

**Addis Ababa University**  
**College of Education and Behavioral Studies**  
**School of Psychology**

**Knowledge and Intention to Report Child Sexual Abuse among Harawacha  
Primary School Teachers at Melka Bello Woreda, Oromia**

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**June 2024**  
**Addis Ababa**

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**A Thesis is submitted to the School of Psychology, College of Education and  
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## **Declaration**

I hereby declare that this thesis entitled “Knowledge and Intention to Report Child Sexual Abuse among Harawacha Primary School Teachers at Melka Bello Woreda, Oromia” is my original work. This thesis work has not been presented anywhere as part of the requirements of any other academic degree and that all sources of materials have been duly acknowledged.

Name: \_\_\_\_\_

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## **Acronyms and Abbreviations**

<b>CSA:</b>	Child Sexual Abuse
<b>CRC:</b>	Convention on the Rights of the Child
<b>CSA:</b>	Central Statistical Agency
<b>RAPs:</b>	Regional Action Plans
<b>TPB:</b>	Theory of Planned Behavior
<b>TRAS-CSA:</b>	Teacher Reporting Attitude Scale on Child Sexual Abuse
<b>UN:</b>	United Nations
<b>WHO:</b>	World Health Organization

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## Abstract

*Studies have identified various interpersonal and social factors affecting suspected child sexual abuse. However, attitudes to reporting, subjective norms, and perceived behavioral control as influencing teachers' intention to report child sexual abuse are still scarce, showing knowledge gaps concerning teachers' role in disclosing child sexual abuse cases. Particularly, despite many child sexual abuse cases, no study yet attempted to examine child sexual abuse cases in eastern Harergha including Harawach town. This study employs quantitative research methods to collect and examine attitude, subjective norm and perceived behavior control as teachers' intention to report child sexual abuse. Survey participants were selected using stratified random sampling techniques (N=181). The research utilized a questionnaire as a data collection instrument. Correlational and hierarchical regression analysis approaches were employed to analyze data. Findings indicated that all teachers' attitudes to reporting, subjective norms, and perceived behavioral control were positively and significantly associated with teachers' intention to report child sexual abuse. The Findings from hierarchical regression analysis showed that subjective norm, perceived behavioral control, and the number of children significantly predicted teachers' intention to report child sexual abuse. The study concludes that enhancing perceived behavioral control and creating facilitating norms can improve teachers' intention to report CSA. This study has an important contribution to various stakeholders working on child rights protection by providing insight for developing prevention and early intervention strategies for the victims of CSA. This study also contributes to the child protection literature and theory of planned behavior.*

**Keywords:** Child sexual abuse, Reporting intention, Educator awareness, Subjective norm, Perceived behavior, Attitude

# CHAPTER ONE

## INTRODUCTION

### 1.1. Background of the Study

Child sexual abuse (CSA) is one of the major concerns of public health issues. It affects the health and well-being of children all over the world (Fisher et al., 2017). As one of a global problem, CSA also affects children of all ages. CSA causes physical, emotional, verbal, and sexual harm to the victims of any culture and ethnicity (American Psychological Association, 2021). CSA refers to the engagement of minors (< 18 years) in any sexual activities that they cannot give consent, or realize, and not developmentally prepared, or are against law and societal values (WHO, 1999). Due to its serious human rights violations, recently CSA has been recognized as a primary public health concern (Fisher et al., 2017). Although it mainly affects children, adolescents, and women, CSA affects people of different ages, genders, and sexual orientations from both developed and developing countries (Penn State Children's Hospital, 2015). Child sexual abuse not only causes harm to the physical and mental growth of children but also results in various psycho-social problems (Dahiya, 2018). For instance, CSA contributes to various psychological problems such as anxiety, depression, and suicide attempts (Boden et al., 2007). It also has a far-reaching consequence such as interpersonal difficulties (Trickett et al., 2011), lower educational attainment, and as well as adversely affecting individuals relationship with family, partners, and children (Fisher et al., 2017). In addition to engaging in risky sexual behaviors (Maniglio, 2009), CSA also exposes the victims to different reproductive health problems, including HIV/AIDS, unwanted pregnancy, unsafe abortion, and sexually transmitted diseases (Ayenalem, 2015; Lalor & McElvaney, 2010).

Researchers identified different factors such as age, social inequality, gender inequality, weak legislation, poverty, and migration linked to CSA (Ligiero et al., 2020; Maternowska & Fry, 2018; Mootz et al., 2019). Studies have also linked CSA with social isolation, lack of parental control, parental conflict, and being raised in a stepfa (Collin-Vézina et al., 2013). Similarly, mainly children from low-income regions, in insecure conditions, and those who are separated from their families are more vulnerable to CSA (Ligiero et al., 2020). Moreover,

children can be victims of sexual abuse in areas where they spend most of their time including school and playground (Bjørnseth & Szabo, 2018; Devries et al., 2017; Taylor et al., 2013). However, children's own home is identified as the main area where they are frequently exposed to different forms of sexual abuse (Radford et al., 2011; Ministry of Youth, Sport and Child Development, 2018). Most children are sexually abused by someone close or familiar to them at their or the perpetrator's home, which causes difficulty in detecting the problems (Know Violence in Childhood, 2017; Ligiero et al., 2020; UNICEF Tanzania, 2011).

Due to various factors including technological advancement, child sexual abuse and exploitation are escalating this day (Alliance, 2018). Studies revealed that globally, 1 in 8 children (12.7%) had been experiencing sexual abuse (Stoltenborgh et al., 2011). It has been documented that the risk of exposure to CSA in many countries ranges from 10-20% (Barth et al., 2013). For instance, a study in South Africa found that 33.9% of girls and 36.8% of boys experienced CSA (Artz et al., 2018). Child sexual abuse is also a common problem in most African countries particularly in Sub-Saharan African countries. Similarly, studies in Ethiopia also indicated that the problem related to CSA is worsening (Abera et al., 2021; Alemayehu et al., 2022; Assabu et al., 2019; Cafo et al., 2014; Haile et al., 2013; Haileye, 2013; Jemal, 2012; Nimani & Hamdela, 2015; Takele et al., 2020; Wondie et al., 2011; Worku et al., 2006). For instance, of 422 participants in the study, about 43% of the children have experienced sexual abuse (Alemayehu et al., 2022). Moreover, a study by Abera et al (2021) showed that about 48% of children who participated in the study reported at least one type of sexual abuse. Studies in Ethiopia also revealed that CSA contributed to various psychosocial problems such as anxiety and depression (Jemal, 2012), suicidal ideation and attempt, and sexual dysfunction (Nimani & Hamdela, 2015; Worku et al., 2006), unwanted pregnancy, poor academic achievement, rejection from family and friends (Nimani & Hamdela, 2015). Child marriage, rape, and child prostitution were some of the commonly identified forms of CSA in Ethiopia (Government of Ethiopia, 2007; Melesse & Kassie, 2005; Wondie & Abdi, 2008).

To prevent and intervene in CSA, different legal and policies have been ratified and mandates have been given for different stakeholders such as police, health, and educational institutions (Mathews, 2011; National Children's Policy, 2017; UN PROTOCOL, 2019). The Convention on the Rights of the Child (CRC) which was ratified in 1989, aimed at the

elimination of child sexual abuse and exploitation at national and international levels. For instance, as indicated in Article 34 of the CRC children should be protected from any form of sexual exploitation and abuse (CRC, 1989), while Article 27 of the African Charter highlights the rights and welfare of children (Charter, 1990). Besides, the three congress in Stockholm (Sweden) 1996, Yokohama (Japan) 2001 and in Rio de Janeiro (Brazil) 2008 were also aimed at international and regional collaboration against child sexual abuse. Moreover, ending all forms of violence against children by 2030 was one of the sustainable developmental goals of 2015. At the regional level, regional action plans(RAPs) were also developed to coordinate and develop intergovernmental policies to protect children across the world including Africa (Council of Europe, 1 in 5 campaign 2010-15; Kavidri Johnson, 2017). Specifically, in Ethiopia, article 36 of the FDRE constitution stipulates children's right to be protected from any harm (Constitution, 1995). Besides, the Ethiopian government has also formulated policies that deal with child rights protection. For example, as stated in the national children's policy, children have the right to be protected from sexual, physical, and psychological abuse (National Children's Policy, 2017). According to this policy, all government bodies are mandated to implement the policy. Particularly, the Ministry of Women and Children Affairs is expected to monitor and coordinate the implementation of the policy (National Children's Policy, 2017).

In addition to legal and policy-related action, the protection of children from CSA requires the involvement of different bodies such as individuals, families, and societies as a whole. At the individual level, victims of sexual abuse should be helped not feel ashamed (Fisher et al., 2017). Because, when the victims feel less shameful they not only avoid blaming themselves but also attribute the responsibility to the abusers (Afifi & MacMillan, 2011; Bentovim, 2009). The role of families in monitoring and keeping their children safe from abuser (Affifi & Macmillan, 2011; Scoglio et al., 2021), and their response after discovery of the abuse (Fisher et al., 2017) are crucial in protecting as well as enhancing children's ability to overcome the problems of being abused. Besides, having someone such as the teacher who can disclose the perpetrator is also important to protect children from CSA (Fuller-Thomson et al., 2020; Marriott et al., 2014).

Regardless of the high prevalence of CSA, only a small minority of CSA are reported to authorities, limiting the CSA victims' access to professional support (Ligiero et al., 2020). For

instance, regardless of the efforts of the victims of sexual abuse who have told to somebody close to them, only about 14% of their disclosures reach to authorities (Lahtinen et al., 2018; Stiller & Hellmann, 2017). Similarly, CSA is the least reported problem in most developing countries including Ethiopia (WHO, 2016). Some factors that contribute to underreporting of CSA include fear, social stigma, and social and cultural factors (Tesfaye et al., 2013). Moreover, fear of not being believed; shame, self-blame have been reported as factors of less reporting CSA (Mcelvaney et al., 2014; Schaeffer et al., 2011). Others are linked to delay in disclosing CSA with older age, being male, and experiencing severe abuse (Pipe et al., 2013). Besides, Schaeffer et al. (2011) associated lack of CSA disclosure with a lack of awareness of being abused, and a mistrust of adults and professionals (Mcelvaney et al., 2014).

Among different institutions, schools were identified as the primary reporting source of CSA (WHO, 2016a). Professionals such as doctors, nurses, and teachers are mandated to report CSA (Goldman, 2007; B. Mathews & Kenny, 2008). Particularly, the reporting of CSA by teachers is important to governments, legislators, and policymakers. Given their close connection to children, teachers are not only mandated but also play a crucial role in reporting CSA (Baginsky & Macpherson, 2005; Cossar et al., 2013). Zimbabwe's 'whole school approach' is one of the best examples. In Zimbabwe, teachers are trained how to detect, refer, and counsel victims of sexual abuse (Management Systems International, 2008). However, professionals in schools, such as teachers and counsellors, often fail to report suspicions of CSA (Goldman & Padayachi, 2005; Kenny, 2001). Scholars have identified various factors, such as a lack of confidence in dealing with CSA and a lack of skills to work with CSA victims, as reasons for not reporting CSA (Goldman & Padayachi, 2005). Other teachers believed that reporting CSA was a waste of time (Webb & Vulliamy, 2001). As a child expert in the Harawacha town area, I observed that many children are victims of sexual abuse which might be attributed to technological advancement, dual-earner families, and low socio-economic status. However, most CSAs left unreported, which causes difficulty in their prevention and early intervention. Accordingly, this issue is worth to be studied.

Sadly, children who have been abused are at a great risk of recurrent abuse (Hindley et al., 2006). Evidence also showed that CSA not only causes psychological harm to the victims but is also linked to future victimization and sexual exploitation (Lalor & McElvaney, 2010). Lack

of reporting or delay leads victims to live with the psychosocial problems of the abuse for long without any treatment, which further deepens the negative effects of CSA (Lateef et al., 2019). However, early reports of CSA not only help to prevent the problem but also help to reduce the psychological and social complications of the victims. Timely reports of CSA will help to provide therapeutic services for the victims to mitigate the physical and mental risks of the problem. Thus, identifying factors that contribute to reporting CSA has the potential to prevent future CSA and facilitate early provision of psychosocial intervention for the victims (Lateef et al., 2019). Having this in mind, this study is motivated to advance our knowledge of factors contributing to the report of CSA which in turn may serve as an input for early intervention.

The theory of planned behaviour (TPB) suggests that behavioural engagement in some tasks depends on individuals' intention to act (Ajzen, 2005). According to TPB, attitude toward the behaviour, subjective norm, and perceived behavioural control are the primary independent determinants of a person's intention to perform a certain behaviour (Ajzen, 2005,2011). In studies examining the reporting of child sexual abuse (CSA), the theory of planned behaviour (TPB) was used as a theoretical framework. Certain beliefs about abuse, attitudes toward reporting, and perceived behavioural control were identified as positive factors in predicting the intention to report child abuse (Ben Natan et al., 2012). It seems that TPB is well-suited to guide studies on reporting CSA. Thus, the TPB will be a theoretical framework for understanding the factors that influence teachers' intention to report CSA.

## **1.2. Statement of the Problem**

Child sexual abuse causes serious physical and psychological harm to the victims (Dahiya, 2018). Teachers' reporting of CSA is essential for preventing and providing early psychosocial intervention for the victims. Teachers' day-to-day interaction with their students facilitates the identification of symptoms of CSA (Goldman, 2007; Kenny, 2001). Most previous studies have focused on the role of teachers in studying child maltreatment, including physical abuse, neglect, and emotional abuse (Feng et al., 2009, 2010). There have been some studies that emphasize teachers' reporting of CSA (Alazri & Hanna, 2020; Feng et al., 2010; Goebbels et al., 2008; Hupe & Stevenson, 2019; Walsh et al., 2012). However, most of these studies were from the West, which may not apply to the Ethiopian context. Specifically, there have been investigations in Ethiopia in the area of CSA (Abera et al., 2021; Alemayehu et al., 2022; Assabu

et al., 2019; Cafo et al., 2014; Haile et al., 2013; Haileye, 2013; Jemal, 2012; Nimali & Hamdela, 2015; Takele et al., 2020; Wondie et al., 2011). However, none of these studies examined teachers' reporting of CSA in Ethiopia, specifically in Harawacha town, Melkalka Bello woreda, Eastern Ethiopia. Furthermore, in Ethiopia, CSA is not well-documented among primary school children. As a result, our understanding of the factors that influence teachers' reporting of CSA has been limited. Thus, to fill this gap, this study aimed to examine attitude, behavioral control and perceived behavioral control in influencing teachers' intention to report child sexual abuse (CSA) in primary schools in Harawacha town of Melka Bello Woreda, East Harerghe.

The researcher working as a child protection expert in Harawacha town observed that in Harawacha town child sexual abuse is painful. It is common in the town to see many teachers leave behind children to report child sexual abuse. It is imperative to identify factors that impelling teachers' plan to report child sexual abuses at primary schools. Teachers are come into contact with children in order to come up interventions that can address the challenges and prevent the victims and to enhance child protection.

It is in this light that, this paper hunted to explore attitude, subjective norm and perceived behavioral control as influencing teachers' intention to report child sexual abuse in primary schools. As far as the knowledge of the researcher concerned, no study has been done on knowledge and intention to report child sexual abuse at primary schools at the study area. Thus, this study tries to fill this gap.

### **1.3. Objective**

The general objective of this study was Knowledge and Intention to report child sexual abuse in Harawacha Primary school teachers at Melka Bello Woreda, Eastern Harerghe Oromia

### **1.4. Research Questions**

This study was intended to answer the following research questions;

1. What are the teachers' intention to report child sexual abuse?
2. Are there significant gender difference in the intention to report child sexual abuse?

3. Do teacher reporting attitude, subjective norm, perceived behavioural control and background variables predict intention to report? If so, which variable(s) has (have) the strongest predictive value?

### **1.5. Significance**

This study will be significant due to its theoretical and practical significance. The results of this study will elucidate the factors that influence teachers' reporting of CSA. Thus, it will be significant for psychosocial practitioners and policymakers who are interested in child welfare. In particular, professionals such as counsellors, social workers, and healthcare workers may benefit from the findings of this study as they work to rehabilitate the victims. Given the crucial role of teachers in the prevention and intervention of CSA, these practitioners will gain insights into the barriers that inhibit teachers from reporting CSA and will design an appropriate training program to help them overcome these obstacles. It will also enhance the prevention and early medical and psychosocial intervention by informing stakeholders such as legal authorities (e.g. police), policymakers, lawmakers, and psychosocial practitioners about attitude, subjective norms and perceived behavioural control that influence CSA reporting. In addition to serving as a baseline for further investigation, this study will also contribute to the child sexual abuse literature. Theoretically, this study may further signify the contribution of the theory of planned action in explaining teachers' intention to report CSA.

### **1.6. Delimitation**

This study was delimited to explore attitude, subjective norms and perceived behavioral control influencing teachers' intention to report child sexual abuse in Harawacha primary school teachers town, Eastern Harerghe, Ethiopia. This area was selected due to the researcher's observation of high child sexual abuse as a child expert in the area and the absence of such a study in this area. The study narrowed its focus to only primary school teachers.

## **1.7. Operational definition of terms**

**Attitude towards reporting CSA:** - Teachers' beliefs in reporting suspected case of CSA.

**A child:** - Victims of CSA who are under the age of 18 years.

**Child sexual abuse:** - Acts of sexual involvement with minors.

**Intention to report:** - Teachers' tendency to evaluate and believe in the need to report the CSA incidence.

## CHAPTER TWO

### Literature Review

This section began by providing a definition of terms followed by discussing child sexual abuse at the global level. Second, the prevalence of child sexual abuse in the Ethiopian context is discussed. Third, the causes of child sexual abuse and its effects are discussed. Fourth, reporting child sexual abuse and factors affecting teachers' intention to report child sexual abuse are provided. Finally, the theoretical framework used to guide this study is discussed.

#### 2.1. Operational definition

This section deals with the definitions of terms that are less familiar for others. Attitude toward reporting refers to individual factors such as teachers' positive or negative reactions to reporting child sexual abuse (Walsh et al., 2012). It will rely on teachers' behavioral beliefs of associating CSA with various consequences (Ajzen, 1988). It is also important that teachers' own beliefs about reporting CSA; which can influence their attitude of reporting suspected CSA (Ajzen, 1988).

Child sexual abuse refers to an act of any sexual nature that involves physical contact and non-physical contact committed by the abuser on a child for personal sexual gratification (Wurtele, 2009). Sexual abuse involves physical contact including kissing, fondling, oral sex, and vaginal intercourse (Goldman & Padayachi, 2005). Whereas, non-physical contact sexual abuse includes exhibitionism, voyeurism, and showing a child pornographic material (Finkelhor, 1994). The present study emphasizes on sexual abuse of children at their environment. Child sexual also consists of the act of voyeurism, touching a child's genitals, and even making the child touch or see the perpetrator's private body parts (National Sexual Violence Resource Center, 2011; Islam et al., 2024; Mathews & Collin-Vézina, 2019; Steyn et al., 2024).

Intention to report deals with teachers' tendency to report suspected child sexual abuse to the authorities based on the provided scenarios of child sexual abuse (Crenshaw et al., 1995). It indicates how the teachers determined and committed to the plan and engaged in reporting behavior (Crenshaw et al., 1995).

## **2.2. Prevalence of Global Child Sexual Abuse**

Child sexual abuse is one of the main social problems all over the world. At a global level, the prevalence of child sexual abuse showed 8-31% rates for girls and 3-17% rates for boys under the age of 18 (Barth et al., 2013; Finkelhor et al., 2014; Moody et al., 2018; Stoltenborgh et al., 2015). A study that took place in 21 different countries showed the widespread nature of child sexual abuse across different societies (Pereda et al., 2009a). For instance, a meta-analysis of 55 studies among children under the age of 18 from 24 countries showed up to a 31% prevalence rate of child sexual abuse, in which girls are more at risk of being sexually abused (Barth et al., 2013). Besides, data from a global school-based survey from Namibia, Swaziland, Uganda, Zambia, and Zimbabwe among students 13-17 years old estimated about 23% prevalence rate of CSA (Sosu 2018; Harvey 2021; Ecker 2018). Although studies consistently showed a high proportion of CSA among girls, the experience of CSA among boys also becoming a common phenomenon today (Josenhans et al., 2020; Moss et al., 2023).

Child sexual abuse is a problem for all children of the world regardless of their socio-economic background (Finkelhor, 1994; Pereda et al., 2009a). It is the day-to-day fate of children from all ethnic and cultural backgrounds around the globe (ECPAT International, 2020). The recent high prevalence of CSA is also the continuation of the problem from the past trend. According to Pereda et al. (2009a), the recent child sexual abuse prevalence rates would be very similar to the study conducted a decade ago by Finkelhor (1994). This in turn indicates the seriousness of the problem, which requires urgent interventions. Despite some varying prevalence rates, data also showed a high prevalence of CSA regionally. According to WHO, the prevalence of CSA in sub-Saharan Africa ranges from 1 to 31 (WHO, 2013). Particularly, African countries such as Morocco, Tanzania, and South Africa registered the highest prevalence rate of 34.4% (Pereda et al., 2009).

## **2.3. Prevalence of Child Sexual Abuse in Ethiopia**

Sexual abuse is common in Sub-Saharan Africa including Ethiopia. In Ethiopian cultures, discussion on sex and sexual-related issues is not an encouraged topic. Information about CSA in Ethiopia is less documented. However, small-scale studies showed that the problems of CSA

are not only increasing but also an alarming issue (Wondie et al., 2011). Few studies showed a high prevalence of CSA which ranges from 43-48% (Abera et al., 2021; Alemayehu et al., 2022). For instance, of 422 participants in the study, about 43% of the children have experienced sexual abuse (Alemayehu et al., 2022). Moreover, a study by Abera et al. (2021) showed that about 48% of children who participated in the study reported at least one type of sexual abuse. Studies conducted in different parts of the country also revealed a high presence of CSA. For instance, a study conducted in Addis Ababa revealed that boys experienced rape and sexual harassment with a prevalence rate of 4.3%, and 68.2%, respectively (Haile et al., 2013). Similarly, a study conducted in Adigrat Hospital documented that 60% of rape cases were committed on children. This study also revealed that 70% of the victims were children between 6 and 18 years of age. Furthermore, in a study conducted in Dire Dawa town involving 384 participants, about 19% of the respondents reported the experience of rape (Abera et al., 2021).

Studies revealed a high prevalence of sexual abuse among children who are separated from their parents. It has been reported that experiencing both sexual coercion and rape was high among children who live alone and with others than children who live with their parents (Haile et al., 2013). Besides, children working as maidservants and those leading street life have been reported to experience a high prevalence of sexual abuse (Belay, 2006). Moreover, a study also linked high exposure to sexual abuse among those living with friends and single parents as well as living in rural residences (Abera et al., 2021). These studies indicate a high prevalence of child sexual abuse in Ethiopia.

#### **2.4. The Causes of Child Sexual Abuse**

Scholars linked child sexual abuse to various factors such as family-related factors, drug misuse, and other social determinants. A growing body of studies consistently identified factors such as being raised by a stepfather, parental conflicts, and social isolation as the main contributing factors of CSA. Besides, children from lower socioeconomic classes or underprivileged families are also other factors related to CSA (Collin-Vézina et al., 2013). Others identified drug use such as khat chewing, smoking, and alcohol use as contributing factors to CSA. Furthermore, social determinants such as poor governance, weak rule of law,

cultural, social, and gender norms, gender inequality, and limited educational opportunities were identified as important factors of CSA (Laura&Kwako, 2010).

## **2.5. The Effects of Child Sexual Abuse**

Studies have indicated that CSA contributes to serious mental and social health problems. The psychological impact of CSA has been discussed since the time of Sigmund Freud (Cossins, 2000). Despite some inconsistency, most studies have linked CSA with various mental and behavioral problems such as somatoform disorders, sexual dysfunction, dissociation, physical injury, and relationship difficulties in childhood, adolescence, and adulthood (Luster & Small, 1997). Children exposed to sexual abuse are also more likely to experience depression, post-traumatic stress disorder (PTSD), and suicidal ideation than their non-abused counterparts (*Rumbold,2008*). Children who are victims of sexual abuse are also likely to experience feelings of worthlessness, powerlessness, difficulty in trusting people, shame, fear, and guilty feelings about sex (Stewart et al., 1996). Psychological consequences may include low self-esteem, anxiety, anger and aggression, somatic preoccupation and disorder, self-injurious or self-destructive (Mekuria et la., 2015).

Survivors of child sexual abuse are also the victims of various lifelong complications that negatively affect their cognitive abilities, language skills, academic abilities, and personality, which ultimately contributes to emotional and behavioral problems (Child Welfare Information Gateway, 2013; Irigaray et al., 2013). In addition to harming their academic performance such as poor school performance and withdrawal from school (Heise et al., 1995; Lalor & McElvaney, 2010). Child sexual abuse also causes serious social problems for the victims including prostitution, delinquency, rejection by family and/or friends, and having multiple partners (Heise et al., 1995). A study in Ethiopia also linked sexual abuse with various psychological problems such as depression, panic anxiety, and post-traumatic stress disorders (Haileye, 2013). CSA also contributes to various reproductive health consequences (Ayenalem, 2015; Silverman et al., 2001).

## **2.6. Reporting Child Sexual Abuse**

Timely reports of CSA will help to provide therapeutic services for the victims to mitigate the physical and mental risks of the problem. However, CSA is the least reported

problem in most developing countries including Ethiopia (WHO, 2016). Lack of reporting or delay leads victims to live with the psychosocial problems of the abuse for long without any treatment, which further deepens the negative effects of CSA (Lateef et al., 2019). A study indicated that regardless of many case of abusers being identified, only few of them were held accountable. Similarly, CSA is also underreported in developing countries like Ethiopia, in which only 1 in 10 CSA has been reported (WHO, 2016). The problems of underreporting of CSA can be attributed to several factors such as fear; social stigma against the rape survivors; committed in complete secrecy and other social and cultural norms.

Due to the anticipated nature of silencing minors, CSA is less likely to be reported. It has been reported that about 500,000 children are exposed to sexual abuse yearly (YWCA, 2017). Despite its high prevalence and magnitude level, reporting CSA cases is rare. For instance, a study revealed that less than half of sexual abuse survivors disclosed their abuse, and only 8%– 16% of those disclosures were reported to authorities (McGuire & London, 2020). Even professionals such as teachers sometimes fail to report suspected CSA cases. According to a study conducted in Australia, teachers lose the courage to report the suspected CSA to statutory authorities (Alvarez et al, 2004; Kenny, 2001). Due to these reasons, the mandate to report CSA has been given to professionals from different areas as a strategy to prevent children from any harm (Choo et al., 2013).

Teachers Ready to Assume the Duties of Reporting Child Abuse and Neglect Schools and school personnel are well-positioned to identify and report cases of CSA. As we all know, a significant number of children spend most of their time within the school environment, which ultimately provides school personnel such as teachers easy access to monitor students' behaviors closely, and notice signs of abuse and neglect (Goebbels et al., 2008). Moreover, the close interaction between teachers and students is another opportunity to disclose CSA cases, because children are likely to trust their teachers to disclose the incidences of sexual abuse that happened to them (Osofsky & Lieberman, 2011; Sinanan, 2011). Because comparatively teachers daily spend most of their time with children, which strengthens their emotional closeness (Goebbels et al., 2008).

It is believed that CSA reports made by educators are more likely to be fairly accurate and evidence-based than other professionals (Smith, 2010). School personnel such as teachers play an essential role in reporting CSA cases. For instance, about 38% of CSA cases in Brussels were reported by school personnel (Vanderfaeillie et al, 2018). In addition, a study documented that about 16% of CSA cases in the United States were made by school personnel, including social workers (Krase, 2015). Reports of CSA by teachers benefit different stakeholders including governments, legislators, and policymakers.

However, professionals in schools, such as teachers and counselors face challenges, which contribute to underreporting of suspicions of CSA (Goldman & Padayachi, 2005; Kenny, 2001). Scholars have identified various factors, such as a lack of confidence in dealing with CSA and a lack of skills to work with CSA victims, as reasons for not reporting CSA (Goldman & Padayachi, 2005). Other teachers believed that reporting CSA was a waste of time (Webb & Vulliamy, 2001). Some of the factors that contribute to teachers' underreporting of CSA are discussed below.

## **2.6.1. Factors Associated with Teachers' Under-Reporting of CSA**

### **2.6.1.1. Objection on Mandatory Reporting**

One of the various factors related to teachers' underreporting of CSA arises from objection to mandatory reporting. Some individuals are resistant to mandatory reporting due to different reasons (Walsh et al., 2008; Zellman, 1990). There are variations among teachers regarding their views on mandatory reporting. For instance, a study indicates that about 46% of teachers in the USA do not believe in mandatory reporting of CSA, which negatively affects their intention to report suspected cases (Kenny, 2004). However, a study from Australia and New Zealand showed teachers' willingness to approve of mandatory reporting (Rodriguez, 2002).

### **2.6.1.2. Lack of Awareness, Confidence and Attitude**

Overall awareness about CSA, is a crucial factor for reporting suspected cases. Awareness related to knowledge, risk perceptions, and trustworthiness of the information plays an essential role in encouraging or discouraging reporting of suspected CSA. Particularly, lack of

awareness about signs and symptoms of CSA, lack of clarity on what criteria should be fulfilled to label or suspect the action as CSA, and uncertainty on the procedure to report to the authority were identified as reasons for underreporting (Alvarez et al., 2004; Kenny, 2004). Even research on teachers showed that a lack of knowledge regarding child protection was identified as a reason for underreporting (Abrahams et al., 1992).

Besides, teachers' belief in evidence also affects their efforts to report suspected cases, which contributes to delays in reporting (Feng et al., 2010; Zellman, 1990). Lack of confidence in child protection from experience also contributes to a lack of reporting CSA (Bryant and Baldwin, 2010; Crenshaw et al., 1995). Because, teachers first engaged in situational analysis of potential harm such as repercussions for the child and damage that may be caused to their family before they decided to report or not report (Kenny, 2004; Walsh et al., 2005; Zellman, 1990). For instance, teachers' fear of being sued by family or relatives may inhibit them from reporting (Abrahams et al., 1992; Kenny, 2004)

Studies indicated that one's tendency to report may be influenced by attitude, detection skills, and intention. When teachers hold an attitude of reporting as a professional responsibility, they are more willing to engage in behavior that will prevent future harm (Zellman, 1990). We cannot undermine the role of a supportive environment in enhancing teachers' positive attitudes and intentions to report suspected CSA cases. For example, when the school environment encourages teachers and other school personnel to discuss CSA cases, teachers will have greater intentions to report (Walsh et al., 2005), whereas, there will be less intention to report in the unsupportive environment (Abrahams et al., 1992; Walsh et al., 2005).

### **2.6.1.3. Socio-Cultural Factors**

Sexual offense against children has been an existing phenomenon in all societies beginning from the past. However, CSA has been culturally and socially seen as something normal practice (Ali 2019). Societal values and cultural expectations of the sounding community are likely to influence the individual attitude of what behaviors are desirable and what behaviors are not unacceptable, which affects one's reporting level of suspected CSA. A study has negatively linked the expectation of corporal punishment to reporting CSA (Kenny, 2004). This

expectation may contribute to a high level of tolerance to child abuse by both parents and parents (Dunne et al., 2008).

One of the reasons that causes difficulty in reporting CSA to the authorities is related to socio-cultural factors. CSA by adults is not only a widespread social problem, but it is also underreported due to societally tolerated CSA-related cultural practices such as early marriage, rape, and abduction. For instance, due to their cultural expectations, some countries considered CSA as something irrelevant or minor issue (Haileye, 2013).

Ethiopians, for instance, mainly exercise a culture of silence and secrecy, which in turn discourages the victims and their families from reporting the cases of CSA (Assabu et al, 2019). Because of such cultural influence, people also feel ashamed to talk about CSA incidences.

## **2.7. Background Factors**

Previous research also suggests that reporting CSA might be influenced by teachers' characteristics. For example, personal characteristics such as gender (Crenshaw et al., 1995; O'Toole et al., 1999), education level (O'Toole et al., 1999), parental status (O'Toole et al., 1999), years of teaching experience (Crenshaw et al., 1995; O'Toole et al., 1999; Kenny, 2001) and past reporting experience (Crenshaw et al., 1995; O'Toole et al., 1999; Rodriguez, 2002) were linked to teachers reporting behavior. It is believed that more experienced teachers showed more willingness to report suspected CSA cases than less experienced teachers (Kenny, 2001; Walsh et al., 2005). Regarding gender, studies documented that being a female teacher has been linked to reporting more suspected CSA cases (Kenny, 2004). However, some studies showed that there were no gender differences in reporting suspected CSA cases (Crenshaw et al., 1995). Besides, whether to report or not a suspected CSA case depends on the characteristics of the suspected case. It is believed that severe cases of CSA are more likely to be reported than less severe cases (O'Toole et al., 1999; Zellman, 1990).

## **2.8. Theoretical Framework**

This study used the theory of planned behavior (TPB) to understand teachers reporting behavior of suspected CSA. Studies have proven the applicability and practicality of TPB in helping to understand the problem under study (Ajzen, 1988). TPB can provide a specific

framework for the present study to predict the intention to report CSA. This theory assumes that intentions are tied to motivational factors that influence action, indicating how someone is determined and committed to producing every effort to engage in the action (Ajzen (1988). This showed that the higher the intention to engage in some action, there will high the chance the behavior to occur (Ajzen, 1988).

In TPB, intention is believed to be the major predictor of behavior. In this theory attitude towards the behavior, subjective norm attached to the behavior and perceived behavior control are the main independent determinants of intention. It suggests that one's intention to engage in some behavior is expected to be high when the attitude and subjective norm toward a behavior is positive and when there is high perceived behavioral control (Ajzen, 1988, 2011). Attitude is the first determinant of intention toward the behavior. Beliefs related to the evaluation of the outcome of the behavior can determine attitude towards the behavior. In this regard, the specificity of the attitude toward the behavior is essential to predict the behavior.

Subjective norm is the second factor that is expected to predict behavior intention (Ajzen, 2012). It deals with one's perception of what others think of as normal and their motivation to comply with those expectations. The third factor that dictates intention into action is perceived behavior control. Beliefs associated with the presence of factors that facilitate or inhibit the behavior can influence one's intention to engage in the behavior (Ajzen, 1988, 2012). It is a presumption that reflected from experience and expected challenges (Ajzen, 1988, 2011).

Overall, the TPB states that people are expected to apply their intentions when the opportunities available are high (Ajzen, 2011). However, actual behavioral control relies on one's assessment of the availability of resources such as skills and knowledge to engage in the behavior. However, actual behavioral control is dependent. Besides, the effective implementation of behavior also depends on the actual control level of the behavior (Ajzen, 1988, 2011).

### **2.8.1. The Theory of Planned Behaviour and Teachers' reporting intentions**

The TPB has also been used in some research as a theoretical framework to study the reporting intention of CSA among professionals (Ben Natan et al., 2012; Feng et al., 2010). A study conducted among nurses showed that three variables (i.e. believed reporting had

a positive outcome, subjective norms, and control over reporting) significantly predict their intention to report child abuse (Feng & Wu, 2005). One of these studies emphasized teachers' intention to report CSA (Feng et al., 2010). There is also another study that focuses on the reporting intentions of CSA among Kindergarten teachers reporting child abuse.

This study hypothesized that teachers' child abuse reporting is determined by attitude toward reporting child abuse, subjective norms regarding reporting suspected child abuse, and perceived behavior using TPB as a guiding theoretical framework. The findings were in line with TPB assumption except for subjective norms. It indicates that teachers' intention to report child abuse was linked to attitude and perceived behavioral control over reporting teachers' reporting child abuse. Therefore, the application of the TPB in the present study seems appropriate and suitable to understand teachers' reporting intention of CSA in Harawacha Town.

## **CHAPTER THREE**

### **METHODS**

This chapter is organized into the following sections: research design, study area, population and sample, the definition of variables, data collection instrument, pilot study, procedures, ethical consideration, and data analysis.

#### **3.1. Design**

This study was a quantitative type. A descriptive correlational study design was employed to identify factors that influence teachers' reporting of CSA. Because of the researcher's intention to measure the degree of association between two or more variables using the statistical procedure of correlational analysis, this study was specifically used correlational design. Moreover, the researcher prefers to use this design because of its advantage of predicting scores and explaining the relationship between variables (Creswell, 2012). The goal of correlational research is to determine the relationship between two or more variables and understand how they are associated (Stangor, 2011).

#### **3.2. Study Area**

Harawacha town, where this study conducted, is located in Melka Bello Woreda, East Hararghe. The distance is approximately 488 Km from Addis Ababa. The town has 21 primary schools. The choice of Harawacha town is mainly based on the researcher's observation of high child sexual abuses noticed as an expert in the area, which might be attributed to the growing prevalence of dual-earner couples and technological advancements. As a child protection expert in this area, some of the children I contacted revealed that their families spend the entire day at the workplace and they left them with their maids, relatives, or alone when they return from school. This, in turn, left children exposed to various forms of child sexual abuse (CSA).

#### **3.3. Population of the Study**

The target population of this study was all primary school teachers in Harawacha town. According to information from the Harawacha education office, there are 336 primary school teachers in 21 primary schools (i.e., 225 males and 111 females).

Inclusion criteria for this study include:

- Being a primary school teacher
- Employed at Harawacha town Primary Schools

### **3.4. Samples and Sampling Procedures**

Harawacha town has 21 primary schools. Due to the problem in accessing all the schools, 16 schools were selected using simple random sampling method. From these schools, participants were selected using stratified random sampling based on teachers' sex as a stratum. With this procedure, 181 participants (61 females and 120 males) were drawn from those schools proportionally. Sample size determination was based on based on Krejcie and Morgan's sample size determination table (1970).

### **3.5. Data Collection Instruments**

Due to the quantitative nature of this study, the self-administered questionnaire was used as a tool to collect data. For this study, self-administered survey items was adapted from the Teacher Reporting Attitude Scale on child sexual abuse (TRAS-CSA) which was initially developed in Australia (Walsh et al., 2010). This scale consisted of five parts: background data, teacher reporting attitude scale, subjective norm scale, perceived behavioral norm scale, and intention to report CSA. Each of these parts were described as follows.

**Part 1: Background data.** Questions that were elicited background data such as age, sex, teaching experience, and marital status were included.

**Part 2: Teacher Reporting Attitude Scale on child sexual abuse (TRAS-CSA).** This part mainly consists of closed-ended items that measure attitude towards reporting CSA. Data on teachers reporting attitudes toward CSA was collected using items that were adapted from the 21-item TRAS-CSA scale (Walsh et al., 2010) (see Appendix A). This scale has a good internal consistency, with a reported Cronbach's Alpha coefficient of .81.

## Scoring

The items were scored on a five-point Likert scale (ranging from 1= strongly disagree to 5= *strongly agree*) which are both positively and negatively worded. For negatively phrased items, reverse coding was employed. The total CSA reporting attitude score was the sum of scores on 21 items. In effect, the minimum score is 21, while the maximum score is 105; higher scores correspond with a positive attitude towards reporting CSA.

**Part 3: Subjective norm scale.** Data on subjective norm was collected using eight items that were adapted from Ajzen's (2011) subjective norm scale. This scale has been shown to possess good psychometric properties. The reported internal consistency reliability for this scale was .83. Examples of items include, "Most teachers where I am currently teaching, would not report CSA"

## Scoring

The items were scored on a five-point Likert scale (ranging from 1= strongly disagree to 5= *strongly agree*). For negatively phrased items, reverse coding were employed. The total subjective norm score is the sum of scores on eight items. The minimum score is 8, while the maximum score is 40; higher scores correspond with subjective norms towards reporting CSA.

**Part 4: Perceived behavioural control scale.** Data on perceived behavioral control was collected using five items (see Appendix A) adapted from the perceived behavioral control scale(PBCS) Ajzen et al., 2011). The reported internal consistency reliability for PBCS was .73. This scale has been shown to possess good psychometric properties. Examples of items include, "For me to report CSA is completely possible."

## Scoring

Participants responded to a five-point Likert scale (ranging from 1= strongly disagree to 5= *strongly agree*). The total score of perceived behavioral control ranges from 5 to 25; higher scores correspond to higher perceived behavioral control in reporting CSA. Some items are worded negatively, while others are positively stated. For negatively phrased items, reverse coding was employed.

**Part 5: Intention to report scale.** In this study, the intention to report was assessed based on four of the TRQ scenario scripts adapted from Mathews's et al., (2009). The two scenarios indicate the hypothetical CSA case whereas; the remaining two scenarios hypothesize the CSA case with less clarity. The reported internal consistency reliability for the intention to report scale was .79.

### **Scoring**

The four scenarios were scored on a seven-point Likert scale (ranging from 1= *certainly would not report* to 7 = *almost certainly would report*). The total intention to report the scale score is the sum of scores on all four scenarios. Thus, possible scores for participants ranged from 4 to 28 for the intention to report CSA; higher scores correspond with greater intention to report CSA.

## **3.6. Variables and their Descriptions**

Various factors (variables) that were assumed to have theoretical and empirical relation to CSA have been identified and included in the study. The variables that will be studied in this study are described as follows:

### **3.6.1. Independent Variables**

In this study, Attitude toward reporting CSA, subjective norm, *and* perceived behavioral control were treated as independent variables to see their effects on the intention to report CSA.

**Attitude towards reporting CSA.** This variable represents the positive or negative reaction of teachers to report CSA. The assumption is that if teachers scored higher on this variable, they are more likely to report CSA than those with lower scores.

**Subjective norm.** Subjective norm refers to teachers' perception of societal expectations to report CSA. Accordingly, the assumption is that teachers who score high on subjective norms are likely to be influenced to report CSA cases.

**Perceived behavioral control.** *Perceived behavioral control* refers to teachers' assessment of the difficulty level of reporting CSA cases. It is presumed that easy evaluation of reporting CSA leads to teachers' high chances of reporting the cases.

### **3.6.2. Dependent Variable**

In this study, intention to report was treated as a dependent variable. Teachers' CSA reporting was evaluated based on their score on the intention to report scale. The higher their intention the more they will report CSA cases.

### **3.6.3. Control Variables**

Background characteristics such as age, sex, teaching experience, and marital status are anticipated to be related to the intention to report. Accordingly, these variables were added as control variables.

### **3.7. Procedures**

The researcher translated the items initially written in English into Afan Oromo language using language expert. To check the equivalence, the translated version of Afan Oromo was also translated to English version using language expert. Due to the nature of the study, both the ethical and moral issues concerning the protection of human subjects were observed. Accordingly, first, the letter of request was secured from Addis Ababa University, College of Education and Behavioral Studies, particularly from the School of Psychology. Next, a letter was delivered to the Harawacha town, Melka Bello Woreda Education Office. Then, the Harawacha Woreda Education Office was requested to write a letter of cooperation to Harawacha town primary schools. After obtaining permission from the schools, participants in this study were asked to give their written consent to participate in the study. Then those who gave their consent to participate in the study were given a questionnaire with information and instructions. After the schools gave their permission, three research assistants were recruited based on their familiarity with and sociability within their respective schools. The researcher provided a half-day training to the research assistants on the code of conduct for data collection and survey data collection techniques. Written instructions and information about the aim of the study was attached at the beginning of the instruments. The questionnaire was distributed to volunteer participants using a hard copy paper.

### **3.8. Validation and Piloting**

Carrying out a pilot study was very essential to check up whether there are problems concerning the format of administration, problems of structure, language and clarity of the instrument. In addition, it helps to identify ambiguous items that need to be improved, to test the data collection instructions, to verify the feasibility of the study, to identify and improve the logical and procedural difficulties and to determine the reliability of the instrument.

Since the participants of this study was primary school teachers the original 5 point Likert scale is may be difficult and could not be easily understood for them. Considering this the 5 point scale was reduced in to two formats of point 5 response scale and point 5 response scales to choose the best format that best fits for participant of this study. Accordingly, the five scales teacher reporting were translated in to “Afan Oromifa” version and administered to 40 participants to prove the overall quality of the instruments and determine the reliability of the instruments. During the pilot, the researcher was seriously observing and following the participant while they answer the questions and had received comments in some items, which were vaguely stated and incorrectly worded.

Therefore, based on the pilot study the 5-point scale was found to be better in overall measures for primary school teachers and was selected for actual study. The reliability of this instrument both total scale and its dimension was carried out using SPSS-26 software

A pilot study was conducted using a 38-item scale. This scale was administered to a randomly selected sample of 40 participants to assess the appropriateness of question content and its reliability. The result indicated for attitude, subjective norm, perceived behavioral control and intention to report were .70, .75, .74 and .83 respectively which indicate good scale reliability.

### **3.9. Ethical Clearance**

Ethical issues were observed both during the pilot study and the final study. Throughout this study, informed consent was obtained by giving them more information about the general purpose of the study and ensured that the information gathered would be used only for academic purposes. Moreover, the participants were reminded of their rights to withdraw from the study at

any time and withhold any aspect of information they feel uncomfortable sharing with the researcher.

### **3.10. Method of Data Analysis**

In this study, quantitative data analysis techniques was used. The data gathered from the participants will be analyzed using means, standard deviations, t-tests, correlations, and regression using SPSS v26 for Windows. Bivariate correlation analysis was employed to examine the relationship between teachers' intention to report CSA and other variables. Next, a t-test was conducted to examine gender differences in teachers' reporting intention. Finally, hierarchical multiple regression analysis was employed to assess the amount of variance explained by independent variables and to identify the most pervasive factor(s) that contribute(s) the largest proportion of variance in teachers' intention to report CSA.

## CHAPTER FOUR

### Results

This section describes the results of this study beginning with background characteristics. The second part of the result presents descriptive statistics of the variables. The next part of this section presents correlational analysis results and T-test/. Finally, the results of hierarchical regression are presented.

#### 4.1. Background Characteristics

A total of 181 primary school teachers from Harawacha Town from eastern Hararghe participated in this study. As indicated in Table 1, the majority (N =120; 65.9%) of the participants were male and the remaining participants were female (N= 62; 34.1%). The majority (N =103; 57.2%) of participants were married and the remaining were single (N =77; 42.8%). The mean age of the participants was 39 years (SD =8.00). The mean teaching experience of the participants was 11.36 years (SD= 4.95), and the mean number of children was 2.30(SD=0.8).

In this part of study, the background characteristics of study participants such as family type, gender, age, number of children, teaching experience and marital status illustrated. The table 1 below presents the background characteristic of study participants

Table 1

*Demographic Characteristics of Participants (n=181)*

<b>Variable</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Min</b>	<b>Max</b>
Age	39.02	8.07	25	62
Teaching experience	11.36	4.95	1	30
Number of children	2.30	1.26	0	6
	<b>Frequency</b>	<b>percent</b>		
<b>Sex</b>				
Female	62	34.1		
Male	120	65.9		
<b>Marital Status</b>				
Single	78	42.8		
Married	103	57.2		

## 4.2. Reasons for suspecting the occurrence of sexual abuse

After they read each scenario participants were asked if they had reasonable grounds to suspect the occurrence of sexual abuse. Except for the fourth scenario, more than 50% of the participants reported that they have reasonable grounds to suspect the occurrence of sexual abuse from the cases presented in the scenarios. As presented in Table 2, for scenario one about 93(51.7%); for scenario two about 109(59.9%); and in scenario three, about 104(57.1%) participants reported that they had reasonable grounds to suspect the occurrence of sexual abuse.

Considering the reason for suspecting the occurrence of child sexual abuse among the study participants, four scenarios were presented for them. The detailed response of the participants for these scenarios were presented below in table 2 as follows.

Table 2

*Participants' evaluation for suspecting the occurrence of sexual abuse*

Do you think you have reasonable grounds for suspecting sexual abuse has occurred?	Yes		No		Unsure	
	n	%	n	%	n	%
scenario 1	93	51.7	48	26.7	39	21.7
scenario 2	109	59.9	45	24.7	28	15.4
scenario 3	104	57.1	38	20.9	40	22
scenario 4	77	42.3	52	28.6	53	29.1

## 4.3. Beliefs about the occurrence of significant harm

After they read each scenario participants were asked their beliefs about the occurrence of significant harm. In all four-scenario cases, more than 50% of the participants reported that they believed that significant harm had been caused. As presented in Table 3, for

scenario one 123(67.6%); for scenario two 124(68.1%); for scenario three 92(50.5%); and scenario four about 116(63.7%) participants reported that they believed that significant harm was caused.

Participants’ beliefs about the occurrence of child sexual abuse and significant participants, four scenarios were presented for them. The detailed response of the participants for these scenarios were presented below in table 3 as follows.

Table 3

*Participants’ beliefs about the occurrence of significant harm*

Do you think significant harm has been caused?	Yes		No		Unsure	
	N	%	N	%	N	%
scenario 1	123	67.6	37	20.3	22	12.1
scenario 2	124	68.1	42	23.1	16	8.8
scenario 3	92	50.5	40	22	47	25.8
scenario 4	116	63.7	27	14.8	39	21.4

#### **4.4. Descriptive Characteristics of Attitude, Subjective Norm, Perceived Behavioral Control and Intention**

Descriptive statistics such as levels, numbers, and percentage, minimum, maximum, and mean and standard deviation of the variables are presented in Table 4. The mean score of attitude was 78.85 with a standard deviation of 7.78. Most of the participants (N=161, 89.4%) reported a high level of attitude toward reporting, while only 4 (2.2%) of them reported a low level of attitude towards reporting. As depicted in Table 4, the mean score of the subjective norm was 27.13 with a standard deviation of 3.46. Concerning their evaluation of subjective norms, a majority of (141, 77.5%) of the participants reported high subjective norms to report child sexual abuse. Whereas, only a few (3, 1.6%) of the participants reported a low level of subjective norm to report child sexual abuse.

Moreover, the mean score of perceived behavioral control was 16.32 with a standard deviation of 2.99. The majority (120, 65.9%) of the participants reported high levels of perceived

behavioral control, while (8, 4.4%) of the participants reported low levels of perceived behavioral control to report child sexual abuse. Furthermore, the mean level of intention to report

<b>Variables</b>	<b>Level</b>	<b>N (%)</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>SD</b>
<b>Attitude</b>	Low	4 (2.2)	41	95	78.85	7.78
	Medium	15 (8.4)				
	High	161 (89.4)				
	Total	180 (100)				
<b>subjective norm</b>	low	3 (1.6)	13	32	27.13	3.46
	medium	38 (20.9)				
	high	141 (77.5)				
	Total	182 (100)				
<b>Perceived behavioral control</b>	Low	8 (4.4)	7	23	16.32	2.99
	Medium	54 (29.7)				
	High	120 (65.9)				
	Total	182 (100)				
<b>Intention</b>	Low	12 (6.8)	4	27	23.34	4.30
	Medium	8 (4.5)				

was 23.34 with a standard deviation of 4.30. Participants' report of their intention to report shows that, most (157, 88.7%) of the participants reported high levels of intention and the minority (8, 4.5%) reported low levels of intention to report child sexual abuse.

Table 4  
Descriptive Characteristics of Attitude, Subjective Norm, Perceived Behavioral Control and Intention

High	157 (88.7)
Total	177 (100)

#### 4.5. Correlation among Attitude, Subjective Norm, Perceived Behavioral Control, Intention and Background Variables

The findings of the correlational analysis of all independent variables and the dependent variable (intention to report) are shown in Table 5. As shown in Table 5, intention to report was significantly (but weakly) Correlated with attitude ( $r = .15; p < .05$ ). Intention to report was also positively related to subjective norm ( $r = .34; p < .01$ ) and perceived behavioral control ( $r = .45; p < .01$ ). Besides, Perceived behavioral control was found to be significantly correlate to subjective norm ( $r = .32; p < .01$ ). Furthermore, background variables such as teaching experience ( $r = .17; p < .05$ ) and number of children ( $r = .26; p < .01$ ) were positively related to intention to report. Whereas, gender was negatively correlated to intention to report ( $r = -.17; p < .05$ ). There were weak to moderate levels of inter-correlation among these variables.

Table 5  
*Descriptive Statistics and Correlation for all variables (N=181)*

Variables	M	SD	1	2	3	4	5	6	7	8	9
1. Age	39.02	8.07	-								
2. Gender	1.63	.31	.06	-							
3. TE	11.36	4.95	.68**	.08	-						
4. NOC	2.30	.26	.49**	-.16*	.62**	-					
5. Marital status	1.55	.33	.37**	-.01	.33**	.19**	-				
6. Attitude	78.85	7.78	-.16*	-.05	-.17	-.08	-.16*	-			
7. Subjective norm	27.13	3.46	.06	-.07	.03	.14	-.00	.07	-		
8. PBC	16.32	2.99	.07	-.03	.03	.11	.00	.14	.32**	-	
9. ITR	23.34	4.30	.11	-.16*	.17*	.26**	.09	.15*	.34**	.45**	-

Note: For sex, 0= male, 1= Female, marital status, 0= married, 1= unmarried, M=mean; SD=Standard Deviation; PBC=Perceived; TE= Teaching experience; NOC= Number of children; Behavioral Control; ITR= Intention to Report; \* $p < .05$  (2-tailed), \*\* $p < .01$

#### 4.6. Background Variables and Intention to Report

Due to the significant relationship between intention to report and gender, teaching experience, and the number of children, as indicated in a bivariate correlation in Table 6, an independent samples t-test and an ANOVA (with posthoc tests) were conducted to examine if there are any significant differences between intention to report and the background variables. A significant difference was found in intention to report based on background variables such as gender, and number of children. A t-test revealed that females' ( $M = 24.32, SD = 4.43$ ) intention to report was significantly higher than males' intention to report ( $M = 22.83, SD = 4.16$ )  $t(175) = 2.13, p < .05$ . Furthermore, results showed a statistically significant difference at the  $p < .05$  level in intention to report child sexual abuse across participants with different numbers of children:  $F(6, 169) = 2.53, p < .05$ . The post hoc test indicated that the mean intention to report score for participants with 4 children ( $M = 24.91$ ) was significantly higher than from participants with one children ( $M = 21.71$ ). Results of t-test procedures are presented in Table 6.

Table 6  
*Intention to report by Demographic Variables Using T-test*

Variables		Mean	SD	T-Test	P-value	
Gender	Male	22.83	4.16	t	.02	
	Female	24.32	4.43	2.20		
				<b>post -hoc tests</b>		ANOVA
				Test	p-value	p-value
Number of Children	One child	21.71	4.83	One child Vs four Children	.035	.02
	Four Children	24.91	4.05			

#### 4.7. Hierarchical Regression Analyses

A hierarchical multiple regression analysis was conducted to examine the predictive role of attitude, subjective norms, and perceived behavioral control while controlling for the potential effects of demographic variables. The demographic variables (age, sex, teaching experience, number of children, and marital status) were entered in Step 1, explaining 9.3 % of the variance in intention to report. Among these control variables, gender was a significant predictor of intention to report ( $\beta = .29, p < .05$ ). After entering the three variables (attitude, subjective norms, and perceived behavior control) in Step 2, the model explained the overall variance of 32.6 % [ $F(8, 165) = 9.95, p < .01$ ].

The three variables (attitude, subjective norms, and perceived control) explained an additional 23.3% of the variance in intention to report, after controlling for demographic variables,  $\Delta R^2 = .23, F$  change (3, 165) = 19.00,  $p < .01$ . In the final model, only three variables were statistically significant: perceived behavioral control recorded the highest beta ( $\beta = .35, p < .01$ ), followed by subjective norm ( $\beta = .20, p < .01$ ) and finally, number of children ( $\beta = .21, p < .05$ ). Table 7 presents a summary of coefficients for hierarchical multiple regression analysis of attitude, subjective norm, and perceived behavioral control on intention to report while controlling for demographic variables.

Table 7

*Summary of Coefficients for Hierarchical Multiple Regression of teachers attitude, subjective norms and perceived behavioral control on intention to report After Controlling for Demographic Variables*

Predictors	B	ES B	$\beta$
Step 1			
Age	-.031	.055	-.059
Gender	-1.736	1.063	-.127
Teaching experience	.048	.071	.076
Number of children	.759	.342	.219*
Marital status	.683	1.029	.053

Step 2			
Age	-.051	.048	-.095
Sex	-1.438	.927	-.106
Teaching experience	.084	.062	.133
Number of children	.505	.300	.146
Marital status	.955	.901	.074
Attitude	.063	.037	.114
Subjective norm	.257	.087	.202**
Perceived behavioral control	.510	.099	.353**

Note.  $R^2 = .09$  (Adjusted  $R^2 = .06$ ) for Step 1;  $R^2 = .32$  (Adjusted  $R^2 = .29$ ) for Step 2;  $\Delta R^2 = .23$ ; \*  $p < .05$ ; \*\*  $p < .01$

## CHAPTER FIVE

### 5.1 Discussion

This section presets the discussion of the results. The discussion follows the research questions stated in the introduction section of this study.

#### *Interrelationships among the variables*

The findings showed a positive association between attitude and intention to report. Consistent with this study, some previous studies have positively linked attitude with high intention to report CSA (Ajzen, 2011). Individuals who hold a positive attitude about reporting CSA tend to have stronger intentions to report CSA. When individuals hold positive attitudes

about reporting CSA, they are likely to have strong conviction about issues and hold strong value to engage in child protection. Besides, this study found a positive association between subjective norms and intention to report CSA. Supporting these findings, scholars identified a positive relation between subjective norms and intention to report CSA (Ajzen, 1988, 2011). Supportive norms promoting CSA, promote participants of this study to be in a better position to intend to report. However, other prior studies showed that subjective norm was not associated with reporting intent of CSA (Feng et al., 2010). This inconsistency may be attributed to variations in the study context and the background characteristics of the participants.

The present study also found that teachers with high-perceived behavioral control are more likely to report CSA. This is consistent with previous research, indicating high teachers' intention to report CSA when they perceived high behavioral control teachers' reporting child abuse. Similarly, according to Feng et al. (2009), when teachers obtain approval and acceptance from the authority would be more likely to report suspected CSA cases. However, when they feel that their safety is in danger, they are less likely to engage in reporting suspected CSA (Feng et al., 2009).

Furthermore, this study revealed a significant association between teachers' intention to report and background factors such as gender, teaching experience, and number of children. Consistent with the current study, prior research has also identified a positive correlation between being female with a high intention to report suspected CSA cases (Kenny, 2004). Females' highly caring behavior as well as being a mother by itself can play a crucial role in high intention to report suspected CSA. However, inconsistent with this study another study yielded that there is no significant difference between being male and female in reporting suspected CSA cases (Crenshaw et al., 1995). This inconsistency might be due to study time differences and cultural variation in the study context. Besides, in line with the present study, prior research also positively linked teaching experience with high intention to report suspected CSA cases (Kenny, 2001; Walsh et al., 2005). Moreover, supporting this study, prior research has identified a positive association between the number of children and intention to report suspected CSA cases (Ben Natan et al., 2012) indicating a higher level of intention to report CSA among participants with more children.

### ***Contributions of the Variables to the Variance in Intention to report CSA***

Consistent with research question 3, the present study found evidence that two main predictor's subjective norm and perceived behavioral control positively predict teachers' intention to report CSA. This finding confirms the positive impact of subjective norms on teachers' intention to report CSA, as supported by a prior study (Ajzen, 2011). It is also believed that subjective norms which are linked to what others expect as normal are essential to comply with those expectations, which ultimately predict behavior intention (Ajzen, 2012). A study among nurses also reaffirmed the present study, indicating that subjective norm significantly contributes to the intention to report child abuse (Feng & Wu, 2005). Besides, the finding of a positive impact subjective norm in the present study also supports one of the assumptions of TPB (Ajzen, 2011).

Moreover, the findings from the present study demonstrate that perceived behavioral control positively predicts teachers' intention to report CSA. In line with this finding, previous research has also confirmed that perceived behavioral control significantly contributes to intention to report suspected CSA (Ben Natan et al., 2012). A study among teachers also indicated that perceived behavioral control positively contributes to teachers' intention to report child abuse, highlighting the role of perceived behavioral control in influencing the intention to report suspected CSA. Scholars also discussed the facilitating factor that encourages and discourages one's intention to engage in positive behavior (Ajzen, 2012; Feng & Wu, 2005). The present finding is also consistent with the assumptions of the TPB, which suggests that perceived behavioral control enhances one's confidence in their ability to report intention and behavior (Ajzen, 2012).

The other factor expected to predict intention to report was teachers' attitudes. Thus, the present study showed that teacher attitude was a significant predictor of intention to report CSA. Contrary to the findings of this study, scholars have identified that teachers' attitude positively predicts their intention to report CSA (Ben Natan et al., 2012). Attitude towards professional responsibility is essential in encouraging teachers to engage in child protection behaviour (Abrahams et al., 1992; Zellman, 1990).

Besides, the only background variable that emerged as significant predictors of intention to report CSA was gender. Supporting this finding, the previous study also found a positive contribution of children for intend to report CSA (Ben Natan et al. 2012). A study among health workers indicated that, intention to report suspected CSA was high among participants with more children, indicating the role of parental status as another factor in influencing intention to report suspected CSA cases. (Ben Natan et al., 2012).

Furthermore, after they were presented with the four scenarios, participants were asked if they had reasonable grounds for suspecting the occurrence of sexual abuse. Their response indicated that most of the participants indicated that they had enough reason to suspect the occurrence of CSA. Supporting this study, Au camp et al.(2012) also listed some important factors that help to be suspicious of possible child sexual abuse. Additionally, after they were presented with the four scenarios, participants were also asked if they thought that significant harm had been caused. The overwhelming majority of the participants indicated that they think significant harm has been caused.

## **CHAPTER SIX**

### **Summary, Conclusion and Recommendations**

#### **6.1. Summary**

Studies have shown that various factors affect the intention to disclose CSA. However, only a few studies have yet examined teachers' intention to report CSA. To address these gaps, this study aimed to examine factors influencing teachers' intention to report CSA, using cross-sectional data. Teachers' intention to report CSA mainly relies on important factors such as subjective norms, perceived behavioral control, and marital status. This study was aimed to examine attitude, subjective norm and perceived behavioral control as factors influencing teachers' intention to report child sexual abuse. To achieve this main objective a total of 182 teachers were selected using stratified random sampling techniques. The data were collected using a questionnaire prepared in Afan Oromo. Before its use for the final study, the data collection instruments were pilot-tested to check their validity and reliability. To analyze

data both descriptive and inferential statistics were used. Using these data analysis techniques, teachers' attitudes towards reporting CSA, subjective norms, perceived behavioral control, teaching experience, gender, and number of children were identified as important factors associated with teachers' intention to report CSA. Moreover, factors such as subjective norms perceived behavioral control, and the number of children were also identified as important predictors of teachers' intention to report CSA.

## **6.2. Conclusion**

Norms that encourage and promote within the school environment are crucial factors for teachers' intention to be committed to reporting and preventing CSA. The positive influence of perceived behavioral control on teachers' intention to report CSA is also well observed. Teachers perceived behavioral control enables them to feel confident about the occurrence of CSA and how to report it to the concerned authority. Furthermore, the roles of attitude to report CSA cases, teaching experience, gender, and marital status on intention to report CSA cannot be undermined. This suggests that stakeholders such as counselors, social workers, policymakers, and NGOs should emphasize the development of intervention programs taking school personnel as their main focal area to reduce child sexual abuse. Despite its essential contribution to child protection literature, further research is required to advance our understanding of the complex nature of child sexual abuse.

## **Limitations**

Despite of its theoretical and practical contribution, this study had some limitations that future studies need to address. The primary limitation of this arises from its reliance on self-reported data, which may lead to bias. Even though such sensitive social issues are crucial for designing appropriate child intervention programs, participants may make biases by over-reporting their level of intentions to report CSA cases. Future research is expected to address this limitation by employing various data collection methods. Second, the sample consists of only elementary teachers, which may limit the generalizability of the findings to all teachers such as kindergarten teachers. Therefore, future researchers are recommended to replicate this study using data from kindergarten teachers. Thirdly, because of the cross-sectional nature of this study, the researcher cannot draw any conclusions about the directionality of the findings. Thus,

future research is recommended to apply longitudinal study to determine the direction of the relationship among these variables.

Overall, despite some of the above-mentioned limitations, a finding of the present study provides essential insight into attitude, subjective norm, and perceived behavior control that influence teachers' intention to report CSA.

### **6.1.2. Recommendations**

Depending on this study's conclusions, the following recommendations are suggested to practitioners and policymakers to incorporate issues of CSA into their prevention intervention programs.

- As indicated in the present study, primary school teachers play an immense role in reporting child sexual abuse cases. Taking this into account, primary schools and teachers should be the emphasis of stakeholders working on child rights protection. For effective prevention and early intervention of CSA cases, schools and teachers are an ideal potential place for awareness creation and provision of training which ultimately benefits children.
- Due to the positive impact of subjective norms on teachers' intention of reporting CSA, stakeholders working on child protection including counselors, social workers, NGOs, and policymakers should facilitate a conducive norm situation that encourages collaboration and cooperation among school personnel. School principals should play the leading role in protecting CSA by encouraging their teachers' efforts to report CSA cases.
- Given the positive impact of perceived behavioral control on intention to report CSA, practitioners, and child rights, protection agents should develop an awareness creation and education programs to enhance teachers' knowledge and skills on how to identify victims of CSA, how to handle CSA report cases and how to provide professional support.

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**Appendix- A**  
**Addis Ababa University**

**College of Education and Behavioral Studies**

**School of Psychology**

*Dear participants:* This is a questionnaire prepared to gather data for my M.A thesis work.

The main purpose of the study is to explore the attitude, subjective norms and perceived behavior control that influence teacher's intention to report child sexual. By generating empirical data in this area, the study is expected to contribute to the prevention and interventions that enhance child welfare. All data will be treated confidential. However, its success depends on your kindness to provide me reliable and valid information. Therefore, I sincerely request you to tell

me your true and genuine feelings for each question. Besides, you are sincerely asked to make sure you responded to all the questions.

I thank you very much for your co-operation in advance!!!

Email: yebicha30@gmail.com

Yebichaye Yeshitila (Mob. 0921152971).

**PART I: Background Information**

**Direction:** please read the following items and write your answers on the blank spaces or put an "X" in the boxes for the following items.

- 1. Age: \_\_\_\_\_
- 2. Sex: \_\_\_\_\_
- 4. Teaching experience: \_\_\_\_\_
- 5. Marital status: \_\_\_\_\_
- 6. Number of Children: \_\_\_\_\_

**PART II: Attitude towards Reporting Child Sexual Abuse**

This section is about teachers’ attitude to sexual abuse. To what extent do you agree or disagree with the following statements. Circle in the column that reflects your opinion using the following scale. 1= Strongly Disagree 2=Disagree 3=Neutral 4= Agree 5= Strongly Agree

S. N	Items	1	2	3	4	5
1	I plan to report child sexual abuse when I suspect it.					
2	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	The procedures for reporting child sexual abuse are familiar to me.					
5	I would like to fulfil my professional responsibility by reporting suspected cases of child sexual abuse.					
6	Reporting child sexual abuse is necessary for the safety of children.					
7	I feel emotionally overwhelmed by the thought of reporting child sexual abuse.					
8	I would not report child sexual abuse if I knew the child would be removed from their home/family.					
9	Reporting child sexual abuse can enable services to be made available to children and families.					
10	I would consider not reporting child sexual abuse because of the possibility of being sued.					
11	There is a lot of sensitivity associated with reporting child sexual abuse.					
12	Child sexual abuse reporting guidelines are necessary for teachers.					
13	It is important for teachers to be involved in reporting child sexual abuse to prevent long-term consequences for children.					
14	I believe that the current system for reporting child sexual abuse is effective in addressing the problem.					
15	Teachers who report child sexual abuse that is unsubstantiated can get into trouble.					
16	It is a waste of time to report child sexual abuse because no one will follow up on the report.					
17	I would still report child sexual abuse even if my school administration disagreed with me.					
18	I lack confidence in the authorities to respond effectively to reports of child sexual abuse.					
19	I will consult with an administrator before I report child sexual abuse.					
20	I would find it difficult to report child sexual abuse because it is hard to gather					

	enough evidence.					
21	A child sexual abuse report can cause a parent to become more abusive toward the child.					

Additional comments -----

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**PART III: Subjective Norm**

Here is a list of statements about others' opinion reporting child sexual abuse. Please indicate to what extent do you agree or disagree with each statements using the rating scale below. Response Scale: 1= Strongly Disagree 2=Disagree 3=Neutral 4= Agree 5= Strongly Agree

S. N	Items	1	2	3	4	5
1	people whose opinion I care about would approve of me reporting child sexual abuse					
2	The people in my life whom I care about would encourage me to report child sexual abuse					
3	People who are close to me would not approve of me reporting child sexual abuse.					
4	My close family members with whom I live would not want me to report child sexual abuse.					
5	Most teachers like myself would report child sexual abuse.					
6	Most teacher where I am currently teaching would not report child sexual abuse.					
7	My close colleagues at my school approve of me reporting child sexual abuse.					
8	My head of department at my current school would support me with reporting child sexual abuse.					

Additional comments -----

**PART IV: Perceived Behavioral Control**

The following statements describe how easily it is for you to act on your convictions regarding reporting child sexual abuse. Respond to each statement by indicating how much you agree or disagree with using the following scale. 1= Strongly Disagree 2=Disagree 3=Neutral 4= Agree 5= Strongly Agree

S.N	Items	1	2	3	4	5
1	If I wanted to, I could easily report child sexual abuse to child protection services.					
2	Whether I report child sexual abuse is entirely up to me.					
3	For me to report child sexual abuse is completely possible.					
4	It will be difficult for me to report child sexual abuse.					

5	Reporting child sexual abuse is definitely beyond my control.					
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**Additional comments** -----  
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## PART V: Intention to Report Scenarios

The following scenarios states what you may encounter as a teacher. You are asked some questions after each scenario. Respond each scenario to the best of your knowledge using the given alternative.

<i>Scenario 1: A 10-year-old girl in your class is usually well behaved and consistently works class activities and completes her homework. She is also one of the top performers in the class. However, she has been misbehaving for several weeks. She has been misbehaving in class, including being late and coming to school without completing her homework. At some point in the past, she told you that someone in his or her neighborhood had forced her into kissing, and at the same time touched her private parts.</i>									
	Yes		No		Unsure				
a. Do you think you have reasonable grounds for suspecting sexual abuse has occurred?									
b. Do you think significant harm has been caused, or is likely to be caused to the child's physical, psychological or emotional wellbeing?									
c. How likely would you be to report this case?									
	1	2	3	4	5	6	7		
Use the following choices: 1= certainly not report 2= not report 3= Somewhat not report 4= undecided 5= Somewhat report 6 = report 7 = certainly report									

<i>Scenario 2: A 12-year-old boy in your class, who is very friendly with you, tells you that a woman who is an acquaintance of his sister has been touching his private parts and encouraging him to behave sexually. Regardless of your connection to his family, you recognize that the boy's family is not making appropriate follow-ups for their child. The boy has been withdrawn and unwilling to participate in class activities, which is unusual for him.</i>									
	Yes		No		Unsure				
d. Do you think you have reasonable grounds for suspecting sexual abuse has occurred?									
e. Do you think significant harm has been caused, or is likely to be caused to the child's physical, psychological or emotional wellbeing?									
f. How likely would you be to report this case?									
	1	2	3	4	5	6	7		
Use the following choices: 1= certainly not report 2= not report 3= Somewhat not report 4= undecided 5= Somewhat report 6 = report 7 = certainly report									

<i>Scenario 3. A 14-year-old girl in your class has shown decreased interest in social activities and academic engagement recently. The girl lives with her biological mother and stepfather. After her parents' divorce, the girl lives with her mother and stepfather. When you spoke to her privately about her underperformance in school, she mentioned that she does not enjoy living with her stepfather. She says she would not want to go home until her mother is back. You have noticed that her anxiety and fearfulness are particularly strong when she is thinking of being alone with her stepfather.</i>									
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	<i>Yes</i>	<i>No</i>	<i>Unsure</i>				
g. Do you think you have reasonable grounds for suspecting sexual abuse has occurred?’							
h. Do you think significant harm has been caused, or is likely to be caused to the child’s physical, psychological or emotional wellbeing?’							
i. How likely would you be to report this case?  Use the following choices: 1= certainly not report 2= not report 3= Somewhat not report 4= undecided 5= Somewhat report 6 = report 7 = certainly report	1	2	3	4	5	6	7

*Scenario 4: A 9-year-old boy in your class has disclosed that a female family member has been touching his private parts and exposing him to pornography on her phone. On several occasions, you have noticed that he has become extremely distressed both in class and outside of class.*

	<i>Yes</i>	<i>No</i>	<i>Unsure</i>				
j. Do you think you have reasonable grounds for suspecting sexual abuse has occurred?’							
k. Do you think significant harm has been caused, or is likely to be caused to the child’s physical, psychological or emotional wellbeing?’							
l. How likely would you be to report this case?  Use the following choices: 1= certainly not report 2= not report 3= Somewhat not report 4= undecided 5= Somewhat report 6 = report 7 = certainly report	1	2	3	4	5	6	7

## Appendix- B

Gaaffannoo

Yuunivarsiitii Addis Ababa

Kolleejjii Barnootaa fi Qo'annoo Amala

Mana Barumsaa Xiin-Sammuu

Kabajamtoota hirmaattota, Kun gaaffilee hojii barruu qorannoo M.A kootiif daataa walitti qabuuf qophaa'eedha.

Kaayyoon qorannichaa inni guddaan barsiisonni dhimma miidhaa saalaa daa'immanii akka gabaasan wantoota dhiibbaa geessisan qorachuudha. Daataan hundi akka iccitiitti ni ilaalama.

Daataa gama kanaan maddisiisuudhaan qorannoon kun ittisaa fi gidduu seensaa nageenya daa'immanii guddisan gumaacha ni qabaata jedhamee eegama.

Deebii fi galteen gatii guddaa qabu dhimma miira namaa kakaasu kana irratti kennitan, warra miidhaa irra gahe qofa osoo hin taane daa'ima hunda irratti dhiibbaa hiika qabu akka qabu hin shakkisiisu. Garu, milkaa'inni isaa gaarummaa ati odeeffannoo amanamaa fi sirrii ta'e naaf kennuu irratti hundaa'a. Kanaaf gaaffii tokkoon tokkoon isaaniif miira dhugaa fi dhugaa keessan akka natti himtan garaadhaan isin gaafadha. Kana malees, gaaffilee hundaaf deebii akka kennitan garaadhaa isin gaafanna.

Tumsa nuuf gootaniif dursee hedduu galateeffadha.!!!

Email: yebicha30@gmail.com

Yebichaye Yeshitila (Mob. 0921152971)

**KUTAA I: Odeeffannoo Duubbee**

Kallattii: Mee wantootaa armaan gadii dubbisaatii deebii keessan bakka duwwaa irratti barreessa.

1. Umurii: \_\_\_\_\_
2. Saalaa: \_\_\_\_\_
4. Muuxannoo barsiisummaa: \_\_\_\_\_
5. Haala gaa'elaa: \_\_\_\_\_
6. Baay'ina Ijoollee: \_\_\_\_\_

**KUTAA II: Ilaalcha Miidhaa Saalaa Daa'immanii Gabaasuuf**

Kutaan Kun waa'ee ilaalcha barsiisonni miidhaa saalaa daa'immanii gabaasuuf qaban kan ilaallatudha.

Ibsa armaan gadii irratti hangam walii galta ykn walii hin galle. Lakkoofsa tarjaa keessatti yaada kee calaqqisu iskeelii armaan gadii fayyadamuun geengoo godhi.

1= Cimsee walii hin galu 2=Walii hin galu 3=Giddu galeessa 4= Walii galuu 5= Cimsee walii gala

Lak	Qabiyyee	1	2	3	4	5
1	Miidhaa saalaa daa'immanii yeroon shakku gabaasuuf karoofadheera					
2	Maatii/hawaasni haaloo ba'uu sodaachuun miidhaa saalaa daa'immanii gabaasuuf sodaa guddaa qabaata					
3	Dhimma miidhaa saalaa daa'ima yoo gabaafame warri daa'ima sana irratti maal akka godhan irraa kan ka'e gabaasuuf fedhii hin qabu					
4	Hojimaatni miidhaa saalaa daa'immanii gabaasuu naaf beekamaadha					
5	Dhimmoota miidhaa saalaa daa'immaniitiin shakkaman. gabaasa gochuun itti gaafatamummaa ogummaa koo bahuun barbaada					
6	Miidhaa saalaa daa'immanii gabaasuun nageenya daa'immaniif barbaachisaa dha					
7	Miidhaa saalqunnamtii daa'imman irratti raawwatame gabaasuu yaaduun natti dhaga'ama					
8	Daa'imni mana/maatii isaanii irraa akka baafamu osoon beekke miidhaa saalaa daa'immanii hin gabaasu ture					
9	Miidhaa saalaa daa'immanii gabaasuun tajaajilli daa'immanii fi maatiidhaaf akka kennamu dandeessisuu danda'a					

10	Himatamuu waan danda'uuf miidhaa saalaa daa'immanii gabaasuu dhiisuu nan ilaala					
11	Miidhaa saalaa daa'immanii gabaasuu wajjin walqabatee miira baay'eetu jira					

12	Qajeelfamni miidhaa saalaa daa'immanii galootaa barbaachisaa dha					
13	Barsiisonni miidhaa saalaa daa'immanii gabaasuu keessatti hirmaachuun bu'aa yeroo dheeraa daa'imman irratti fidu ittisuuf barbaachisaa dha					
14	Sirni amma miidhaa saalaa daa'immanii gabaasuu rakkoo kana furuu keessatti bu'a qabeessa ta'uu Nan amana					
15	Barsiisonni miidhaa saalaa daa'immanii ragaa hin qabne gabaasan rakkoo keessa galuu danda'u					
16	Miidhaa saalaa daa'immanii gabaasuun yeroo qisaasuudha sababiin isaas namni gabaasa sana hordofu waan hin jirreef					
17	Bulchiinsi mana barumsaa koo na waliin walii galuu baatus, miidhaa saalaa daa'immanii irratti raawwatame ammallee nan gabaasa ture					
18	Gabaasa miidhaa saalaa daa'immanii irratti dhiyaateef deebii bu'a qabeessa akka kennan aanga'oonni irratti amantaa hin qabu					
19	Walqunnamtii saalaa daa'immanii gabaasuu koo dura bulchaa tokko waliin nan mari'adha					
20	Ragaa gahaa walitti qabuun waan natti ulfaatuuf miidhaa saalaa daa'immanii gabaasuun natti ulfaata ture					
21	Gabaasni miidhaa saalaa daa'ima irratti raawwatame, warri tokko caalaatti daa'ima sana irratti miidhaa akka geessisan gochuu danda'a					

**Yaada dabalataa** -----  
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**KUTAA III: Yaada Namoota Biroo**

Tarreen ibsa waa'ee yaada namoota biroo miidhaa saalaa daa'immanii gabaasuu irratti kennaman kunooti.

Maaloo iskeelii madaallii armaan gadii fayyadamuun tokkoon tokkoon ibsaa irratti hangam akka walii galu ykn walii hin galle agarsiisaa

**Iskeelii Deebii:** 1= Cimsee walii hin galu 2=Wali hin galu 3=Giddu galeessa 4= Walii galuu  
5= Cimsee walii galuu

L/S	Qabiyyee	1	2	3	4	5
1	Namoonni yaadni isaanii ani dhimma itti ba'an miidhaa saalaa daa'immanii akkan gabaasu ni raggaasisu					
2	Namoonni jireenya koo keessatti naaf dhimmaman, miidhaa saalaa daa'imman irratti raawwatame akkan gabaasu na jajjabeessu turan					
3	Namoonni natti dhihoo ta'an miidhaa saalaa daa'immanii akkan gabaasu hin raggaasisan turan					
4	Miseensonni maatii koo dhihoo ta'anii fi a _____, miidhaa saalaa daa'imman irratti raawwatame akkan gabaasu					
5	Barsiisonni akka koo baay'een isaanii miidhaa saalaa daa'immanii ni gabaasu turan					
6	Barsiisaan bakka ani amma barsiisaa ji _____ in isaa miidhaa saalaa daa'immanii hin gabaasu turan					
7	Hiriyooni koo dhiyeenyaan mana barumsaa kootti miidhaa saalaa daa'immanii akkan gabaasu ni raggaasisu					
8	Hogganaan kutaa mana barumsaa amma jirutti miidhaa saalaa daa'immanii gabaasuu irratti na deeggara ture					

**Yaada dabalataa** -----  
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**KUTAA IV: To'annoo Amala Itti Fakkaate**

Ibsi armaan gadii kun, miidhaa saalaa daa'immanii gabaasuu ilaalchisee murtii qabdan irratti tarkaanfii fudhachuun hammam akka salphaatti akka siif ta'u ibsu.

Tokkoon tokkoon himaaf deebii kenni, iskeelii armaan gadii fayyadamuun hangam akka walii galto ykn walii hin galle agarsiisuudhaan.

1= Cimsee walii hin galu 2=Wali hin galu 3=Giddu galeessa4= Walii galuu 5= Cimsee walii gala

Lak	Qabiyyee	1	2	3	4	5
1	Yoon barbaade miidhaa saalaa daa'immanii salphaatti tajaajila eegumsa daa'immaniif gabaasuu nan danda'a ture					
2	Miidhaa saalaa daa'immanii gabaasuu fi dhiisuun koo guutummaatti kan kooti					
3	Anaaf miidhaa saalaa daa'immanii gabaasuun guutummaatti ni danda'ama					
4	Miidhaa saalaa daa'immanii gabaasuun natti ulfaata					
5	Miidhaa saalaa daa'immanii gabaasuun to'annaa kootiin ala ta'uun isaa hin oolu					

**Yaada dabalataa** -----  
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**KUTAA V: Yaada Seenaawwan Gabaasa**

Seenaariyoonna armaan gadii akka barsiisaatti maaltu si mudachuu akka danda'u ibsu.

Tokkoon tokkoon seenaa booda gaaffiiwwan tokko tokko siif gaafatama. Tokkoon tokkoon haalaa filannoo kenname fayyadamuun hamma beekumsa keetiin deebii kenni.

**Seenaa Iffaa:** Shamarreen waggaa 10 kutaa ke irtu yeroo baayyee amala gaarii kan qabduu fi sochii daree keessatti wal irraa hin cinne kan a'u, hojii manaa ishee xumurti.

Akkasumas kutaa kana keessatti ga'umsa olaanaa kan agarsiisan keessaa tokkodha. Haa ta'u malee, torban hedduudhaaf amala badaa agarsiifteetti. Harkifachuu fi hojii manaa osoo hin xumurin gara mana barumsaa dhufuu dabalatee daree keessatti amala badaa agarsiisaa turteetti. Yeroo darbe yeroo tokkotti namni naannoo isaanii jiru tokko dirqiin akka ishee dhangatu, yeroo walfakkaatutti qaama dhuunfaa

ishee akka tuqe sitti himte										
				Eeyyee	Lakki	Mirkanaa'aa miti				
a. Miidhaan saalaa akka raawwatame shakkuuf sababii madaalawaa qaba jettee yaaddaa?										
b. Miidhaan guddaan qaama, sammuu ykn miiraa daa'ima irratti ga'eera jettanii yaaddu?										
c. Dhimma kana gabaasuuf carraan kee hangam ta'a?										
				1	2	3	4	5	6	7
Filannoowwan armaan gadii fayyadami: 1= mirkanaa'aa miti gabaasa, 2= hin gabaasne 3= Hamma tokko hin gabaasne 4= hin murtoofne 5= Hamma tokko gabaasa 6 = gabaasa 7.Mirkanaa'aa gabaasa										

<p><b>Seenaa 2ffaa:</b> Mucaan umriin isaa waggaa 12 kutaa keessan keessa jiru, kan baay'ee siif michuu ta'e, dubartiin obboleettii isaa wajjin wal baru tokko qaama dhuunfaa isaa tuqxee akka inni amala saalqunnamtii raawwatu jajjabeessaa akka turte sitti hima. Maatii isaa wajjin walitti dhufeenyi qabdan maal iyyuu yoo ta'e, maatiin gurbaa sanaa mucaa isaaniif hordoffii sirrii ta'e akka hin goone hubatta. Mucaan kun ofirraa baafamee sochii daree irratti hirmaachuuf fedhii kan hin qabne yoo ta'u, kunis isaaf waan hin baratammedha.</p>			
	<b>Eyyee</b>	<b>Lakkii</b>	<b>Mirkanaa'aa miti</b>

d. Miidhaan saalaa akka raawwatame shakkuuf sababii madaalawaa qabda jettee yaaddaa?			
e. Miidhaan guddaan qaama, sammuu ykn miiraa daa'ima irratti ga'eera jettanii yaaddu?			

f. Dhimma kana gabaasuuf carraan kee hangam ta'a?	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
Filannoowwan armaan gadii fayyadami: 1= mirkanaa'aa miti gabaasa 2= hin gabaasne 3= Hamma tokko hin gabaasne 4= hin murtoofne 5= Hamma tokko gabaasa 6 = gabaasa 7 = mirkanaa'aa gabaasa							

**Seenaa 3ffaa** .Shamarreen umriin ishee waggaa asitti fedhiin sochii hawaasummaa fi hirmaanna dhalootaa fi abbaa warraa ishee waliin jiraatti. Erg abbaa warraa ishee waliin jiraatti. Gahumsa ishe dhuunfaan yeroo ishee waliin dubbattan abbaa warraa ishee waliin jiraachuun akka ishee hin gammachiifne kaafteetti. Hanga haati ishee deebiutti gara manaatti deebi'uu akka hin barbaanne dubbatti. Keessumaa yeroo abbaa warraa ishee wajjin kophaa ta'uuf yaaddu yaaddoo fi sodaan ishee cimaa akka ta'e hubatteetta.

	<b>Eyyee</b>	<b>Lakkii</b>	<b>Mirkanaa'aa miti</b>				
g. Miidhaan saalaa akka raawwatame shakkuuf sababii madaalawaa qabda jettee yaaddaa?							
h. Miidhaan guddaan qaama, sammuu ykn miiraa daa'ima irratti ga'eera jettanii yaaddu?							
i. Dhimma kana gabaasuuf carraan kee hangam ta'a?	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>

Filannoowwan armaan gadii fayyadami: 1= mirkanaa'aa miti gabaasa2= hin gabaasne 3= Hamma tokko hin gabaasne4= hin murtoofne5= Hamma tokko gabaasa 6 = gabaasa 7 = mirkanaa'aa gabaasa							
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**Seenaa 4ffaa:** Mucaa waggaa 9 kutaa keessan keessa jiru tokko miseensi maatii dubartii tokko qaama dhuunfaa isaa tuqxee bilbila ishee irratti poornoogiraafii akka isa saaxilu ibseera. Yeroo hedduu daree keessattis ta'e daree ala garmalee dhiphachuu isaa hubatteetta.

	Eyyee	Lakkii	Mirkanaa'aa miti
j. Miidhaan saalaa akka raawwatame shakkuuf sababii madaalawaa qabda jettee yaaddaa?			
k. Miidhaan guddaan qaama, sammuu ykn miiraa daa'ima irratti ga'eera jettanii yaaddu?			

l. Dhimma kana gabaasuuf carraan kee hangam ta'a?	1	2	3	4	5	6	7
Filannoowwan armaan gadii fayyadami: 1= mirkanaa'aa miti gabaasa2= hin gabaasne 3= Hamma tokko hin gabaasne4= hin murtoofne5= Hamma tokko gabaasa 6 = gabaasa 7 = mirkanaa'aa gabaasa							