they have committed. They threaten the child of dire consequences if the crime is revealed. However official report doesn't reveal crystal clear spectrum of Child Sexual Abuse, as most illustrations of this umbrage were not officially revealed (Sahil, 2016).

Child sexual abuse adversely affects children and their families from generation to generation. The serious long-term consequences on a child's development because of child sexual abuse include feelings of shame and guilt in their childhood (Fergusson, McLeod & Horwood, 2013; Trickett, Noll & Putnam, 2011). It also causes early menarche in females which is a risk factor for early mortality (Boynton-Jarrett et al., 2013).

Whenever abuse of child is not divulge as well as abused child didn't receive adequate support after disclosure, this may lead to lifelong adverse consequences including Post Traumatic Stress Disorder (PTSD), loss of trusty relationship and Damaged good syndrome (Goodyear-Brown, 2012).

Demographics to Child Sexual Abuse. The construct of child sexual abuse has been studied in relation to demographic characteristics such as age and gender. Worldwide, child sexual abuse reported in both genders across all demographic, ethnic and family groups (Pereda, Guilera, Forns & GómezBenito, 2009a). The highest percentage of vulnerable age group of child sexual abuse among both girls and boys was 11 to 15 years and the second vulnerable age group is 6 to 10 years (Sahil, 2016).

Among 21 different countries, Pereda et al. (2009a) observed that child sexual abuse was expanded in majority of societies. Offenders were most likely known to their victims as most of them were from family members, allies (Richter & Dawes, 2008). All those who reported about child sexual abuse, 89% of perpetrators were known to them, while rest were strangers, 11% (Ullman, 2007).

Another demographic factor is socioeconomic status which reflects difficulty in preventing and recognizing child sexual abuse as it is out of proportion. Although majority of perpetrators are known to their victims, it varies from child physical abuse or neglect, a difference that is more marked for male than for female victims (Berliner, 2011).

In South Africa, there is strong belief that males when sexually aroused must have sex. The possible way to get sexual gratification is victimizing a child. Those who don't want to involve in such acts are labeled as impotent (Jewkes et al., 2005).

Teachers most likely suspect and/or observe evidence of child sexual abuse and other forms of inhumane treatment. Teaching staff and professionals from other discipline are mandated by law or their professional ethics to report such cases to concerned authorities (Goldman, 2010; Hinkelman & Bruno, 2008; Mathews & Scott, 2013).

Attitude towards Reporting Child Sexual Abuse

In the field of psychology attitude can be elaborated as acquired disposition to judge things in a definite way, which comprises judging people, issues and things. To judge something may be either in positive sense or negative or they may be neutral, means uncertain. For instance someone might have mixed feelings regarding particular person or thing. Researchers reveal that different parts of attitude exists which make an attitude, sometimes these parts are referred as ABC's of Attitude (McLeod, 2014).

- 1. Cognitive part: Ideas and impressions about something
- 2. Affective part: Feelings about something
- 3. Behavioral part: Attitude which influence behavior

There are two types of attitude, explicit and implicit. The attitudes of which we are in conscious aware of and which actively shape our behavior and beliefs are termed as explicit attitude, while those attitudes which are unconscious yet play role in shaping our beliefs and behaviors are known as implicit attitudes. According to researches people are prone to act according to their attitude under certain act of conditions like when your attitude is based on past experience or on your expertise in the subject (Cherry, 2017).

Affirmative attitudes to sexual abuse are considered to be prime target of investigation to determine acceptability of sexual abuse (Tennfjord, 2008). Researches after multiple studies, conclude that sex plays important role in determining your attitude towards sexual abuse. Men are more prone to accept sexual abuse than women (Hegna, Mossige & Wichstøm, 2004). Özgülük (2010) declared that age also plays an important role of attitude towards child abuse. He observed that younger age has direct correlation with negative attitude towards child abuse.

Relationship between Teachers and their Attitude towards Reporting Child Sexual Abuse. Educational institutions, especially of early schooling life are important platforms for protection and promotion of children's physical sexual and emotional health (Goldman & Bradley, 2011; Goldman & Grimbeek, 2014). But the thing about educational institutions is that, they don't operate in isolation. The atmosphere in these institutions is influenced and shaped by communities, culture and society in which they exist, while educational institutions influence culture and society in the long run (Madden, Green, & Grant, 2011).

Teachers play the most important role in protection and promotion of child's rights as he or she is ideally placed to contribute towards that, As Briggs and Hawkins (1997), conclude that no other professional have such close, continuous daily contact with child abuse victims on a day to day, long term basis or have such an extensive knowledge of children in their care (Vitalaki, 2013).

Attitude of teaching staff toward reporting of child sexual abuse is a pivotal determiner in the management of situation (Walsh et al., 2010). In governmental protective system in which child protection and educational system needs to be efficient, requires evidence-based comprehension of what influences teachers intention to report suspicions of child sexual abuse (Rule, 2017).

Child sexual abuse is a matter of entirely different nature and magnitude, so it should be studied and reported separately (Walsh et al., 2012). Child sexual abuse being a criminal act with grave implications should be responded with differently with more caution in place. The teachers personal belief regarding child sexual abuse determine their attitude towards reporting (Ajzen, 1988).

Teachers with history of reporting child sexual abuse are more likely to reject consensus about negative consequences of their reporting of child sexual abuse in future. Such teachers feel confident of child protection mechanism put in place (Walsh et al., 2012).

Beliefs and attitudes of teacher's influences the perception of abuse and consequently reporting cases (Feng, Huang & Wang, 2010). Educators and teachers are

better placed to protect or report child sexual abuse. They remain in close contact, for a long time with children, so are better positioned to observe behavioral changes in them (Goldman & Grimbeek, 2011).

The critical issues of child abuse provided teachers with the ability to examine the various explanations of why child abuse occurs and clarified their own values and attitudes in relation to these explanations (Panagiotaki, 2010; Fantuzzo, Perlan & Dobbins, 2011). There are number of factors that may influence their perception and comprehension of abuse, thus affecting the quality of a decision, the teacher might take about reporting the abuse (Hinkelman & Bruno, 2008; Walsh et al., 2010).

Failures of teachers to report child sexual abuse has risk of making students prone to another incident of sex abuse. This has additional disadvantage of making the school liable to legal suit (Rule, 2017). Research by counsel of Australian Government shows that sex abused faced by children goes unnoticed and unreported in most of the cases. Victims fear reporting sex abuse because of the widespread taboo associated with the issue and because of the fear of negative consequences threatened by the perpetrator (Goodman-Brown, Edelstein, Goodman, Jones & Gordon, 2003).41.1% of teachers showed reluctance to report suspected child sexual abuse (Flores, 2016).

In researches, the definite recognition of child sexual abuse was done by school psychologists (96%), but in actual sense less than 65% recognized and only 44% reported (Zibulsky, Viezel, & Lusk, 2015). In Australia 122 school counsellors' attitude and behavior were judged. Goldman and Padayachi (2005) noticed that under reporting of child sexual abuse is turned to tendency where up to 17% of men school counsellors and between 10 to 19% of female school counsellors revealed that, they would not report to concerned authorities. A survey conducted in United Kingdom which declared that one out of five adults would report child sexual abuse cases, but most of them would not, which reveals that both victims and witness are reluctant to report abuse (Jütte, Penn-Kekana & Rose-Junis 2014).

Although multiple reports and their results are surfaced, but due to sensitive nature of child, these reports and results are labeled as under reported. One of the biggest

reasons of underreporting is mistaking of law and what make up rape and other abusive acts at police stations, resulting in cases being incorrectly logged (Bower & Abrahams, 2015).

In another study conducted by Burton and Leoschut (2013) in South Africa only 4.7% learners amongst pool of 5939 secondary school learners reported being sexually assaulted or raped. Of these 61.7% disclosed their trauma to a third party. Action was taken or legal action was facilitated by informed third party in sex out of every ten instances. Of these third parties, who took action 8.4% reported matter to the police station while 3.4% reported it to the school. Of these learners who informed others about the trauma they faced. 49.7% opened up to school authorities, 31.1% to their friends and 13.7% disclosed it to their parents.

The teachers shall remain vigilant towards sudden change in child's behavior. They are having this unique role to play in not only reporting child sexual abuse but also protection and promoting child's rights (Rule, 2017). Many countries have laws which bound school authorities to report suspicious sex abuse cases to concerned government authorities. These laws are commonly termed as mandatory reporting laws (Choo, Walsh, Marret, Chinna, & Tey, 2013).

According to International society for prevention of child abuse and neglect's report on 49 different countries that had reporting laws, personnel of educational institutions were mandated to oversee anti-abuse activities in almost all countries (Daro, 2007). The power to report or not to report cases of child sexual abuse rest with the personnel of educational institutions. Most perpetrators of abuse are known to victims, so they feel hesitation to report abuse, hence the burden on third party is to report suspicious child sexual cases (Rule, 2017)

Mandatory reporting is described as the legislated requirement to report suspected cases of child sexual abuse, comprising reporter, victim and concerned authority (Higgins, Bromfield, Richardson, Holzer, & Berlyn, 2009). The concept originated in the United States, and Canada, Australia, and Northern Ireland are enforcing similar investigative statutory codes (Mathews & Kenny, 2008). Emphasize on "mandated"

reporting for professionals, yields the area fruitful for inter-states coactions (Kim, Gostin, & Cole, 2012).

Training of teachers on child sexual abuse reporting and mandatory reporting laws are very important which are highlighted in upcoming researches. 95.5% of trained teachers believed that teachers have an important role in reporting child sexual abuse. 91.8% of trained teachers felt prepared their role as mandatory reporter. 95.9% of trained teachers showed their willingness to report child sexual abuse even if management advise not to do. However training could not remove hard held about child sexual abuse like 40.4% believed that reporting child sexual abuse would bring no good and might bring harm to the victim. 42.9% believed that reporting child sexual abuse can have harmful implications for the victim of abuse. 51% believed that reporting child sexual abuse cases may lead to libel actions by the accused (Rule, 2017)

According to the United States department of health and human services, most common reporters of child sexual abuse were education personnel (16.5%). 329823 cases of child sexual abuse were reported by educational personnel in US in 2010.

Other factors also affect reporting of child sexual abuse. These factors may include number of students, number of teachers, type of school and availability of child abuse reporting team (Walsh, Bridgstock, Rassafiani, & Schweitzer, 2008). Under qualified teachers regarding identification and early assistance of a sex abuse victim, are a major hurdle towards ensuring soft environment for children (Feng et al., 2010).

Other factors also influence teacher's behavior towards child sexual abuse issues. These include age, sex, educational qualification, parental status, teacher's experience (Kenny, 2001) and past reporting experience (Rodriguez, 2002). Fear of making a wrong report or fear of causing harm to child and absence of physical indicator of abuse are some of the reasons why teachers hesitate reporting child sexual abuse cases (Webster, O'Toole, O'Toole, & Lucal, 2005). Teachers wrongly believe that strong evidence is required by child protection services, which makes them feel reluctant to report incidences of child sexual abuse. Hence, they delay in reporting (Bryant & Baldwin, 2010; Feng et al., 2010).

Feng et al. (2010) declared that there is no congruent between recognition of child abuse and its reporting claiming insufficient knowledge on child abuse. Significant strength of teaching staff have, in their careers, failed to report suspected cases of child sexual abuse in context where a report should be made (Walsh et al., 2010). Female are more concerned to underreport sexual abuse cases as they are highly sensitive, while on the other hand males tend to underreport until they are highly specified about suspected child sexual abuse case. Whenever there is high specificity towards suspected child sexual abuse cases, it may affect judgement of reporting, which may cause under reporting (Al-Saif et al., 2018).

Child sexual abuse is most commonly caused by family members, allies and thus victims are not willing to report abusive cases (Radford et al., 2011). In certain societies, cultural values impart significant role in under reporting as victims hesitate to report and disclose about their traumatic incidents (Fontes, 2008). In communities of South Asia, parents become hurdles and try to avoid disclosure of child sexual abuse as they are more concerned about strong values of izzat, honor, or respect (Gilligan & Akhtar, 2006). In india a research was conducted which concluded that girls don't like to report child abuse as they think that what others would think, self blame, distrust and feeling guilty compel them about under reporting (Gupta & Ailawadi, 2005).

Certain families are deeply rooted with religious institutions and they can't tolerate to disclose their child sexual abuse to any outsider Culture stands firmly as a factor in all cases of sexual abuse in which children' are asked about their abuse and it's disclosure (Fontes & Plummer, 2010).

Theoretical Framework of Attitude towards Reporting Child Sexual Abuse

Theory of planned behavior (TPB). Ajzen's (1988) theory of planned behavior (TPB), a well-researched model of behavior, to account and anticipate child sexual abuse reporting aims and behavior in South African elementary educational teachers (Rule, 2017). According to the TPB, the plan to report suspected child sexual abuse is labeled as the best predictor of actual reporting behavior by educational teachers. This theory explains that three factors are responsible for positive attitude namely attitude towards

reporting, subjective norms and sensed behavioral control. Perceived behavioral control is stated as sense of teachers to report child sexual abuse cases, most specifically the ease or difficulty of reporting. It is ascertained by total set of beliefs regarding presence of factors that may promote or impede reporting (Ajzen, 1988, 2012).

The second factor is educational teacher's perception of society pressure to report cases of child abuse or other maltreatment. It is rooted on what teachers believe people significant to them, called as referents, think about reporting. The second factor in turn is positively influenced by the normative believes which are held by teaching staff which refers to sensed behavioral expectations of such important referents. It includes teacher's spouse, family, friends, colleagues etc. It is presumed that both normative beliefs and teachers' motivation to comply with different referents.

This theory postulates that a person's attitude towards a particular behavior is one of the factors this specified behavior. Ajzen (2012) stated that a person's attitude is dependent on beliefs about the behavior's results. If attitude towards behavior is negative, then the person will not perform the behavior, while negative attitude towards behavior reflects that the person will most likely perform the behavior.

Demographics to Attitude towards Reporting Child Sexual Abuse. The construct of reporting attitude has been studied in relation to teacher's demographic characteristics such as marital status and length of teaching experience. In researches conducted in the past, married educational teachers were noticed more about under accounting child sexual abuse. On the other hand highly qualified educational teaching staff were observed to be less reporter of child sexual abuse (Webster et al., 2005).

Another demographic factor is age, which determines the level of report of child sexual abuse. Young educational teachers with less training of teaching, however highly qualified from their older colleagues showed less interest towards reporting child sexual abuse (Walsh et al., 2012; Rule, 2017).

Kenny (2001) conducted a research and concluded that every 5 years increases in the duration of teaching lead the teachers to report more and more cases of child sexual abuse. The results were parallel with Goebbels, Nicholson, Walsh, & De (2008) who revealed that all those teaching staff who never suspected a single case of child sexual abuse were having less years of teaching experience. Socio-economic status of teacher also affects report of child sexual abuse (Ben-Natan, Faour, Naamhah, Grinberg, & Klein-Kremer, 2012).

Their background features (such as age, gender, ethnicity, own history of childhood abuse, and being a parent) looks to be impregnable prognosticator of reporting child sexual abuse (Ashton, 2010; Fraser, Mathews, Walsh, Chen, & Dunne, 2010).

Cultural norms of a society affect likeliness that, whether child sexual abuse will be disclosed by adult or victims or family members of victims to report their traumatic incidents to the concerned authorities (Fontes & Plummer, 2010).

Resilience

Resilience is an ex post facto which is the basically adjustment level after tense state. There is no specific definition of resilience nor it can be applied to an individual in the absence of extremely aversive experience like loss (Guimaräes, 2018).

Kapikiran (2012) defined resilience as an evolving process that shows growth, or stagnate properties, varying with proponents from social, physical and emotional surrounding. Lee et al stated in-depth description of resilience as a variable of multiple aspects, comprising of psychological and inclinatory attributes. Yonezawa, Jones, & Singer, (2011) gestates resilience "as a dynamic construct that emerges within reciprocal action and reaction among individuals' strengths and self-efficacy and social surroundings in which they live and work"

Masten (2011) defined resilience as, "The capacity of a dynamic system to withstand or recover from important changes that targets its stability, viability, or grooming". Masten (2014) removed "withstand" and altered the description to include "adapt successfully". The 2014 definition is "the capability of a dynamic system to adapt successfully to crests and troughs that targets system function, viability, or grooming".

Resilience is a dynamic concept (Rutter, 2013). It includes the reduction of tense or a comparative resistance to environmental risks (Bowes & Jaffee, 2013). It can also be

stated as protective or affirmative procedure that lowers down maladaptive results under conditions of risk (Greenberg, 2006). According to researches, two components of resilience must be present in an individual, Adversity and successful adaptation. They contended that individuals cannot be labelled as resilient if they had not faced any significant menace or adversity that has potential to distract normative working (Luthar, Sawyer, & Brown, 2006).

To assess successful adaptation, numerous standards have been suggested by the researchers. These criterion include absence of psychopathology, age related competences, absence of anti social behaviors and subjective well being (Wright, Masten, & Narayan, 2013).

Personal resillience. This type of resilience primarily focuses on individual personality characteristics (ego resilience, positive self concepts, hardships) or traits of individual that enable them to survive hardship (Wiles, Wild, & Allen, 2011).

Community resillience. The development of materials, physical, socio-political, socio-cultural and psychological resources that enhance security of residents and cushion adversity (Ahmed, 2004).

Resilience is more accurately captured using multiple rather than single indicators which determine the resilience (Afifi & MacMillan, 2011). An attempt to comprehend resilience as a result of many interactions surrounding the individuals. In other words, it is a dynamic and unstable construct (Gu & Day, 2013). To be resilient, a person must have individual competence, trust eternal dynamics and accepting the change as a positive or negative impact (Bitsika, Sharpely, & Peters, 2010).

Relationship between Teachers and their Resilience. Resilience is defined as a buffer for reducing tense environment linked with teaching staff (Le Cornu, 2009) that manifest to be a collection of personality traits, developmental processes and adaptive skills (Ebersohn, 2014). It is not inborn characteristics (Gu & Day 2007; Mansfield, Beltman, & McConney, 2012) and is considered as developable and may be increased when considered consciously (Pearce & Morrison 2011).

A resilient teacher is saturated by multiple qualities including bouncing back from difficult situation, coping stress and tensed situations, flexible and adaptable in different situations, affirmative and seeker for helping, manager of emotions and the best communicator (Mansfield, Beltman, Price, & McConny, 2012).

To know risk, it has great significance. The foremost of all is to clear that there is no single cause of negative results like mental illness, and substance abuse etc. Risk factors are mediated by individual's factors like sex, ethnicity and culture. It's concept vary from culture to culture (Bowes & Jaffee, 2013).

One of the major health problems is child maltreatment which has strong association with damage to childhood. It includes physical, sexual, emotional abuse and neglect. It contributes to morbidity and mortality along with poor academic record and mental and physical health problems, aggression, crime, violence, suicidal behavior and decreased quality of life (Afifi & MacMillan, 2011). The first and foremost step in protection and promotion of rights of child sexual abuse is adapting resiliency which is actually positive adaptation while facing adverse and drastic situations Navigation and negotiation in the discipline of child inhumane treatment are parts of resilience which play role in child welfare caseworker where it is acknowledged that disclosure of child sexual abuse is a dynamic process, enhanced by protective adult relationships (Wekerle, Waechter, & Chung, 2011).

Evidence suggests that level of education is predictive of reporting child inhumane treatment. It is basically the suspicion of abuse which prompts mandatory reporting (Lawrence & Brannen, 2000). Gilbert et al. (2009) Highlighted that impacts and consequences of mandatory reporting laws will harm the child more than protection to the abused one, as the major obstacle to mandatory reporting practices are recognition and response to inhumane treatment.

During school time working as a teacher or administrator, certain adverse conditions lead to negative emotions like anger, anxiety or feeling down (Bernard, 2018). Being continuous in contact with tense and stress environment, one possible result is a resilient behavior, which is basically bouncing back from difficult situations during

teachings timing. It is linked with personal ability to maintain stressful event or situation at a tolerable level (Dworkin, 2009).

In order to develop resilience, an individual should be surrounded by tense and stresses which targets his or her grooming as a result of which he or she adopts him or herself accordingly. There is difference between resilient and non resilient teachers. Resilient teachers have a strong protective shield, termed as protective factors such as conductive social relationship and positive feelings (Doney, 2013).

One of the adaptations is emotional resilience, caused by facing tough and tough situations. Someone who is technically skilled, in the absence of emotional resilience, all professional skill is compromised. The term emotional resilience means aware of negative emotions like anxiety, anger and down feeling etc and orientations to these negative and adverse conditions by adaptation of certain changes, makes a person calm and cool and bounces the teacher back to normal state (Bernard, 2018).

A protective factor influences, modifies and alters a person response to the adversity that places them at risk for maladaptive results. Although most of the child inhumane treatment researches concentrated on negative consequences linked with inhumane treatment. Protective factors may be at an individual, familial or community levels. Individual level protective factor comprising personal characteristics, traits and resources like personality traits, intellect, self-efficacy, coping, assessment of inhumane treatment and life satisfaction. Family-level protective factor consists of resources and contributive relationships, such as family coherence, stable caregiving, parental relationships, and spousal support. Community level protective consists of peer relationships, nonfamily member relationships, nonfamily member social support, and religion, among others (Afifi & MacMillan, 2011).

Theoretical Framework of Resilience

Rutter's Theory of resilience. Rutter proposed this theory which states that resilience is not related to individual psychological traits, but it's an ordinary adaptation given the right resources. According to him, the root cause of situation is surrounding and not the child. He asserted that individual differences like genetics, personality and

temperament produce differences that how much an individual responds to risk and protective factors. He says that, there is need to correlate individual's need to specific environment. The key discussing points are the protective factors of mental characteristics like planning, self-control, self-reflection, sense of agency, self-confidence. Rutter declares that those individuals who possess these mental characteristics have both control and success at changing events. Consequently, he suggests that it may be the individual's mental characteristics that change how they deal with non favorable situations, rather than any possible protective environmental effects. He reveals that affirmative coping may arbitrate the effect of risk and lead to consequences that are more affirmative therefore, it would be good to teach mental features through experiential teaching. A second protective factor focused by Rutter is the significance of social relationships. He surfaced factors such as maternal warmth, sibling warmth and a positive surrounding in the family as protective against emotional and behavioural perturbation (Rutter, 2013).

Masten's theory of resilience. This theory reveales that two factors lead to development of resilience, including positive adaptation and developmental tasks. According to her positive adaptation or grooming meet developmental tasks and elementary homo sepian acquired system. Developmental tasks are defined as the expectations of a given society in a historical context for the behaviour of different age periods and situations. Basic human acquired systems consists of attachment relationships and parenting, happiness in-mastery motivational systems, self-regulatory systems for strong feelings, arousal and behavior, families, formal educational systems, cultural belief systems, religion and spirituality (Masten, 2009).

Demographics to Resilience. The construct of resilience has been studied in relation to some demographic characteristics such as age and education. Resilience was positively associated to age and gender (Black et al., 2015). Getting more and more education leads to acceptance of new and new things, whenever they are faced by difficulties or hurdles, they adjust themselves while using skills and knowledge (Wu, Liu, Li, & Li, 2016).

Females being under stress have been found to use resilience factors such as using emotional techniques such as crying, befriending other strong peers to seek emotional support more often than boys (Daining, 2004).

The interlink of resilience and adaptability revealed that, there is relative consistency in relation between resilience and years of service. This reflects an amazing conclusion that any professional grooming completed in 1st 10 years of life enhances no resilience (Avalos, 2011). Daining (2004) confirmed that different cultures have different ways of responding to adversity.

School cultures act as part of resilience process (Peters & Pearce, 2012). It promotes resilience and welfare for educational staff which has been featured by supportive administration and colleagues, collaboration, opportunities for meaningful participation and contribution to the decision making process (Cameron & Lovett, 2015; Johnson et al., 2014).

Ajzen (1991) declared that whether an individual take action or not, it is affected by different angles like their perception of what others think. Social support generates a sense of self worth and value, which enhances the likelihood that support is reciprocated (Friborg, Hjemdal, Rosenvinge, & Martinussen, 2003). It is most important for female than men as they have a wide range of social network from which they get help and encouragement. (Friborg et al., 2003; Friborg, Barlaug, Martinussen, Rosenvinge, & Hjendal, 2005). Those teachers who response to stress are better trained to deal and handle the bitter circumstances (Le-Fevre, Kolt, & Matheny, 2006).

Child Sexual Abuse, Attitude towards Reporting Child Sexual Abuse, Resilience

In psychological descipline, resilience is presented as someone's capability to satisfy social, environmental tenseness in spite of affliction (Lanza & Taylor, 2010). Resilience research has gained much attention among scholars despite differing opinions that resilience can be based on individual's temperament and family upbringing (Olszewski-Kubilius, Lee, & Thomson, 2014). Multiple factors are influenced by teacher's attitude and sensing which affect decision making and reporting of sexually

abused children which teachers take in consideration (Hinkelman & Bruno, 2008; Walsh et al., 2010).

Whenever hurdles are faced during years of service, resiliency of teaching staff will enhance as resilience fluctuates (Gu, 2014). Those teachers who response to tense environment are more likely to deal difficult situations (Le-Fevre et al., 2006). Laskey (2005) revealed that most of the teaching staff are 'extremely worried. They feel no confidence to identify or report most obvious physical abuse. Such sort of sensing and lack of competence to recognize and report abuse was supported by the data collected from different countries in teaching profession (Baginsky & Macpherson, 2005).

Resilience is mostly concerned with teaching staff as they utilize their personal and environmental resources to deal with difficult situations (Gibbs & Miller, 2014). It is labeled as teachers capacity to reduce negative and stressful events in their life by utilizing resources which lead them to adopt positive managements and demonstration of agencies. Teaching staff in their profession recognizes suspected child sexual abuse and can find evidences regarding other forms of inhumane treatment. Teaching staff in majority of the countries are mandated by laws or ethics of them compel them to report child sexual abuse to concerned authorities (Goldman, 2010; Mathews & Scott, 2013).

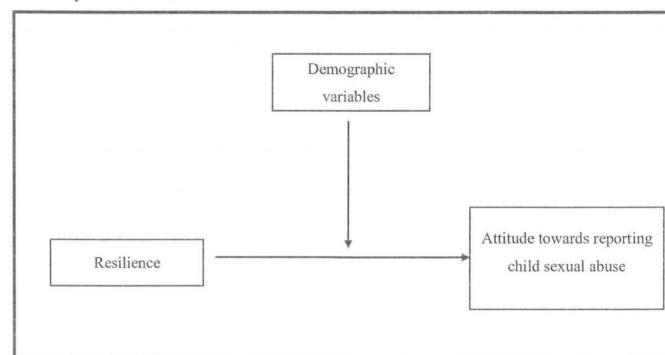
Resilience is the capability to face hurdles in positive manner in order to maintain equilibrium (Kapikiran, 2012). Block and Block (1980/2014) recognized it as a firm trait which makes an individual's capacity to interpret, analyze and adapt affirmative nature to deal with hurdles. Sánchez (2014) revealed that protection and prevention of child sexual abuse can't be faced in isolation. It is a team work and must be installed in education and health departments.

School culture plays a role in the resilience process (Peters & Pearce, 2012). Schools that enhance resilience and welfare for their staff have been characterized by contributive administration and fellows, coactions, opportunities for meaningful participation and contribution to the decision making process (Cameron & Lovett, 2014; Johnson et al., 2014). Trust, autonomy, and leadership are critical to resilience-enhancing school cultures (Gu, 2014)

Regarding legal aspects, more than half of the teaching staff was not familiar with adverse results and these results were parallel to data obtained by Pereda et al. (2012). Among them half declared that, they would report on behalf of the minor. Female were interested more on behalf of minors to report child sexual abuse as opposed to legal obligation or moral duties. This stand is akin to that of the prevention principles of minors, which are rooted on stable, global rights and directed toward the advocacy of grooming and welfare of children (Sánchez, 2014).

Resilience shares some characteristics with adaptive behaviour, which is gained via training and experience (Bowles & Hattie 2013). Whenever resilience improves, it leads teachers to adopt more affirmative energy in order to overcome stressful situations (Gu & Day, 2007). Cultural values like beliefs and attitudes of teachers affect in positive manner, the sensation of abused children and consequently reporting cases (Feng et al., 2010). However multiple factors prohibit professionals to carry on reporting child sexual abuse and their protection as it is considered as family matter, personal issues and so on (Sánchez, 2014). However the most important reason of not reporting, demonstrated by Kenny is accusing an innocent person (Kenny, 2001).

Conceptual Framework



Rationale of the Study

The problem of child sexual abuse is prevailing throughout the world. Developed countries are doing a lot to deal with these issues. Great deal of research has been conducted in different developed countries. In under developed countries like Pakistan, there is little awareness about this issue among people. In Pakistan possibility of conducting a research on these issues is a bit difficult task. As this is not as research oriented country as developed countries. So, people have to face many problems in doing research on such topics that there are many social taboos and restrictions that prevent us from discussing and conducting research.

In Pakistan quite a number of sexual abuse incidents have been observed in the recent years like the case of Zainab (2018) and Kasur (2015). In Kasur a lot of cases have been reported recently by media which had been underreported for since 2007. There were more than 200 cases reported suddenly on media in 2015. In most of the cases people were very reluctant about reporting the incidents because of many factors such as considering it a taboo, or thinking it as a stigmatized labeling on the child and his family, or taking it as a mental and emotional torture to the child, or under reporting by child himself, or political pressure, and low socio-economic status of the victims as compared to the criminal.

Many researchers have been conducted on attitudes towards child sexual abuse but it is also necessary to explore the attitudes of people with reference to reporting attitude towards child sexual abuse as it has been underreported in Pakistan and all over the world. The lack of research examining the general attitude towards reporting child sexual abuse ought to be addressed.

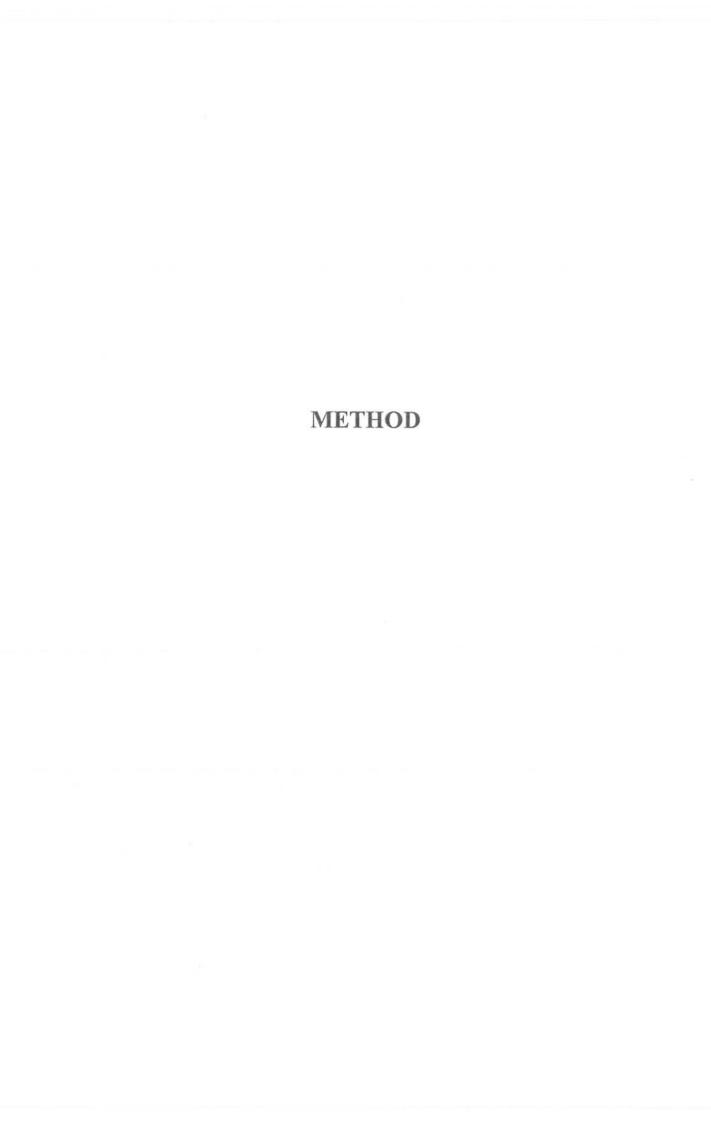
Teachers in their profession expending a lot of their time with children beside their family members and can easily detect changes (physical/emotional) which may reflect child sexual abuse (Briggs & Hawkins, 1997). Walsh et al. (2010) note that although some studies have explored the relationship between teachers' attitudes and child maltreatment reporting generally, little research has focused on teachers' attitude towards reporting suspected child sexual abuse, in distinction. According to them about

58 studies were conducted, Walsh et al. (2010) found no focusing studies most specifically on teachers' attitude toward reporting child sexual abuse.

There are different forms in which attitude is formed. It can vary with the passage of time, context, getting more education and experience (Ajzen, 2005). Therefore, it is sensible to propose that attitudes may be easily influenced in grooming. Teachers' attitudes toward reporting child sexual abuse deserve study as their potency to affect report decision making and affect the accuracy of notification made to child protective services. Their study (teacher's attitude towards reporting) also provides important knowledge about enhancing child protection services. In addition, knowledge about teachers' reporting of CSA is crucial as failure of reporting leads to drastic consequences in child as it is evident that early child victimization, their severity and duration are linked with one another (Berliner & Elliot, 2002). It also affects schools liability in carelessness (Butler, Mathews, Farrell, & Walsh, 2009). There is a gap between the reporting attitude of people toward child sexual abuse and hence the present study strives to fill this gap by exploring the attitude of teaching staff towards reporting child sexual abuse

There is deficient knowledge about the role of resilience on reporting attitude and behavior. Till now researches which are done about specific predictors of resilience about attitude towards reporting CSA are scarce.

It is significant to explore attitudes towards accounting CSA along with potential barriers/facilitators which play significant role in its reporting. In Pakistan little evidence is found regarding child sexual abuse with sample as teaching staff in schools.



Chapter 2

Method

Objectives

The objectives of the study were to:

- To investigate the relationship between the resilience and the attitude towards reporting child sexual abuse among teachers.
- 2. To investigate the moderating role of education on the relationship between resilience and the attitudes towards reporting Child Sexual Abuse.

Hypotheses

The hypotheses of the study were:

- There will be positive relationship between resilience and attitude towards reporting child sexual abuse among teachers.
- Older teachers will have more positive attitude towards reporting child sexual abuse as compared to young teachers.
- Unmarried teachers will have more positive attitude towards reporting child sexual abuse as compared to married teachers.
- 4. Teachers having teaching experience above then 10 years will have more positive attitude towards reporting child sexual abuse as compared to teachers having teaching experience below then 10 years.
- 5. Female teachers will be more resilient as compared to male teachers.
- 6. Older teachers will be more resilient as compared to young teachers.
- Resilience will predict attitude towards reporting child sexual abuse among teachers.
- Education will have a moderating influence on the relationship between resilience and attitude towards reporting Child Sexual Abuse among teachers.

Conceptual and Operational Definitions of Variables

Resilience. It can be defined as the personal qualities that enable one to thrive in the face of adversity (Connor & Davidson, 2003). According to them, resilience may be also be viewed as a measure of successful stress-coping ability. Resilience is also conceptualized as cognnisance of one's power s or capabilities that allow one to better cope with upcoming tensions and to use usable resources (Lightsey, 2006). In the present study resilience was measured by Connor and Davidson Resilience Scale (Connor & Davidson, 2003; Naz, 2011). High score on this scale represent greater resilience, whereas low score reflects vulnerability towards stress.

Child sexual abuse. Child sexual abuse can be defined as any sexual any sexual adjoin or action which includes confidant touch or noncontact skills, comprising perversion or exploring a child to pornography which is committed on a child by an adolescent or by peer of poorly balanced might (Berelowitz, 2013).

Attitude. In this study attitude was described as "a psychological inclination that is expressed by valuation of a specific entity with some level of favour or disfavour" (Eagly & Chaiken, 1993). An attitude can be directed towards either an object (e.g. attitude towards child sexual abuse) or behavior (e.g. attitude towards reporting CSA). In this case, the target construct was defined as teachers' attitude towards reporting CSA. High score on this scale will represent high reporting attitude, while a low score represent less reporting attitude towards child sexual abuse.

Research Design

It is a quantitative research using cross-sectional research design. Survey method was used to obtain data from the respondents.

Sample

Data of the study were collected through purposive sampling technique. Sample for the study involved teachers of public and private sector schools of Islamabad and Rawalpindi, both male and female teachers (N=262) from different socio-economic-status and educational level. The teachers with minimum teaching experience of at least

one year was selected criterion in the research process. Table 1 exhibits the demographic description of sample, their frequency and percentage. These variables include age, gender, monthly income, marital status, institution, education in years and length of teaching experience. The females (n = 165) are greater in frequency than males (n = 97) with a percentage of 63.0% and 37.0% respectively.

Table 1Frequency and Percentage along Demographic Variables of Sample (N=262)

| Demographics variable | f | % |
|-------------------------------|-----|------|
| Age | | |
| Young adults | 97 | 37.0 |
| Middle adults | 116 | 44.3 |
| Older adults | 49 | 18.7 |
| Gender | | |
| Male | 97 | 37.0 |
| Female | 165 | 63.0 |
| Marital Status | | |
| Single | 104 | 39.7 |
| Married | 158 | 60.3 |
| Monthly Income | | |
| Below 40000 | 172 | 65.6 |
| Above 40000 | 90 | 34.4 |
| Institution | | |
| Private | 142 | 54.2 |
| Government | 120 | 45.8 |
| Education (in years) | | |
| 14 years | 37 | 14.1 |
| 16 years | 168 | 64.1 |
| 18 years | 57 | 21.0 |
| Length of teaching experience | | |
| Below 10 year | 149 | 56.9 |
| Above 10 year | 113 | 43.1 |

Instruments

Demographic sheet. Demographic sheet was utilized to obtain basic information of each individual in the sample. The general variable includes age, gender, year of

education, length of teaching experience. Marital status and socioeconomic status were also including in the sheet.

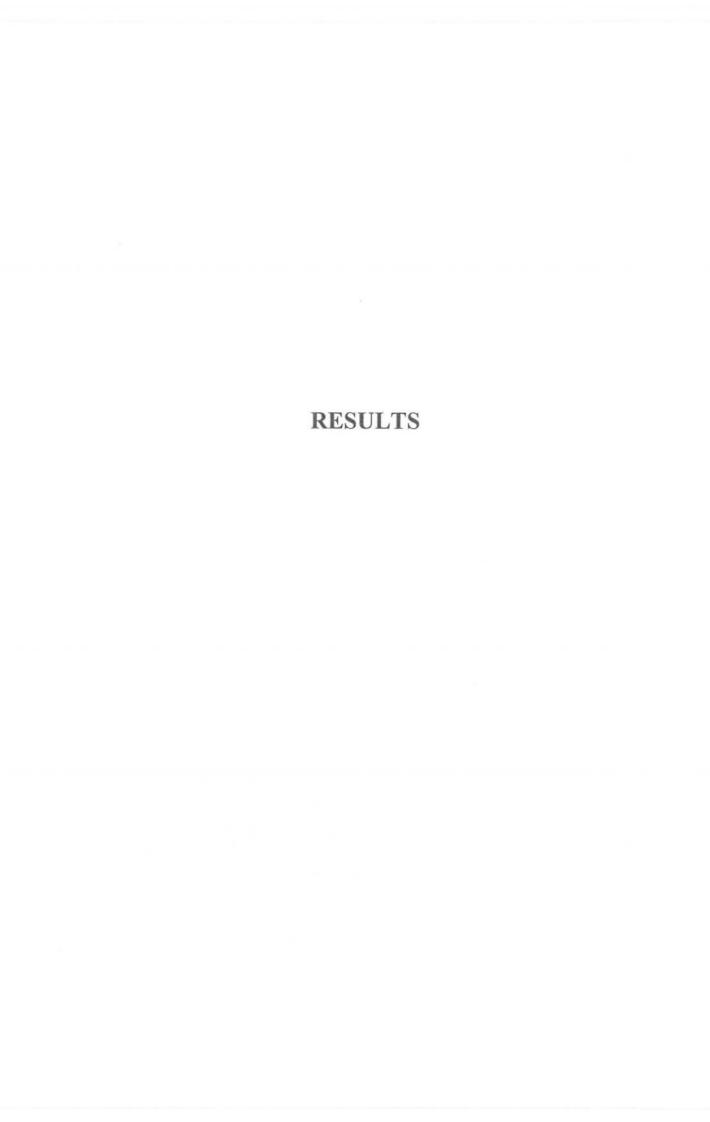
Teachers' Reporting Attitude Scale for Child Sexual Abuse (TRAS-CSA). It is used to measure participants' attitudes towards reporting child sexual abuse. It was developed by Walsh et al. in 2010. The measure consists of 14 item self-administered scale rated on a 5 point Likert scale ranging from 1 ("strongly disagree") to 5 ("strongly agree"), with a mid-point as neutral. The measure is contrive to evaluate teachers' attitude towards reporting suspected CSA and the items are "I would consult with an administrator before I reported CSA" It has negative items 1,4,5,6,7,8,9 & 12 which have reversed scoring. A high score on this measure represents high reporting attitude towards Child Sexual Abuse, while a low score reflects less reporting attitude towards child sexual abuse. There are three subscales commitment to the reporting role, confidence in the system's response to reports and concerns about reporting. The Cronbach's alpha reliability is reported to be .76

Connor-Davidson Resilience Scale (CD-RISC). Connor and Davidson Resilience Scale consists of 25 items. It is designed to measure individual's ability cope with stress and adversity. Each item of the scale is rated on a 5 point Likert scale, consisting not true at all (0), rarely true (1), sometimes true (2), often true (3), and true nearly all the time (4). The final composite score for CD-RISC ranges from 0-100 that is obtained by addition of all the items of the scale. High score on this scale indicates greater resilience, whereas low score reflects vulnerability towards stress. There are five subscales or factors included "personal competence, high standards, and tenacity" (factor 1), "trust in one's instincts, tolerance of negative affect, and strengthening effects the stress" (factor 2), positive acceptance of change and secure relationships" (factor 3), "control" (factor 4), and "spiritual influences" (factor 5; Connor & Davidson, 2003). The Conbach's alpha reliability estimate for the community sample (non-clinical group) was reported to be .89 (Connor & Davidson, & Lee, 2003).



Procedure

Data were taken by both male and female teachers from different private and public sectors schools of Islamabad and Rawalpindi. Participants were first explained the detail of study purpose, and confidentiality of their names and information was ensured. After confirming their willingness, they were provided with questionnaires. Consent form was presented to participants and signature was sought for their volunteer participation in the research. Respondents were also acknowledged for their volunteer participation and cooperation in the research. They were given all instructions in detail and all their queries were addressed. They were also ensured about ethical consideration (anonymity and confidentiality).



Results

Demographics statistics and bivariate correlation analysis between the predictors and outcome variables was computed by using Statistical Package for Social Sciences (SPSS 24.0 for Windows). The normality of each variable is computed in terms of its skewness. Results showed that the data was normally distributed (Fieid, 2009). Pearson Product Moment Correlation was computed to investigate the relationship among variables. Furthermore, Independent sample *t*-test and Analysis of Variance (ANOVA) were computed to see the mean differences. For Regression Analysis, we tested the assumptions of the univariate normality. To find out the predicting role of resilience. For moderation, regression was run through Process. Scatter plots and residuals demonstrated the assumptions of homoscedasticity, linearity, and normality were all satisfied.

Descriptive Statistics and Reliabilities of Scales and Subscales

For descriptives, the mean, standard deviation, actual and potential ranges, skewness and kurtosis, and Cronbach alpha were computed to assess reliabilities of each scale and its sub-scales (see Table 2).

Table 2

Reliability and Descriptive Statistics of Connor-Davidson Resilience Scale and Teachers

Reporting Attitude Scale for Child Sexual Scale (N=262)

| | | | | | Ran | ge | | |
|----------|-------|-----|-------|-------|-----------|--------|----------|----------|
| | No of | | | | | | | |
| Scales | Items | O. | M | SD | Potential | Actual | Skewness | Kurtosis |
| CD-RISC | 25 | .88 | 63.78 | 14.32 | 0-100 | 25-95 | .08 | 54 |
| PC | 8 | .80 | 21.04 | 6.01 | 0-32 | 6-32 | 001 | 79 |
| TOI | 7 | .56 | 16.41 | 4.05 | 0-28 | 4-26 | .07 | 17 |
| PAC | 5 | .56 | 12.91 | 3.31 | 0-20 | 4-20 | 23 | 15 |
| CL | 3 | .54 | 7.66 | 2.46 | 0-12 | 1-12 | 21 | 53 |
| SI | 2 | .63 | 5.74 | 1.91 | 0-8 | 0-8 | 59 | 54 |
| TRAS-CSA | 14 | .68 | 47.33 | 7.53 | 14-70 | 32-70 | .24 | 53 |
| CT | 6 | .89 | 23.06 | 5.75 | 6-30 | 6-30 | 74 | 24 |
| CN | 5 | .43 | 14.94 | 3.31 | 5-25 | 7-25 | .08 | .13 |
| CF | 3 | .21 | 8.05 | 2.61 | 3-15 | 1-12 | 21 | 77 |

Note. CD-RISC= Connor-Davidson Resilience Scale; PC=Personal Competence; TOI=Trust in One Instincts; PAC=Positive Acceptance of Change; CL=Control; SI= Spiritual Influences; TRAS-CSA= Teachers Reporting Attitude Scale for Child Sexual Scale; CT= Commitment; CN=Concern; CF=Confidence.

Table 2 illustrates descriptive, alpha-coefficient, kurtosis and skewness for subscales Connor-Davidson Resilience Scale and the Teachers Reporting Attitude towards Child Sexual Abuse Scale. Results indicated that scales of resilience and teacher reporting attitude towards CSA were dependable and reliable measures of the related constructs as alpha coefficient range from .68 to .88 and alpha values were within the acceptable range. For the subscale of Connor-Davidson Resilience Scale trust in one instinct, positive acceptance of change and control have low reliabilities. For the subscale of Teachers Reporting Attitude towards Child Sexual Abuse Scale alpha coefficient of

confidence is .21 which is very low and not very satisfactory In addition means obtained by respondents on each construct also depicted that majority response set was quite averaged. On the other hand skewness values indicate how much the distribution of score for a particular variables deviates from the normal distribution. The values of skewness and kurtosis were in the desired range of + 1.5 to -1.5 and -3 to +3 respectively, there by indicated the normality of data distribution of the present study which indicated that there is normality in data distribution of the present sample.

Correlation between Study Variables

In Table 3 the correlation between resilience its subscales, reporting attitude towards child sexual abuse and its subscales among teachers is given. Pearson Product Correlation was computed to investigate the relationship between resilience and reporting attitude towards child sexual abuse in teachers in order to find the significance and direction of relationship between study variables.

Table 3

Correlation between Resilience and Teachers Reporting Attitude towards Child Sexual Scale (N=262)

| | Variables | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|----|-----------|---|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| 1 | TRAS-CSA | - | .82** | .48** | .41** | .36** | .34** | .17** | .30** | .27** | .41** |
| 2 | CT | | 1.5 | 01 | .37** | .23** | .26** | 01 | .16** | .21** | .37** |
| 3 | CN | | | - | .07 | .18** | .12 | .20** | .21** | .04 | .13* |
| 4 | CF | | | | - | .75** | .64** | .43** | .57** | .68** | .80** |
| 5 | CD-RISC | | | | | | .90** | .80** | .79** | .73** | .63** |
| 6 | PC | | | | | | = | .62** | .59** | .61** | .50** |
| 7 | TOI | | | | | | | - | .58** | .47** | .33** |
| 8 | PAC | | | | | | | | - | .49** | .50** |
| 9 | CL | | | | | | | | | - | .44** |
| 10 | SI | | | | | | | | | | - |

Note. TRAS-CSA= Teachers Reporting Attitude Scale for Child Sexual Scale; CT= Commitment; CN=Concern; CF=Confidence; CD-RISC= Connor-Davidson Resilience Scale; PC=Personal Competence; TOI=Trust in One Instincts; PAC=Positive Acceptance of Change; CL=Control; SI= Spiritual Influences. *p < .05. **p < .01.

Table 3 illustrates the correlation between resilience and reporting attitude towards child sexual abuse. Most of the domains of resilience have significant positive correlation with each other which reflects construct validity of the scale. Reporting attitude towards child sexual abuse shows significant positive relationship with resilience in teachers. This shows that teachers, who have more resilience have more positive reporting attitude towards child sexual abuse. So hypothesis no 2 of the study has been accepted. Concern shows non-significant relationship with confidence, personal competence and control. Commitment is significantly negatively correlated with concern and trust in one instincts. This shows when teachers are concern and trust to their instincts, commitment become less prevalent in teachers.

Correlation between Demographic variables

In Table 4 the correlation between demographic variables among teachers is given. Spearman Product Correlation was computed to investigate the relationship between demographic variables in teachers in order to find the significance and direction of relationship between demographic variables.

Table 4

Correlation between Demographic Variables among Teachers (N = 262)

| | Variables | 1 | 2 | 3 | 4 |
|---|--------------------|---|-------|-------|-------|
| 1 | Age | - | .36** | .18** | .91** |
| 2 | Monthly income | | - | .00 | .33** |
| 3 | Education in years | | | - | .14* |
| 4 | Length of teaching | | | | |
| | experience | | | | - |

^{*}p < .05. **p < .01.

Table 4 shows the correlation of the study between demographic variables. Spearman correlation indicates that age has significant positive correlation with monthly income, education in years and length of teaching experience. This shows that teachers, who have more monthly income, education level and length of teaching experience, are older in age. Monthly income has significant correlation with length of teaching experience. Education in years has significant relationship with length of teaching experience.

Predictor of reporting attitude towards child sexual abuse

Resilience as predictor. To explore the predictor among resilience and its factors simple regression analysis was conducted. In Table 3 resilience was significant with maximum variables; hence its effect was controlled for this analysis. Resilience was taken as control variable to control its effect. Reporting attitude towards child sexual abuse was taken as depended variable. Separate variance for each of the variable which is significantly predicting is reported in the table description.

Table 5

Linear Regression Analysis on Resilience as a Predictor of Reporting Attitude towards

Child Sexual Abuse (N=262)

| Predictors | В | SE | 95% | 6 CI |
|-------------------------------|---------|------|-------|-------|
| | | | LL | UL |
| Constant | 35.65** | 1.99 | 31.73 | 39.58 |
| Personal Competence | .24* | .11 | .03 | .45 |
| Trust in One Instincts | 20* | .14 | 47 | .08 |
| Positive Acceptance of Change | .17 | .17 | 18 | .52 |
| Control | .12 | .22 | 32 | .57 |
| Spiritual Influences | 1.17** | .27 | .65 | 1.70 |
| R^2 | .21 | | | |
| F | 13.18 | | | |

^{*}p < .05. **p < .01.

Table 5 shows the results where reporting attitude towards child sexual abuse was our dependent variable and resilience was taken as constant. Personal competence and

spiritual influences are showing .01% significant variance and positively predicting for reporting attitude towards child sexual abuse. It shows that as personal competence and spiritual influence increase, reporting attitude towards child sexual abuse become more prevalent in those teachers. Trust in one instincts is showing .01% significant variance and negatively predicting for reporting attitude towards child sexual abuse. It shows that as trust in one instincts increase reporting attitude towards child sexual abuse become less prevalent in teachers. The ΔR^2 value of .19 indicates that 19% variance in the dependent variable explained by the resilience.

Gender Differences

To compare male (n=97) and female (n=165) teachers on resilience and reporting attitude towards child sexual abuse, independent sample t-test was computed (see Table 8). The analysis was carried out in order to check whether gender plays any role in the study variables.

Table 6

Mean Differences, SD and t-value for Resilience and Reporting Attitude towards Child Sexual Abuse along Gender (N=262)

| | Ma | ale | Fen | nale | | | | | |
|-----------|-------|------|-------|-------|------|-----|--------|-------|---------|
| Variables | (n= | 97) | (n= | 165) | t | p | 95% | 6Cl | Cohen's |
| | M | SD | M | SD | | | LL | UL | d |
| CD-RISC | 58.00 | 5.10 | 67.18 | 14.72 | 5.25 | .00 | -12.62 | -5.74 | 0.83 |
| PC | 19.01 | 5.10 | 22.24 | 6.18 | 4.35 | .00 | -4.70 | -1.77 | 0.57 |
| TOI | 15.37 | 3.39 | 17.02 | 4.29 | 3.24 | .00 | -2.65 | 64 | 0.43 |
| PAC | 11.51 | 3.21 | 13.73 | 3.09 | 5.53 | .00 | -3.01 | -1.43 | 0.70 |
| CL | 7.15 | 2.22 | 7.95 | 2.55 | 2.57 | .01 | -1.11 | 188 | 0.33 |
| SI | 4.94 | 1.85 | 6.21 | 1.80 | 5.42 | .00 | -1.72 | 804 | 0.69 |
| TRAS-CSA | 44.67 | 6.81 | 48.89 | 7.51 | 4.54 | .00 | -6.05 | -2.39 | 0.59 |
| CT | 20.74 | 5.38 | 24.43 | 5.54 | 5.25 | .00 | -5.07 | -2.30 | 0.67 |
| CN | 14.96 | 2.72 | 14.93 | 3.61 | .084 | .93 | 800 | .871 | 0.01 |
| CF | 7.03 | 2.50 | 8.66 | 2.48 | 5.10 | .00 | -2.25 | -1.00 | 0.65 |

Note. CD-RISC= Connor-Davidson Resilience Scale; PC=Personal Competence; TOI=Trust in One Instincts; PAC=Positive Acceptance of Change; CL=Control; SI= Spiritual Influences; TRAS-CSA= Teachers Reporting Attitude Scale for Child Sexual Scale; CT= Commitment; CN=Concern; CF=Confidence.

Table 8 shows Mean, standard deviation and *t*-values for gender differences on resilience and reporting attitude towards child sexual abuse. The findings indicated significant mean differences on resilience, personal Competence, trust in one instincts, positive acceptance of change, spiritual influences. It also produces significant mean differences for reporting attitude towards child sexual abuse, commitment and confidence. Female teachers have significantly more resilience as compared to male teachers. On all subscales of Connor-Davidson Resilience Scale (personal competence, trust in one instincts, positive acceptance of change, control, spiritual influences), and Teachers Reporting Attitude towards Child Sexual Abuse (commitment, confidence), female teachers score high than male teachers. Cohen's *d* value is showing strong effect for all the subscales of Connor-Davidson Resilience Scale and Teachers Reporting Attitude towards Child Sexual Abuse except concern.

Mean Differences along length of teaching experience

To compare below 10 year (n=149) and above 10 year (n=113) teaching experience of teachers on resilience and reporting attitude towards child sexual abuse, independent sample t-test was computed (see Table 7). The analysis was carried out in order to check whether length of teaching experience plays any role in the study variables.

Table 7 *Mean Differences, SD and t-value for Resilience and Reporting Attitude towards Child Sexual Abuse along Length of Teaching Experience (N=262).*

| | Below | 10 year | Abo | ve 10 | | | | | -50 to 9 |
|-----------|-------|---------|---------|----------------|------|-----|-------|------|--------------|
| | (n= | 149) | year (n | <i>i</i> =113) | t | p | 95% | √₀Cl | Cohen's d |
| Variables | M | SD | M | SD | | | LL | UL | - |
| CD-RISC | 61.86 | 14.36 | 66.30 | 13.93 | 2.51 | .01 | -7.93 | 96 | 0.31 |
| PC | 20.35 | 5.95 | 21.96 | 5.98 | 2.16 | .03 | -3.07 | 14 | 0.27 |
| TOI | 15.81 | 4.02 | 17.20 | 3.98 | 2.78 | .07 | -2.37 | 41 | 0.34 |
| PAC | 12.62 | 3.19 | 13.30 | 3.45 | 1.64 | .10 | -1.48 | .13 | 0.20 |
| CL | 7.36 | 2.45 | 8.04 | 2.43 | 2.21 | .03 | -1.27 | 07 | 0.28 |
| SI | 5.70 | 2.04 | 5.79 | 1.74 | .38 | .70 | 56 | .38 | 0.05 |
| TRAS-CSA | 47.96 | 7.58 | 46.49 | 7.42 | 1.57 | .12 | 37 | 3.32 | 0.19 |
| CT | 23.51 | 5.48 | 22.46 | 6.08 | 1.46 | .14 | 36 | 2.46 | 0.18 |
| CN | 15.29 | 3.24 | 14.48 | 3.35 | 1.97 | .05 | 00 | 1.62 | 0.24 |
| CF | 7.92 | 2.70 | 8.23 | 2.47 | .93 | .35 | 94 | .337 | 0.11 |

Note. CD-RISC= Connor-Davidson Resilience Scale; PC=Personal Competence; TOI=Trust in One Instincts; PAC=Positive Acceptance of Change; CL=Control; SI= Spiritual Influences; TRAS-CSA= Teachers Reporting Attitude Scale for Child Sexual Scale; CT= Commitment; CN=Concern; CF=Confidence.

Table 7 shows Mean, standard deviation and *t*-values for length of teaching experience on resilience and reporting attitude towards child sexual abuse. The findings indicated significant mean differences on resilience, personal competence, control and concern. Teachers with teaching experience above 10 years have significantly more resilience whereas teachers with teaching experience below 10 years have more reporting attitude as compared to teachers with teaching experience above 10 years. On all subscales of Connor-Davidson Resilience Scale (personal competence, trust in one instincts, positive acceptance of change, control, spiritual influences), teachers with teaching experience above 10 years score high whereas on all the subscales Teachers Reporting Attitude towards Child Sexual Abuse (commitment, concern, confidence), teachers with teaching experience below 10 years score high. Cohen's *d* value is showing

effect for all the subscales of Teachers Reporting Attitude towards Child Sexual Abuse and Connor-Davidson Resilience Scale except spiritual influence.

Mean Differences along Marital Status

To compare single (n=104) and married (n=158) teachers on resilience and reporting attitude towards child sexual abuse, independent sample t-test was computed (see Table 8). The analysis was carried out in order to check whether gender plays any role in the study variables.

Table 8

Mean Differences, SD and t-value for Resilience and Reporting Attitude towards Child Sexual Abuse along Marital Status (N=262).

| | Sin | gle | Mar | ried | | | | | |
|-----------|-------|-------|-------|-------|------|------|-------|----------|---------|
| | (n= | 104) | (n=1) | 158) | t | p | 95% | $_{0}Cl$ | Cohen's |
| Variables | M | SD | M | SD | | | LL | UL | d |
| CD-RISC | 61.79 | 14.95 | 65.08 | 13.79 | 1.83 | .07 | -6.83 | .26 | 0.23 |
| PC | 20.51 | 6.21 | 21.39 | 5.86 | 1.16 | .25 | -2.37 | .61 | 0.15 |
| TOI | 15.61 | 4.22 | 16.93 | 3.86 | 2.61 | .01 | -2.31 | 32 | 0.33 |
| PAC | 12.60 | 3.14 | 13.12 | 3.41 | 1.23 | .22 | -1.34 | .31 | 0.16 |
| CL | 7.24 | 2.61 | 7.93 | 2.32 | 2.25 | .02 | -1.30 | 09 | 0.28 |
| SI | 5.81 | 1.91 | 5.69 | 1.93 | .49 | .62 | 36 | .59 | 0.06 |
| TRAS-CSA | 48.56 | 7.36 | 46.51 | 7.55 | 2.17 | .03 | .19 | 3.91 | 0.27 |
| CT | 24.27 | 4.97 | 22.26 | 6.10 | 2.80 | .005 | -59 | 3.43 | 0.36 |
| CN | 15.26 | 3.54 | 14.86 | 3.15 | .48 | .63 | 62 | 1.02 | 0.12 |
| CF | 8.08 | 2.63 | 8.06 | 2.60 | .09 | .92 | 68 | .619 | 0.11 |

Note. CD-RISC= Connor-Davidson Resilience Scale; PC=Personal Competence; TOI=Trust in One Instincts; PAC=Positive Acceptance of Change; CL=Control; SI= Spiritual Influences; TRAS-CSA= Teachers Reporting Attitude Scale for Child Sexual Scale; CT= Commitment; CN=Concern; CF=Confidence.

Table 8 shows Mean, standard deviation and *t*-values for marital status difference on resilience and reporting attitude towards child sexual abuse. The findings indicated significant mean differences on trust in one instincts, control, reporting attitude towards child sexual abuse and commitment. Married teachers have significantly more resilience whereas single teachers have significantly more reporting attitude towards child sexual abuse as married teachers. On all subscales of Connor-Davidson Resilience Scale (personal competence, trust in one instincts, positive acceptance of change, control), married teachers score high whereas on all the subscales of Teachers Reporting Attitude towards Child Sexual Abuse (commitment, concern, confidence), single teachers score high as than married teachers. Cohen's *d* value is showing effect for all the subscales of Teachers Reporting Attitude towards Child Sexual Abuse and Connor-Davidson Resilience Scale except spiritual influence.

Mean Differences along monthly income

To compare below 40 thousand (n=172) and above 40 thousand (n=90) monthly income of teachers on resilience and reporting attitude towards child sexual abuse, independent sample t-test was computed (see Table 9). The analysis was carried out in order to check whether monthly income plays any role in the study variables

Table 9

Mean Difference, SD and t-value for Resilience and Reporting Attitude towards Child Sexual Abuse along Monthly Income (N=262).

| Variables | | w 40 sand 172) | thou | ve 40 isand =90) | t | p | 95% | %Cl | Cohen's |
|-----------|-------|----------------------|-------|------------------------|-----|-----|-------|------|---------|
| | M | SD | M | SD | | | LL | UL | -1X |
| CD-RISC | 63.83 | 14.72 | 63.70 | 13.60 | .07 | .95 | -3.55 | 3.80 | 0.01 |
| PC | 21.14 | 6.12 | 20.86 | 5.80 | .36 | .72 | -1.26 | 1.82 | 0.05 |
| TOI | 16.42 | 4.16 | 16.38 | 3.86 | .07 | .95 | -1.00 | 1.07 | 0.01 |
| PAC | 12.93 | 3.33 | 12.89 | 3.31 | .09 | .92 | 81 | .89 | 0.01 |
| CL | 7.63 | 2.48 | 7.72 | 2.44 | .29 | .77 | 73 | .54 | 0.04 |
| SI | 5.69 | 1.91 | 5.83 | 1.94 | .54 | .57 | 63 | .36 | 0.07 |
| TRAS-CSA | 47.65 | 7.66 | 46.72 | 7.29 | .95 | .34 | -1.00 | 2.86 | 0.12 |
| CT | 23.31 | 5.57 | 22.60 | 6.11 | .94 | .35 | 77 | 2.18 | 0.12 |
| CN | 14.98 | 3.30 | 14.87 | 3.34 | .24 | .81 | 74 | .95 | 0.33 |
| CF | 8.07 | 2.56 | 8.02 | 2.71 | .16 | .87 | 62 | .72 | 0.02 |

Note. CD-RISC= Connor-Davidson Resilience Scale; PC=Personal Competence; TOI=Trust in One Instincts; PAC=Positive Acceptance of Change; CL=Control; SI= Spiritual Influences; TRAS-CSA= Teachers Reporting Attitude Scale for Child Sexual Scale; CT= Commitment; CN=Concern; CF=Confidence

Table 9 shows Mean, standard deviation and *t*-values for monthly income on resilience and attitude towards reporting sexual abuse. The findings indicated that there is a nonsignificant difference along monthly income of teachers on resilience and reporting attitude towards child sexual abuse. The findings indicate that monthly income does not play a significant role in the study variables among teachers.

Differences along age

In order to compare teachers on resilience and reporting attitude towards child sexual abuse in regards to their age difference, ANOVA was computed (see Table 10). Three main years of age were identified that are, Young adults (n = 97). Middle adults (n = 116) and Older adults (n = 49). ANOVA was conducted in order to check for any influence of years of age upon the outcomevariable.

Table 10

One Way Analysis Of Variance for Age Based On Resilience and Reporting Attitude towards Child Sexual Abuse Study Variables (N=262)

| | | Adults =97) | | e adults | | Adults =49) | | | Gr | oups | | 95% | 6 CI |
|-----------|----------------|----------------|-------|----------|-------|-------------|------|------|-----------|-------|------|-------|-------|
| Variables | \overline{M} | SD | M | SD | M | SD | F | P | $i \ge j$ | i-j | S.E | LL | UL |
| CD-RISC | 61.24 | 14.71 | 63.84 | 14.05 | 68.65 | 13.14 | 4.46 | .01 | 3>1 | 7.41* | 2.48 | 62.04 | 65.53 |
| PC | 20.27 | 6.05 | 20.88 | 6.23 | 22.95 | 4.98 | 3.37 | .03 | 3>1 | 2.68* | 1.04 | 20.32 | 21.78 |
| TOI | 15.48 | 4.13 | 16.50 | 3.82 | 18.04 | 3.96 | 6.81 | .001 | 3>1 | 2.56* | .695 | 15.92 | 16.91 |
| PAC | 12.48 | 3.19 | 13.01 | 3.22 | 13.53 | 3.69 | 1.73 | .18 | | | | | |
| CL | 7.16 | 2.51 | 7.77 | 2.47 | 8.36 | 2.15 | 4.20 | .02 | 3>1 | 1.20* | .427 | 7.36 | 7.96 |
| SI | 5.83 | 1.96 | 5.66 | 2.00 | 5.75 | 1.61 | .210 | .81 | | | | | |
| TRAS-CSA | 48.24 | 7.56 | 46.88 | 7.55 | 46.57 | 7.38 | 1.17 | .31 | | | | | |
| CT | 24.12 | 5.11 | 22.36 | 5.93 | 22.63 | 6.31 | 2.67 | .07 | | | | | |
| CN | 15.11 | 3.82 | 14.99 | 3.32 | 14.51 | 3.34 | .557 | .53 | | | | | |
| CF | 7.95 | 2.59 | 8.08 | 2.76 | 8.20 | 2.30 | .149 | .86 | | | | | |

Note. CD-RISC= Connor-Davidson Resilience Scale; PC=Personal Competence; TOI=Trust in One Instincts; PAC=Positive Acceptance of Change; CL=Control; SI= Spiritual Influences; TRAS-CSA= Teachers Reporting Attitude Scale for Child Sexual Scale; CT= Commitment; CN=Concern; CF=Confidence

Table 10 shows Mean, standard deviation and F-values for years of age on resilience and reporting attitude towards child sexual abuse. The findings indicated significant results for resilience scale (F= 4.46, p < .01).For resilience subscale personal competence (F= 3.37, p < .05), trust in one instincts (F=6.81, p < .001) and control (F=4.20, p < .05). The Post-Hoc Bonferoni analysis produced results that those teachers who are older in age have more resilience (M= 68.65, SD= 13.14), have more personal competence (M= 22.9, SD= 4.98), have more trust in their instincts (M= 18.04, SD= 3.96) and have more control (M= 8.36, SD= 2.15) in themselves than those teachers who are younger in age.

Differences along formal years of education

In order to compare teachers on resilience and reporting attitude towards child sexual abuse in regards to their years of education, ANOVA was computed (see Table 11). There were three main years of education, namely; BSc (n = 37). The graduate teachers included in the study were of MSc (n = 168) and Mphil/MS (n = 57). ANOVA was conducted in order to check for any influence of education level upon the outcome variable.

Table 11One way analysis of variance for Years Education on Resilience and Reporting Attitude towards Child Sexual Abuse (N=262)

| | 14 yea | ar BSc | 16 year | r MSc | 18 year N | /lphill/MS | | |
|-----------|--------|--------|---------|-------|-----------|------------|------|-----|
| | (n= | 37) | (n=1) | 68) | (n= | 57) | F | p |
| Variables | M | SD | M | SD | M | SD | | P |
| CD-RISC | 62.59 | 13.33 | 63.86 | 14.26 | 64.31 | 15.32 | .17 | .84 |
| PC | 20.24 | 5.94 | 21.14 | 5.96 | 21.29 | 6.24 | .40 | .07 |
| TOI | 15.94 | 4.48 | 16.44 | 4.12 | 16.61 | 3.56 | .32 | .73 |
| PAC | 13.10 | 3.20 | 12.72 | 329 | 13.35 | 3.45 | .83 | .44 |
| CL | 7.27 | 2.34 | 7.72 | 2.41 | 7.71 | 2.70 | .537 | .58 |
| SI | 6.02 | 1.70 | 5.82 | 1.93 | 5.33 | 1.97 | 1.85 | .16 |
| TRAS-CSA | 47.18 | 7.24 | 47.31 | 7.33 | 47.47 | 8.37 | .02 | .98 |
| CT | 22.94 | 6.08 | 23.13 | 5.68 | 22.9 | 5.85 | .03 | .97 |
| CN | 15.67 | 2.93 | 14.64 | 3.34 | 14.35 | 3.37 | 2.01 | .13 |
| CF | 8.13 | 2.39 | 8.11 | 2.59 | 7.82 | 2.82 | .29 | .75 |

Note. CD-RISC= Connor-Davidson Resilience Scale; PC=Personal Competence; TOI=Trust in One Instincts; PAC=Positive Acceptance of Change; CL=Control; SI= Spiritual Influences; TRAS-CSA= Teachers Reporting Attitude Scale for Child Sexual Scale; CT= Commitment; CN=Concern; CF=Confidence.

Table 11 shows Mean, standard deviation and *F*-values for years of education on resilience and attitude towards reporting sexual abuse. The findings indicated that there is a nonsignificant difference among teachers based on their education level on resilience and reporting attitude towards child sexual abuse. The findings indicate that discipline of education does not have a significant influence on the study variables among teachers.

Moderation of formal years of education on the relationship between resilience and reporting attitude towards child sexual abuse. Moderation analysis was carried out in order to check the role played by formal years of education in the relationship between resilience and reporting attitude towards child sexual abuse (see table 12). The interaction effect of years of education on the relationship between resilience and reporting attitude towards child sexual abuse.

Table 12

Interaction Effect of Formal Years of Education in the Relationship between Resilience and Reporting Attitude towards Child Sexual Abuse (N=262)

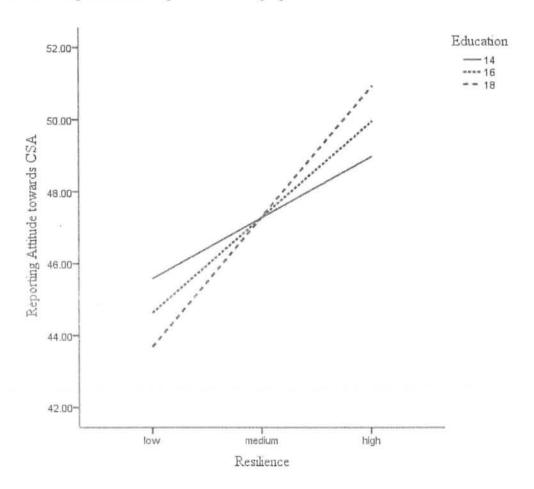
| Variables | | Reportin | g Attitude | | | | |
|----------------------|----------------|----------|------------|-------|--|--|--|
| | | | 95 % Cl | | | | |
| | \overline{B} | p | LL | UL | | | |
| Constant | 47.30 | .00 | 46.45 | 48.15 | | | |
| Resilience | 0.19 | .97 | 70 | 0.73 | | | |
| Education | 0.01 | .00 | 0.13 | 0.25 | | | |
| Resilience*Education | 0.06 | .03 | 0.01 | 0.11 | | | |
| \mathbb{R}^2 | 0.15 | | | | | | |
| F | 15.02** | | | | | | |

^{**}p < .01.

Table 12 illustrates the moderating role of years of education in the relationship between resilience and reporting attitude towards child sexual abuse. Moderation is shown up by a significant interaction effect, b = 0.06, 95% Cl [0.01, 0.11], t = 2.21, p < .01, indicating that the relationship between the resilience and reporting attitude towards child sexual abuse is moderated by the years of education.

When the years of education is low (14), there is a significant positive relationship between resilience and reporting attitude towards child sexual abuse, b=0.12, 95% CI [0.03, 0.21], t=2.66, p<.01. When the years of education is medium (16), there is more significant positive relationship between resilience and reporting attitude towards child sexual abuse, b=0.19, 95% CI [0.13, 0.25], t=6.13, p<.00 then 14 years of education. When the years of education is high (18), there is high significant positive relationship between resilience and reporting attitude towards child sexual abuse, b=0.25, 95% CI [0.17, 0.33], t=6.16, p<.00 as compared to the other levels of education.

These results tell us that the relationship between resilience and reporting attitude towards child sexual abuse is different for people with different level of education. Specially, for people as there level of education increases the level of resilience increases which therefore increases the level of reporting attitude towards child sexual abuse. The relationship is further explained in the graph.



The graph above confirms our results from the table 12. The direction of the relationship between resilience and reporting attitude towards child sexual abuse is in the same direction for different level of education. For different level of education the relationship is positive as the regression lines slopes upwards. People with high level of education have more line slope upward as compared to the low level of education. Additionally, the fact that the lines cross indicates a significant interaction effect (moderation). The relationship between resilience and reporting attitude towards child

sexual abuse is more positive for people with high level of education, but less positive for low level of education.

Moderation of formal years of education in the relationship between resilience (personal competence) and reporting attitude towards child sexual abuse. Moderation analysis was carried out in order to check the role played by formal years of education in the relationship between resilience (personal competence) in predicting reporting attitude towards child sexual abuse (see table 13). The interaction effect of years of education on the relationship between resilience and reporting attitude towards child sexual abuse.

Table 13

Interactional Effect of Formal Years of Education in the Relationship between Resilience (Personal Competence) and Reporting Attitude towards Child Sexual Abuse (N=262)

| Variables | Reporting Attitude | | | | |
|----------------------------------|--------------------|---------|-------|-------|--|
| | | 95 % Cl | | | |
| | В | P | LL | LL | |
| Constant | 47.28 | .00 | 46.42 | 46.42 | |
| Resilience (Personal Competence) | 0.43 | .99 | 0.27 | 0.27 | |
| Education | 0.00 | .00 | 74 | 74 | |
| Resilience | 0.13 | .04 | 0.00 | 0.00 | |
| (personal competence)*Education | | | | | |
| R^2 | 0.13 | | | | |
| F | 10.34** | | | | |

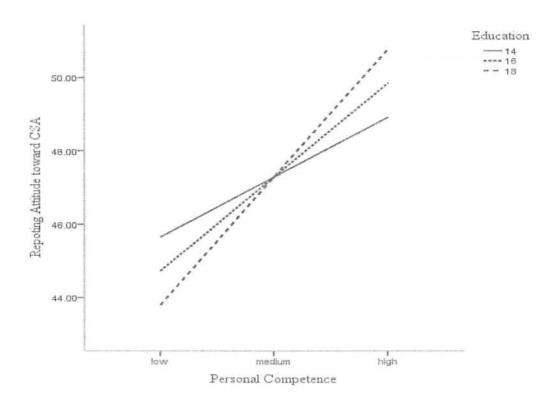
^{**}p < .01.

Table 13 illustrates the moderating role of years of education in the relationship between resilience (Personal Competence) and reporting attitude towards child sexual abuse. Moderation is shown up by a significant interaction effect, b=0.13, 95% Cl [0.00, 0.25], t = 2.01, p < .01, indicating that the relationship between resilience

(personal competence) and reporting attitude towards child sexual abuse is moderated by years of education.

When the years of education is low (14), there is a significant positive relationship between resilience and reporting attitude towards child sexual abuse, b=0.27, 95% C1 [0.07, 0.48], t=2.59, p<.01. When the years of education is medium (16), there is more significant positive relationship between resilience and reporting attitude towards child sexual abuse, b=0.43, 95% C1 [0.27, 0.58], t=5.36, p<.00 then 14 years of education. When the years of education is high (18), there is high significant positive relationship between resilience and reporting attitude towards child sexual abuse, b=0.58, 95% C1 [0.35, 0.81], t=4.99, p<.00 as compared to the other levels of education.

These results tell us that the relationship between resilience (personal competence) and reporting attitude towards child sexual abuse is different for people with different level of education. Specially, for people as there level of education increases the level of resilience increases which therefore increases the level of reporting attitude towards child sexual abuse. The relationship is further explained in the graph.



The graph above confirms our results from the table 13. The direction of the relationship between resilience (personal competence) and reporting attitude towards child sexual abuse is in the same direction for different level of education. For different level of education the relationship is positive as the regression lines slopes upwards. People with high level of education have more line slope upward as compared to the low level of education. Additionally, the fact that the lines cross indicates a significant interaction effect (moderation). The relationship between resilience and reporting attitude towards child sexual abuse is more positive for people with high level of education, but less positive for low level of education.

Moderation of formal years of education in the relationship between resilience and reporting attitude towards child sexual abuse. Moderation analysis was carried out in order to check the role played by formal years of education in the relationship between resilience (trust in one's instinct) and reporting attitude towards child sexual abuse (see table 14). The interaction effect of years of education on the relationship between resilience (trust in one's instinct) and reporting attitude towards child sexual abuse.

Table 14

Interaction Effect of Formal Years of Education in the Relationship between Resilience
(Trust in One's Instincts) and Reporting Attitude towards Child Sexual Abuse (N=262)

| Variables | Reporting Attitude | | | | |
|-------------------------------------|--------------------|------|---------|-------|--|
| | B | p | 95 % Cl | | |
| | | | LL | UL | |
| Constant | 47.26 | .00 | 46.36 | 48.16 | |
| Resilience (Trust in ones instinct) | 0.37 | .90 | 0.14 | 0.59 | |
| Education | 0.05 | .00 | 72 | 0.82 | |
| Resilience | 0.32 | .001 | 0.13 | 0.51 | |
| (Trust in ones instinct)* Education | | | | | |
| \mathbb{R}^2 | 0.07 | | | | |
| F | 6.05** | | | | |

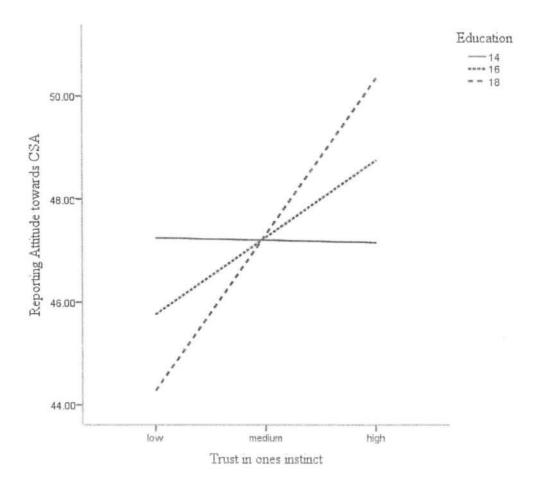
^{**}p < .01.

Table 14 illustrates the moderating role of years of education in the relationship between resilience (Trust in ones instinct) and reporting attitude towards child sexual abuse. Moderation is shown up by a significant interaction effect, b = 0.32, 95% Cl [0.13, 0.51], t = 3.26, p < .01, indicating that the relationship between the resilience (Trust in one's instincts) and reporting attitude towards child sexual abuse is moderated by the years of education.

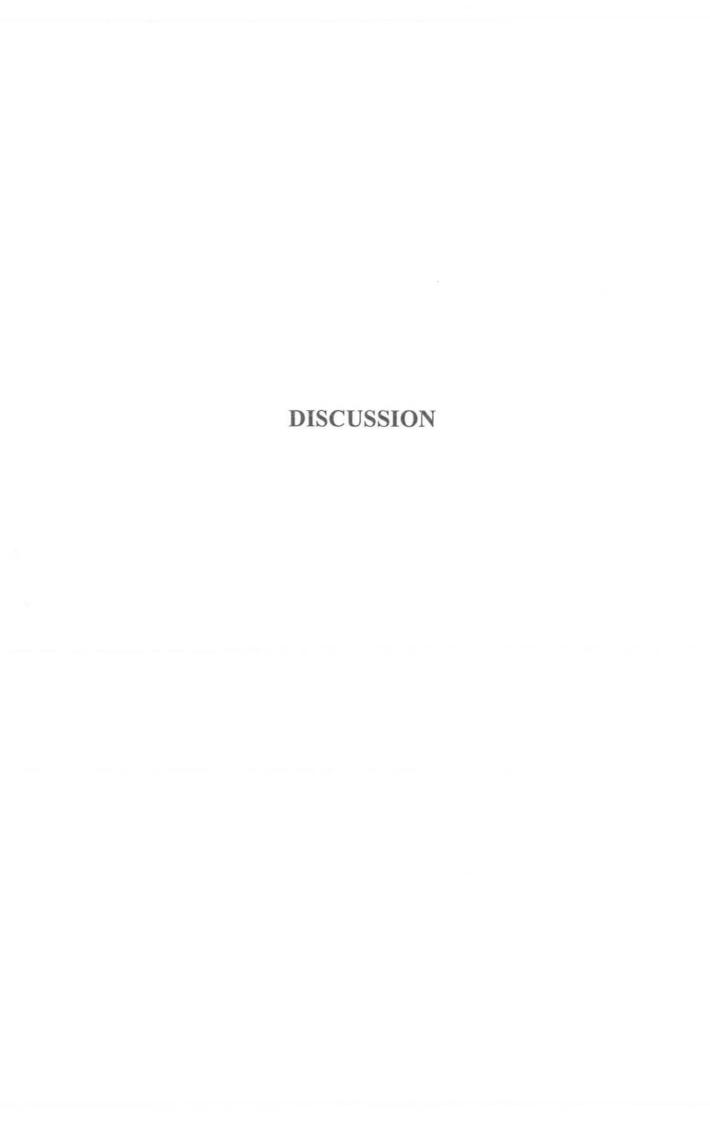
When the years of education is low (14), there is a significant negative relationship between resilience (Trust in one's instincts) and reporting attitude towards child sexual abuse, b = -0.01, 95% C1 [-0.31, 0.28], t = -0.07, p < .94. When the years of education is medium (16), there is significant positive relationship between resilience (Trust in one's instincts) and reporting attitude towards child sexual abuse, b = 0.37, 95% C1 [0.14, 0.59], t = 3.22, p < .001. When the years of education is high (18), there is high significant positive relationship between resilience (Trust in one's instincts) and reporting attitude towards child sexual abuse, b = 0.75, 95% C1 [0.40, 1.09], t = 4.25, p < .00 as compared to the other levels of education.

These results tell us that the relationship between resilience (Trust in one's instincts) and reporting attitude towards child sexual abuse is different for people with different level of education. Specially, for people with medium and high level of education, increases the level of resilience increases which therefore increases the level of reporting attitude towards child sexual abuse. Whereas people with low level of education, as the resilience (Trust in one's instincts) increases the level of reporting attitude towards child sexual abuse. The relationship is further explained in the graph.





The graph above confirms our results from the table 14. The direction of the relationship between resilience (Trust in one's instincts) and reporting attitude towards child sexual abuse is in the same direction for different level of education. Specifically, for low level of education the relationship is negative the regression lines slopes downwards whereas for medium and high level of education the relationship is positive as the regression lines slopes upwards. People with high level of education have more line slope upward as compared to the medium level of education. Additionally, the fact that the lines cross indicates a significant interaction (moderation). The relationship between resilience (Trust in one's instincts) and reporting attitude towards child sexual abuse is more positive for people with high and medium level of education, but negative for low level of education.



Disscussion

The most important element of this research was to inquire the association in between resilience and attitude towards reporting child sexual abuse. It has been demonstrated that resilience emerges when individual efforts are threatened (Gish, Jessica & Gill, 2010). It needs the resources and, mandated reporting, is one of such recourses to abused child. Ones' positive behaviors directly reflect their level of resilience. Therefore, resilience as a positive behavior can be taught, modeled, and learned at any time throughout the lifespan (Docena, 2015).

The role of various resilience related variables such as personal competency, reliance in one instinct, affirmative espousal of alteration, control and religious influences were also included for study variables. Furthermore, the role of demographic variables (education level) was also explored as moderator between resilience and attitude towards reporting child sexual abuse.

The sample was 262 teachers from both private and public schools across Islamabad and Rawalpindi were taken. The teachers with minimum teaching experience of at least one year was selected criterion in the research process. Frequencies and percentages of the demographic variables were calculated in order to gain an understanding of the sample characteristics (see Table 1). The reliability estimates of all measures were found to be satisfactory (see Table 2). This shows that all the study measures are internally consistent except confidence subscale of teachers reporting attitude towards child sexual abuse. Confidence in authorities has (.21) reliability which is lower than the average reliability. A study showed teaching staff attitude towards reporting are nearly aligned with other traits of the statutory child protection surrounding, like their belief in the system's capability to declare affirmative results for children when reports are done (Walsh et al., 2012). Descriptive statistics were computed in order to determine overall distribution of the data. The values of skewness were negative for subscales of Connor Davidson resilience scale and Teacher reporting attitude towards child sexual abuse, indicating that these measures have been highly scored upon within the data.

Correlation analyses were then performed in order to identify the relationships between each of the study variables. Results indicated a significant positive relationship between resilience and attitude towards reporting child sexual abuse (see Table 3). Findings are consistent with the previous literature. Therefore, Hypothesis 1 which states, about positive relationship between resilience and attitude towards reporting child sexual abuse proved to be right.

In a research conducted in Israel, Haj-Yahia and Attar-Schwartz (2008) observed a uniform inclination among preschool teachers to opt reporting to child protection services over reporting to the cop in all types of child inhumane examined. Research into the association between teachers' attitude towards reporting, and their reporting conduct has yielded mixed findings. In studies using bivariate analyses, optimistic attitudes towards reporting have been strongly linked with greater willingness to report (Hawkins & McCallum, 2001a, b) and with reporting consistency (Goebbels et al., 2008).

Aside from resilience and attitude towards reporting child sexual abuse, the influence of demographic variables of age, gender, marital status, income level, education level and years of experience were checked as control variables. The findings that there were significant differences of age, gender, length of teaching experience and marital status on relationships between the study variables and the control variables.

According to previous researches, younger adults who had less teaching experience, although highly qualified than their older counterparts, reports less likely suspicious child sexual abuse cases. In this research, older teachers showed less in reporting suspicious child sexual abuse cases (see Table 10), which proved hypothesis 2, that is, older adults will have more positive attitude towards reporting and young adults will have more negative attitude towards reporting is rejected. Those teaching staff who were interested in reporting child sexual abuse were older in age, they had more teaching training and were having low qualification than those of less reporting. The reason behind more reporters of child sexual abuse in diploma holders (Low qualification) than bachelor's degree holders was not due to their low educational level, but was due to their more age. Young ones were more educated than older ones (Walsh et al., 2012; Rule 2014).

According to previous researches, which revealed that people having spouse, shows less reporting attitude towards child sexual abuse, while people who are single, has more positive attitude towards reporting child sexual abuse. According to present findings, unmarried people shows more positive whereas people who are married have less reporting attitude towards child sexual abuse, therefore hypothesis 3, which states that married people shows less attitude towards reporting child sexual abuse, is proved to be accepted. It was reported that married teachers were found their suspicious about child sexual abuse (Webster et al., 2015). Married people poses attitude towards reporting child sexual abuse (Wu at al., 2016).

According to findings in this research, more length of teaching experience more positive attitude towards reporting child sexual abuse (see Table 7), therefore the hypothesis 4, which states that teachers having teaching experience above 10 years will show more optimistic attitude towards reporting child sexual abuse as compared to teaching staff having teaching experience below 10 years is proved to be accepted. The study found that aged teachers with more teaching training although lower in education were more interested in report of suspicious child sexual abuse cases, than younger ones who were more educated, but with less teaching experience revealed less interest in reporting of child sexual abuse (Rule, 2014). Kenny (2001), observed that increase in teaching experience by 5 years, compelled them to report more (4.1%) than those who didn't. These observations were similar to findings by Goebbels et al. (2008) who revealed that all among those teaching staff who had never suspected a typical case of child sexual abuse were having low teaching experience.

The results of present study indicated that females are more resilient as compare to men, while the previous researches reflect the same result, therefore, hypothesis 5 which states that, female are more resilient than men, proved to be accepted. The social, cultural, and familial hurdles that the female contributors reported in this study is similar with much of the literature which highlights to traditional sex roles—female as caretaker in front of equivocal individual—as a major opposition factor (Kerr & Sodano 2003). Female have different ways to cope their environmental militating forces, including seeking immediate help for support and using community social resources as sustaining

system to achieve redemption. (Black et al., 2015) Women reported significantly higher social support than men (Humphries, Debowska, Boduszek & Mattison, 2017). In the past researches conducted, revealed that female adopt different emotional techniques like crying, befriending etc to get more emotional support than boys. Emotional support is reflection of development of resilience, thus, female shows more resilience than boys (Grotberg, 2006).

The results of present study indicated that older people tend to be more resilient than young ones, while the previous researches declare that older adults are showing less resilience than younger ones. Therefore the hypothesis 6, which states that older people show strong resilience than younger ones, is proved to be right. It is stated that there was alteration in resilience and acquire functioning of teaching staff overtime, which may reveal the influences of the school culture and professional grooming (Bowlesl & arnupi, 2016). It is also possible that teaching staff will become more resilient and acquired as facing hurdles in the duration of teaching fluctuates resilience (Gu, 2014).

Resilience predicts the attitude towards reporting child sexual abuse among teachers. Results indicated that there is 19% variance (see Table 5). Findings are consistent with the previous literature .Therefore, Hypothesis 7 has been confirmed. Literature finding indicated that Goins (2015) classified factors affecting resilience as personality, environmental factors, previous stressors, agency and self-efficacy, priori beliefs and worldviews, faith and spirituality, acculturation skills, and the physical environment. Globally, there is agreement that particular personal resources (e.g. motivation, social and emotional competence) and utilization of coping strategies (e.g. problem solving, goal setting, maintaining work-life balance) makes the capability of teachers to demonstrate resilience. Faith and spirituality were seen as highlighted themes of resilience of teachers in urban schools (Sharifian, 2017). Research has declared most of the personal and contextual resources that are significant for teacher's resilience (Day & Gu, 2014; Johnson et al., 2014).

Moderation of demographic variables was checked in order to identify their influence. Results indicated significant moderation for years of education on the relationship between resilience (personal competence, trust in one instincts) and attitude

towards reporting child sexual abuse (see Table 12, 13, 14). Therefore, hypothesis 8 stating, demographic variables years of education influence on resilience and attitude towards reporting child sexual abuse has been accepted. There is direct relation between level of education and solutions to hurdles and setbacks (Zang et al., 2016). A relationship have been found with level of education (Wu et al., 2016). Those who had lower education were noticed to show more attention to report than those with higher education (Hawkins & McCallum, 2001).

Protection, recognition, early intervention and education, for professionals, caregivers and other adults, and for all school children, are favorably suitable and productive relative to the cost strategies (Council of Australian Governments, 2009).

Limitations and Suggestions

There are few limitations of the present research on the basis of the result, which should be considered in future research. The present possesses the following limitations and suggestions

- The present study is based on cross sectional research design rather than longitudinal research design. In order to address the future concern longitudinal research design should be used to examine the relationship between variables.
- In the present study for data collection self reported inventories are used, which result in over statement and increase the chances of error in response. It may reflect those individuals who are interested to know and report child sexual abuse. This research is based on self report which may reflect their social desirability specifically when described behavior is illegal (e.g., failure to report abuse). It has been recommended that in future for data collection purpose multiple ways should be used, so that it can minimize the chance of error and overstatement of relationship between variables.
- The external validity of the present research has been affected by collecting data only
 from teachers of the city, Islamabad and Rawalpindi. We can't generalize the findings
 of the present research to people belonging to other professions and cities. To

increase the external validity and generalizability, the future research should collect data from people belonging to wide range of profession and cities.

- In the present research data is collected only from urban area. So we can't generalize
 it's finding on the rural area or other cultures. So it is suggested that in future the
 impact of locality along with diverse level of education on styles of parenting should
 be investigated.
- The sample size of the present research consists of only 262 teachers. Males have small sample size so there reporting attitudes towards child sexual abuse could not be judged properly. So it is suggested that in future the impact of locality along with diverse level of education should be investigated.
- In this study sample was volunteer based. According to Rosenthal and Rosnow (1976) there is a difference in response of the volunteers as compare to non volunteer.
 As well as volunteer sample are considered to be the biased sample of the population.
- Future research could be done in more diverse and indefinite samples in order to describe more predictors of attitude towards reporting child sexual abuse.

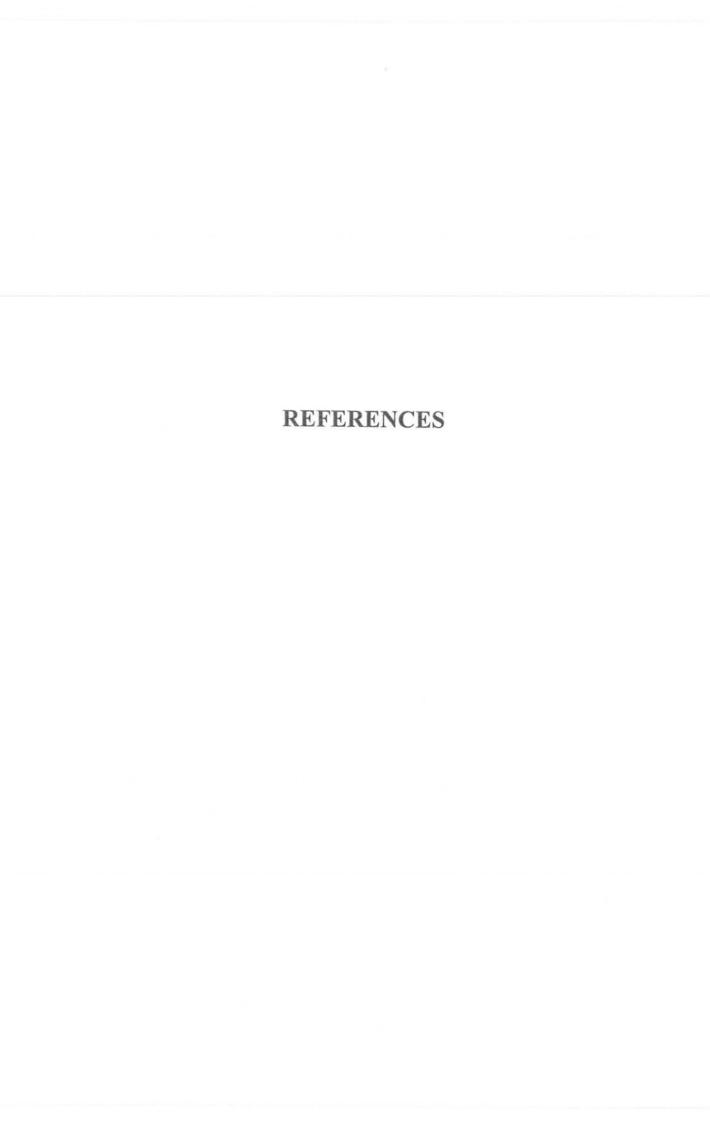
Implications

The results of the current study have significant practical implications. Theory of planned behavior (Ajzen, 1991) provides platform for reporting child sexual abuse cases. Intentions to undertake actions like reporting child sexual abuse, increasing awareness in teachers regarding report of child sexual abuse, providing awareness in development to caretakers of children from CSA and execution of reporting responsibility in teaching staff.

This research provides development of effective child protection media which is free from external blows in the form of child sexual abuse and other maltreatment. It can also improves and increase in awareness of teachers about reporting child sexual abuse, especially by educating them about reporting via electronic media, seminars and publications. It provides development of safe guarding awareness via electronic media like internet, twitter, face book and other social media, in people who cares of children. The execution of diffuse responsibility about reporting child sexual abuse plunges in teachers. It can develop primary preventive strategies in future which include school-based safety life skills programmes amongst children, teachers as well as public awareness activities which will encourage disclosure and reporting cases of child sexual abuse among teachers.

Conclusion

The determination of the current thesis supply a solid participation to the understanding of the forecaster of attitude towards reporting child sexual abuse by teachers. Teaching staff feel Teachers feel insufficiently prepared to speak out child sexual abuse as they are unaware of both recognizing and reporting. The reason is that they are short of knowledge. To overcome such deficiencies in teachers, there is need of special preventive strategies regarding child sexual abuse and their reporting. It has been demonstrated that resilience, may serve to forecast attitude towards child sexual abuse reporting, in which it acts as a barrier rather than protective factor for the attitude towards reporting child sexual abuse. Child sexual abuse is an alarming issue which attracts multiple people of different sects and different regions although influenced by numerous factors either positively or negatively. Cultures is one of these factors which influences people about ignoring child sexual abuse, even talking about child sexual abuse and its reporting dramatically as people consider it as taboo. In all cases where people are considering to report child sexual abuse, their resiliences becomes their barrier.



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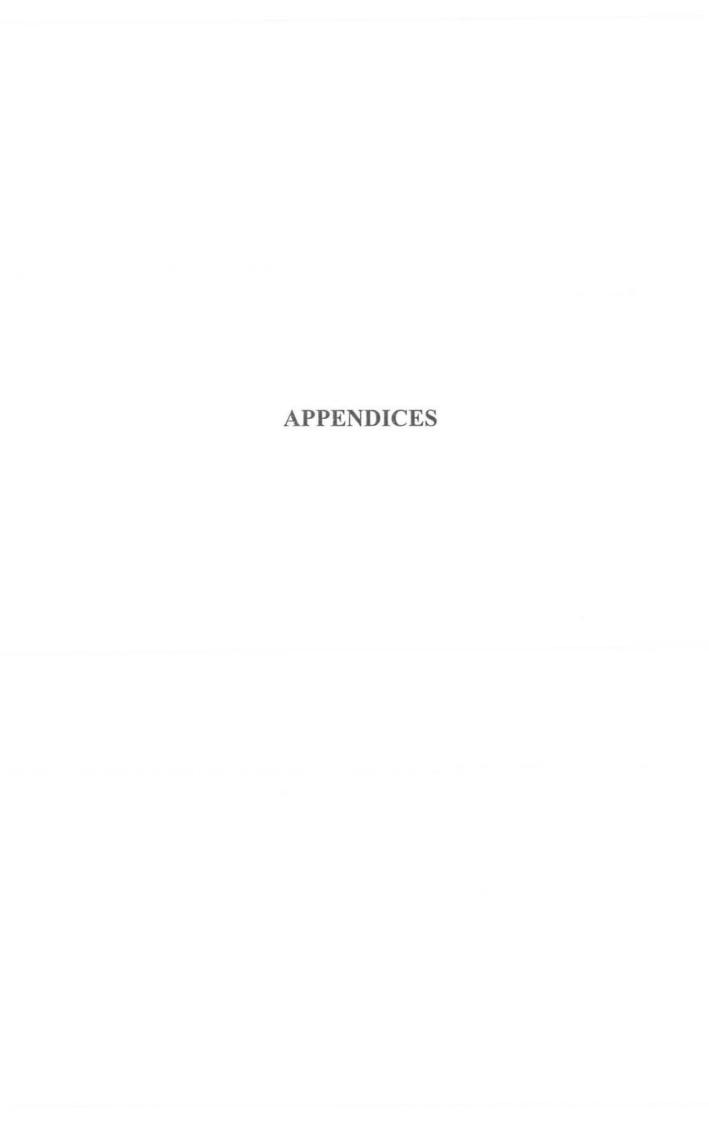
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Informed Consent

I am a student of M.Sc. Psychology from National Institute of Psychology, Quaidi-Azam University Islamabad. I am conducting a research to explore psychosocial factor that play a role in child sexual abuse.

As per research, I need to collect data from people in the relevant field, so I would request you to participate in it. It will take 5-7 minutes of your precious time. You are requested to read each statement carefully and answer it as genuinely as possible.

I assure you that all the information provided by you will be confidential and will be used for research purpose only. You have all the right to discontinue participation at any point without any penalty or prejudice. Please sign below if you read and agreed to the aforementioned terms.

Your participation will be highly appreciated.

Signature

Shainza Iqbal,

MSc Psychology,

National Institute of Psychology

Islamabad, Pakistan

Appendix B

Demographic Sheet

| 1. | Age | | |
|----|-------------------------|-------------|---|
| 2. | Gender | | |
| 3. | Socioeconomic status | | |
| 4. | Marital Status | | |
| 5. | Name of Institution | | |
| 6. | Institution Private | Government |] |
| 7. | Education in years | | 7 |
| 8. | Length of teaching expe | rience | |

Appendix C

Instructions: For each item, please mark Tick in the box below that best indicates how much you agree with the following statements as they apply to you over the last month if a particular situation has not occurred recently, answer according to how you think you would have felt. There is no right or wrong answer to each statement; your own reaction is what is asked for.

| S.NO | Statement | Nottrue atall | Rarely true | Sometimes true | Often true | True nearly all the time |
|------|-------------------------------------------------------------------------------------|------------------|----------------|-------------------|---------------|--------------------------------|
| | | 0 | 1 | 2 | 3 | the time |
| 1 | I am able to adapt when changes occur. | | | | | |
| 2 | I have at least one close and secure relationship that helps me when I am stressed. | | | | | |
| 3 | When there are no clear solutions to my problems, sometimes fate or God can help. | | | | | |
| 4 | I can deal with whatever comes my way. | | | | | |
| 5 | Past successes give me confidence in dealing with new challenges and difficulties. | | | | | |
| 6 | I try to see the humorous side of things when I am faced with problems. | | | | | |
| 7 | Having to cope with stress can make me stronger. | | | | | |
| 8 | I tend to bounce back after illness, injury, or other hardships. | | | | | |
| 9 | Good or bad; I believe that most things happen for a reason. | | | | | |
| 10 | I give my best effort no matter what the out come may be. | | | | | |
| 11 | I believe I can achieve my goals, even if there are obstacles. | | 110 | | | |

| | | | | |
|----|--------------------------------------------------------------------------------------------------|--|------|-----|
| 12 | Even when things look hopeless, I don't give up. | | | |
| 13 | During times of stress/crisis, I know where to turn for help. | | | |
| 14 | Under pressure, I stay focused and think clearly. | | | |
| 15 | I prefer to take the lead in solving problems rather than letting others make all the decisions. | | | |
| 16 | I am not easily discouraged by failure | | | |
| 17 | I think of myself as a strong person when dealing with life's challenges and difficulties. | | | |
| 18 | I can make unpopular or difficult decisions that affect other people, if it is necessary. | | | |
| 19 | I am able to handle unpleasant or painful feelings like sadness, fear, and anger. | | | |
| 20 | In dealing with life's problems, sometimes you have to act on a hunch without knowing why. | | | |
| 21 | I have a strong sense of purpose in life. | | | |
| 22 | I feel in control of my life. | | | - 2 |
| 23 | I like challenges. | | * | |
| 24 | I work to attain my goals no matter what road blocks I encounter along the way. | | | |
| 25 | I take pride in my achievements. | | | |

Appendix D

Instruction: Read each statement carefully and indicate your degree agreement using the scale below. In responding be completely candid.

| S.NO | Statement | Strongly Agree 1 | Agree 2 | Neutral 3 | Disagree 4 | Strongly Disgree 5 |
|------|---------------------------------------------------------------------------------------------------------------------------------------|------------------------|---------|--------------|------------|--------------------------|
| 1 | I plan to report child sexual abuse when I suspect it. | | | | | |
| 2 | I would be apprehensive to report child sexual abuse for fear of family/community retaliation. | | | | | |
| 3 | I would be reluctant to report a case of child sexual abuse because of what parents will do to the child if he/she is reported. | | | | | |
| 4 | I would like to fulfill my professional responsibility by reporting suspected cases of child sexual abuse. | | | | | |
| 5 | Reporting child sexual abuse is necessary for the safety of children. | | | | | |
| 6 | Reporting child sexual abuse can enable services to be made available to children and families. | | | | | |
| 7 | Child sexual abuse reporting guidelines are necessary for teachers. | | | | | |
| 8 | It is important for teachers to be involved in reporting child sexual abuse to prevent long- term consequences for children. | | | | | |
| 9 | I believe that the current system for reporting child sexual abuse is effective in addressing the problem. | | | | | |

| 10 | Teachers who report child sexual abuse that is unsubstantiated can get into trouble. | |
|----|----------------------------------------------------------------------------------------------------------|--|
| 11 | It is a waste of time to report child sexual abuse because no one will follow up on the report. | |
| 12 | I would still report child sexual abuse even if my school administration disagreed with me. | |
| 13 | I lack confidence in the authorities to respond effectively to reports of child sexual abuse. | |
| 14 | I would find it difficult to report child sexual abuse because it is hard to gather enough evidence. | |

Appendix E

| | shnz iqbal <shnziqbal@gmail.con< th=""></shnziqbal@gmail.con<> |
|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| hainza Iqbal (student) | |
| I.D. <jonathan.davidson@duke.edu> al@gmail.com></jonathan.davidson@duke.edu> | Thu, Apr 19, 2018 at 1:39 A |
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| o enclose the scale and manual. Please let me k | now if you have any further |
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