

Pre-service Teachers' Awareness of Child Abuse¹

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ABSTRACT

The purpose of this study is to determine the awareness of pre-service teachers from different departments related to the concept of child abuse. This study aims to determine pre-service teachers' awareness of child abuse as a qualitative study, conducted in line with phenomenological design. In the study, one of the purposeful sampling methods, maximum diversity sampling method, was employed. The participants of the study are 15 pre-service teachers attending the departments of Psychological Counseling and Guidance, Teacher Education for the Intellectually Disabled, Pre-school Teacher Education, Social Studies, Art Teaching, Computer and Instructional Technologies, German Language Teaching, French Language Teaching, and Teacher Education for the Hearing Impaired, all within the Education Faculty of Anatolian University, Turkey. The data of the study was collected through the focus-group interview technique. The data collected from two different focus-group interviews were analyzed by content analysis technique using the NVivo 8 data analysis program. As a result of the analysis of the data, it was concluded that the pre-service teachers explained the concept of child abuse by most strongly emphasizing emotional abuse and least strongly by emphasizing economic abuse. In light of the pre-service teachers' opinions, it was also concluded that the culture constructed by society through the meanings attached to genders, society's view of sexuality, child marriage, proverbs and idioms specific to the local society and superstitions lead to incidences of child abuse. The current study revealed that child abuse can be prevented by providing training to raise the awareness of child abuse primarily for families then children, teachers and other concerned people. It was also found that the majority of pre-service teachers do not have enough information about how to act in the face of an incidence of child abuse.

Key Words: Child abuse, Pre-service teachers, Physical abuse, Emotional or psychological abuse, Sexual abuse, Negligence

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INTRODUCTION

Child abuse is an issue increasingly drawing the attention and interest of scholarly circles all over the world. However, due to cultural differences that exist between societies, it is differently perceived and defined by each society. Which of the acts committed to children can be defined as abuse is determined by values and norms of individuals in a society, and their information and beliefs about child development and intra-family relationships (Robin, 1991; WHO, 2002).

Child abuse was first defined by a forensic science professor, Auguste Ambroise Tardieu, as an adult committing an act within a certain time period to a child that is not approved within the related culture (Polat, 2007; Erol, 2007). Child abuse can be defined as exposure of a child aged 0-18 years old to any intentional and preventable act committed by individuals responsible for the care of the child or by another child in such a way as to negatively affect his/her growth and development (Yalçın, 2011). The World Health Organization (WHO) defines child abuse as a physically or emotionally bad act committed by an adult or a community resulting in harm to the health, life and development of the child or an intentional or unintentional act of exploiting the child for some commercial purpose (WHO, 2002). The World Health Organization deals with child abuse in four categories; physical abuse, emotional or psychological abuse, sexual abuse, and negligence (Yılmaz, 2009). Today, economic abuse has been added to this classification. Physical abuse can be defined as a child being physically harmed or injured without an accident having occurred. That is, physical abuse is defined as a child being subject to any harm to his/her body as a result of any act committed by his/her parents or any other adult (Yalçın, 2011; WHO, 2002). Physical abuse is still viewed to be a means of discipline imposed by families on their children. Acts of violence such as slapping and injuring the child by using some objects or those resulting in the child's hospitalization or death are considered to be physical abuse (Erol, 2007). Sexual abuse is defined as the enforcement of the child for sexual actions such as genital or oral contact, exhibitionism and child pornography (Barth, Bermetz, Heim, Trelle, & Tonia, 2013). Emotional abuse can be defined as any act making the child feels as an unwanted and worthless individual (Slep, Heyman, & Snarr, 2011). Shouting, scolding, comparing with others, humiliating, laughing, giving a nickname, putting extreme pressure or putting under excessive protection and threatening by using verbal expressions are all different types of emotional abuse (Paavilainen & Tarkka, 2003; Glaser, 2002). When parents force their children to engage in competitive activities or severe works without considering their interests, abilities and mental capacities, their emotional development and spiritual health may be adversely affected (Yavuzer, 1990). Economic abuse includes acts such as enforcing children to work at early ages and as a result, they cannot receive the education they deserve; enforcing them to work in jobs not suitable for their physical, emotional and moral development; enforcing them to work for long hours; depriving them of their basic needs such as sleeping, resting, having fun and establishing social relationships and exposing them to physical, sexual and emotional abuse in the workplace (Zeytinoğlu, 1991 Cited in: Erol, 2007). Child negligence can be defined as irresponsiveness of the caretaker to the child's needs. That is, it can be defined as the caretaker's not being responsive to the child's feeding, dressing, health, education, social and emotional needs (Polat, 2007).

Causes of abuse and negligence vary depending on whether they are analyzed from biological, psychological or sociological viewpoints. When all the causes are considered together, it is seen that child abuse and negligence are generally related to the family's life

stress (Ünal, 2008). One of the most important sources of this stress, being in a financially difficult situation might exhibit itself in the form of poverty, unemployment and debts. Restricted social environment of the parents, parents' being in disharmony with their environment, acts of intra-family violence, bad parenting skills, being young parents, being subjected to abuse when they were children, alcohol or drug addiction, single parenthood, parents' psychological problems, and parents' low level of education are among the other stress factors that may lead to child abuse and negligence (Aral, 1997; Erol, 2007; Ünal, 2008; Srivastava & Jain, 2015).

In compliance with The Convention on the Rights of Children, considered the most precious value of the family and society, children should be raised in a healthy manner from every aspect and this makes it mandatory to seriously tackle the issues of child abuse and negligence at both individual and societal levels. Families should assume important responsibilities for the prevention and revelation of child abuse. However, in recent years, as a result of the changing structure of society, many extended families have been converted to nucleus families, the number of parents having bad habits has increased, many mothers have entered into business life, the number of divorces has increased and accordingly, the number of single-parent families has increased. As a result of all these developments, the family institution has lost its effectiveness; thus, some important roles have emerged for teachers to undertake for the prevention and disclosure of incidences of child abuse, and for increasing parents' awareness of child abuse. For the prevention of child abuse at schools, it is of great importance for teachers to have information and experience about the issues of child abuse. However, when the teacher training programs are examined, it is seen that there are no courses specifically aiming to inform pre-service teachers about child abuse and the prevention of incidences of child abuse. These issues are partially dealt with within the framework of various courses taught in education faculties such as classroom teacher education, psychological counseling and guidance and pre-school teacher education. In this regard, it can be argued that not enough attention is paid to the training of prospective teachers about the issues of child abuse and child negligence; after all, they are responsible for the education of healthy future generations in Turkey.

When the literature on pre-service teachers or teachers' opinions about and awareness of child abuse in Turkey is considered, it is seen that there are some studies focusing on issues such as: pre-service teachers' awareness of the signs of physical abuse in children (Can-Yaşar, İnal-Kızıltepe, & Kandır, 2014); the role of pre-school teachers on child abuse, negligence and violence (Dereobalı, Çırak-Karadağ, & Sönmez, 2013); pre-school and classroom teachers' awareness of child abuse (Erol, 2007; Sağır, 2013; Sarıbaş, 2013); school managers' opinions about the abuse and neglect of children by their families (Erginer, 2007); classroom teachers' opinions about the abuse and neglect of children by their parents (Karaman-Kepenekci & Nayır, 2012); and pre-service teachers' awareness of child abuse (Pala, 2011). When this research is examined, it can be seen that only a very limited number of studies deal with specific branches of teaching and a specific type of abuse. In the literature, there is only one study, by Pala (2011), which employs the qualitative data collection method in order to determine pre-service teachers' awareness of child abuse. There has been no studies aiming to yield detailed information about whether or not pre-service teachers have any awareness of child abuse. However, given that all pre-service teachers and teachers are directly concerned with the issue, it is clear that both pre-service teachers and teachers must be made aware of the types of child abuse, appropriate measurements to be

taken to prevent the incidences of child abuse, and what can be done in the face of such an incident. This study was planned to determine the child abuse-related awareness of the pre-service teachers from different departments. Another motive behind this study is that the issue of child abuse is too serious to be left to the personal discretion of pre-service teachers. This study is believed to make an important contribution to the design of teacher training programs, by revealing the importance of the issue of child abuse.

METHOD

Research Model

This study aims to determine pre-service teachers' awareness of child abuse as a qualitative study, conducted in line with phenomenological design. Phenomenology aims to elicit individuals' experiences and perceptions related to a phenomenon, and the meanings attached to these experiences and perceptions (Yıldırım & Şimşek, 2006). This research design was preferred as it aimed to determine the pre-service teachers' observations, experiences and perceptions regarding child abuse.

Participants

In this study, one of the purposeful sampling methods, maximum diversity sampling method, was employed. The participants of the study are pre-service teachers from different departments attending the Education Faculty of Anatolian University, Turkey. The purpose of maximum diversity sampling method is to construct a relatively small sample and to reflect the diversity of the individuals concerned with the problem under investigation on the sampling at the highest level (Yıldırım & Şimşek, 2006). The reason for the selection of this sampling method is that regardless of the department attended, the issue of child abuse must concern all pre-service teachers and teachers. To address this aspect, at least one pre-service teacher was included from each program held at the university's education faculty. All participants had voluntarily agreed to take part in this study. Some features of the participants are presented in Table 1.

Table 1. *Features of the participants (n=15)*

Variable	Level	n
Gender	Male	6
	Female	9
Grade level	1 st year	4
	2 nd year	2
	3 rd year	7
	4 th year	2
	Teacher Education for the Intellectually Disabled	3
	Pre-school Teacher Education	2
	Social Studies Teacher Education	2
Program attended	Art Teaching	2
	Classroom Teacher Education	1
	Computer and Instructional Technologies Teacher Education	1
	German Language Teaching	1
	French Language Teaching	1
	Psychological Counseling and Guidance	1
	Teacher Education for the Hearing Impaired	1

As can be seen in Table 1, nine out of the 15 pre-service teachers are female and six are male. Of the participants, seven are third-year students, four are first-year students, two are second-year students and two are fourth-year students. In terms of what departments the participants are from; three are from teacher education for the intellectually disabled, two are from pre-school teacher education, two are from art teaching, one is from classroom teacher education, one is from computer and instructional technologies teacher education, one is from German language teaching, one is from French language teaching, one is from teacher education for the hearing impaired, and one is from the department of psychological counseling and guidance.

Data Collection Process

The data of this study was collected by means of the focus-group interview technique, allowing for a rich flow of information as a result of mutual interactions and associations triggering the ideas in the minds of the participants (Yıldırım & Şimşek, 2006). The focus-group interviews were conducted in two different sessions. In the first session, interviews were conducted with seven participants and in the second session, there were eight participants. The focus-group interviews were conducted on 20-25 February, 2015. The first session of the focus-group interviews lasted two and a half hours and the second session lasted one and a half hours. Before the interviews, the pre-service teachers signed a consent form. The interviews were voice-recorded. During the interviews, the pre-service teachers were asked questions in order to let them explain their opinions about the concept of child abuse, causes of child abuse, precautions to be taken to prevent child abuse and behaviors to be displayed in the case of child abuse.

Data Analysis

The data collected via the focus-group interviews were analyzed through content analysis technique using NVivo 8 data analysis computer software. The collected data were entered into the program and then read through. The data were coded depending on the questions. The codes were reread so that their similarities and differences could be determined, codes found to be mutually connected placed together, and themes constructed from the meanings they conceptually indicated. The themes were then supported with direct quotations. For the reliability of the study, a researcher other than who conducted the analysis investigated each theme, sub-theme and code, together with their quotations. Then, the two researchers met to agree on any controversial codes and themes. Within the context of the reliability of the study, an expert was asked to analyze the suitability of the construct obtained. Then the researchers and the expert met in order to reach an agreement on controversial issues in line with the feedback given by the expert. It was decided to use the reliability formula proposed by Miles and Huberman (1994) as a way to calculate the reliability of the study. As a result of this calculation, it was found to be 79%. As this value is over 70%, the study is considered to be reliable (Miles & Huberman, 1994). In order to establish internal validity, the research report was submitted to the scrutiny of an expert on qualitative research methods and in line with the feedback of the expert, required corrections were applied.

FINDINGS

The purpose of this study was to determine pre-service teachers' awareness of child abuse. For this purpose, first the pre-service teachers' opinions about the concept of child abuse were determined. Findings obtained as a result of the analysis of pre-service teachers' opinions are presented in Table 2.

Table 2. *Pre-service teachers' opinions about the concept of child abuse*

Themes and sub-themes	f
Emotional abuse	19
The child's qualifications, capacities and wishes are continuously decried	8
The child's thoughts are disregarded	5
Pressure is put on the child by his/her family	4
The child is made fun of	1
Negligence	9
Accidents occur	3
Need for love is not met	2
Critical age periods are not heeded	1
More attention is paid to more successful students by the teacher	1
Sexual abuse	5
Marriage at early ages	3
Harassment	2
Rape	1
Physical abuse	3
Economic abuse	1

As can be seen in Table 2, the pre-service teachers' opinions about child abuse are gathered under five main themes. These are emotional abuse, negligence, sexual abuse, physical abuse and economic abuse. The pre-service teachers explained the concept of child abuse by most strongly emphasizing emotional abuse and the least strongly emphasizing economic abuse.

The pre-service teachers explaining the concept of child abuse by focusing on emotional abuse mentioned some sub-themes for their explanations such as "Continuously decriing the child's qualifications, capacities and wishes (f=8), disregarding of the child's thoughts (f=5), pressure put on the child by his/her family (f=4), making fun of the child (f=1)". The pre-service teachers put the greatest emphasis on the sub-theme of "Continuously decriing the child's qualifications, capacities and wishes" while explaining their opinions about the concept of child abuse. In relation to this theme some excerpts are given below:

PT-4: *"Everything destroying his/her self-confidence... for instance.... He/she drew a picture... and someone says "what a terrible picture.... You would do it in this way..... this part of the picture is not good etc." such comments are very disappointing for him/her.... Thus he may lose his/her self-confidence and this negatively affects his/her emotions..."*

PT-7: *"For instance, trying to impart a sense of inferiority to the child. For example, verbally or physically punishing him/her for something he/she did... imparting a sense of inferiority to the child as if he/she did something very bad. His/her self-confidence is weakened."*

Five of the pre-service teachers explained their opinions about child abuse by putting the main emphasis on the disregard of the child's thoughts.

PT-3: *"Something expected is not told... for example, your mother and father are separated. You are asked who you would like to stay with. I do not even mention the court's ruling, because it is clear who you will stay with. Even when mother or father says "come, stay with me today", even this is an emotional abuse ... I know it seems to be a bit dramatic now..."*

Four of the pre-service teachers explained their opinions about child abuse by emphasizing the pressure put on the child by his/her family.

PT-6: *"Wanting more than the child can do. Expecting something bigger than he/she can do. When you go visiting some of your friends, the child is expected not to behave as he/she does at home and if he/she does, he/she is threatened for example by his parents ... thus, he/she is offended."*

In addition to this, one of the pre-service teachers explained emotional abuse as making fun of the child:

PT-9, *"A nickname can be given to the child, for example, he can be insulted, can be humiliated by comparison to others. All of these are examples of emotional abuse."*

One of the pre-service teachers explained emotional abuse by using a more comprehensive statement *"every kind of psychological violence"*.

Nine of the pre-service teachers stating their opinions about the concept of child abuse, explaining it as neglect of the child. Here, the pre-service teachers' opinions about child abuse are subsumed under four sub-themes. These sub-themes are; "occurrence of accidents (f=3), not meeting the need for love (f=2), overlooking of critical age periods (f=1), and more attention paid to more successful students by teachers (f=1)". One of the pre-service teachers explaining child abuse as negligence leading to accidents, PT-8 explained his/her opinions as: *"Preparation of an environment that might cause an accident or unheeding of such environments..."*, whilst another pre-service teacher, PT-13, explained his/her opinion as follows: *"injury or death of the neglected child"*.

Two of the pre-service teachers explained child abuse as neglect of the child, putting the emphasis on not meeting the child's need for love.

PT-12: *"The family is non-responsive. For instance, the father is always busy with his job and this leads to neglect of the child. For example, not meeting the child's need for affection. His/her parents' lack of interest in the child's needs may make him/her introvert and direct him/her to other interests"*. On the other hand, PT-11 explained his/her opinion as follows *"It comes to my mind now from a discussion in a lesson ... Toilet training is important, it may cause other problems in the future..."* Thus, he/she pointed out that critical age periods may be overlooked and this is a kind of child abuse.

One of the pre-service teachers explaining child abuse as the neglect of the child emphasized teachers' attitudes.

PT-10: *"Children need a role model at certain ages. As a role model, the teacher may not appeal to every student in their elementary and secondary school years. He/she cannot*

be a role model for every child. But, some children are exploited by the teacher to satisfy his/her ego. There are some other more clever students. The teacher wants to improve the more clever ones. Thus, he/she only wants to be a role model for these students. He/she offends the others, demotivates them. It can be possible. Especially during puberty, some students can be more introvert". Thus, he/she pointed out that the teacher's paying greater attention to more successful students is also a kind of child abuse.

Five of the pre-service teachers explained child abuse as sexual abuse. These pre-service teachers used the following sub-themes while explaining their opinions "marriage at early ages (f=3), harassment (f=2), and rape (f=1)". For instance, PT-1 explained his/her opinion as follows: *"Marrying off girls at very early ages. It is presented as if it was a normal marriage but I think this is a kind of sexual abuse because the child does not do this with his/her own volition. Marriage of a child without living his/her childhood, this is a serious incidence of child abuse". Thus, he/she pointed out that the marrying of a child at an early age is child abuse. On the other hand, PT-5 explained child abuse referring to rape and harassment as follows: "sexual abuse; I am even ashamed of uttering the words such as forcing the child to watch child pornography, to touch sexual organs, rape, incest and exhibitionism".*

Three of the pre-service teachers explained child abuse by emphasizing the violence imposed on children and one of them explained it by emphasizing economic abuse. In this regard, PT-15 explained his/her opinions as *"Economic abuse is practiced by making the child work and taking his/her earned money".*

In line with the purpose of this study, the pre-service teachers' opinions about the factors leading to child abuse were elicited. Related findings obtained from this study are presented in Table 3.

Table 3. Pre-service teachers' opinions about the factors leading to child abuse

Themes and sub-themes	f
Culture	24
Meanings loaded on the genders	11
Society's view of sexuality	6
Marriage at very early ages	3
Proverbs and idioms specific to the society	2
Silencing of children	1
Superstitions	1
Media	9
Busy working life of the family	3
Legal gaps	3
Insensitivity of the society	2
Alcohol and drug addiction	2
Presence of bad role models	2
Ignorance / lack of education	1
Putting excessive burdens on the shoulders of the child	1
Lack of education about sexuality	1
Violent games	1
Pedophile	1

As can be seen in Table 3, the most widely mentioned factor leading to child abuse is “culture” (f=24). In this regard, the following sub-themes were expressed by the pre-service teachers “Superstitions, marriages at very early ages, silencing of children, meanings loaded on the genders in the society, proverbs and idioms specific to the society, and the society’s view of sexuality”. PT-11 explained that child abuse stems from culture by emphasizing the meanings attached to the genders by the society *“That is, why are you behaving like that? You are not a girl. Why are you wearing this? You are not a girl. Pink is for girls...”*.

PT-3 explaining that child abuse stems from culture by focusing on marriages at early ages said that *“In the eastern part of Turkey, 14-15 years old girls are married to men aged 60. This is an example of sexual abuse. This is done in the name of culture. Girls are not allowed to have education; instead, they are married to old and rich men, in a way, they are sold to these people”*. PT-9 pointed out that child abuse stems from the culture by emphasizing the fact that children are not allowed to speak within the community expressed his/her opinions as follows: *“Particularly in the eastern part of Turkey, children are not allowed to speak. There, it is said that children only speak in festivals; therefore, my self-confidence developed relatively late. I did not grow up in a democratic family environment. I am now 22 years old and I am not self-confident enough; this is child abuse. Child abuse does not only mean physical abuse, lack of self-confidence is also the result of child abuse.”* On the other hand, PT-15 explained his/her opinions about the issue as follows: *“In our culture there is a proverb “Spare the rod and spoil the child”. So there is a strict discipline imposed on girls; otherwise, they may lose their ways...”* Thus, he/she stated that abuse stems from the culture by emphasizing proverbs and idioms.

Another important factor stated to be leading to child abuse by the pre-service teachers is media. In this group, the pre-service teachers believe that sexual objects are always shown in media and thus, may lead to child abuse. For instance, PT-13 explained his/her opinions as *“Generally in the family life, the father comes home from work and they have the dinner together and they watch TV almost until midnight and most of the programs include sexual objects. These can be people, clothes, films and series. Thus, sex is always in the mind of people and this naturally has some effects on child abuse.”*

Some pre-service teachers also stated that busy working lives of the family members may lead to child abuse. For instance PT-1 explained his/her opinions about this issue as follows: *“irresponsiveness of the family. For example, the father is always busy with his work and thus neglects his children”*. One of the factors stated by the pre-service teachers to lead to child abuse is societal insensitivity. PT-7 explained his/her opinions about this issue as follows: *“...for example, there is some kind of child abuse in the house, but though others know, they do not react because they are afraid that something bad might happen to them. When others do not react, child abuse continues”*.

Another factor stated by the pre-service teachers that leads to child abuse is the existence of legal gaps. For instance PT-10 explained his/her opinions about this issue as: *“the punishments are not severe enough. For example, the abuser stays in the prison for two years and then a reduction to his sentence is sought”*.

Another factor believed to lead to child abuse is alcohol and substance addiction. PT-5 expressed his/her opinions as follows: *“there are some people consuming too much alcohol and starting fights and these fights might result in child abuse. There is a high school very close to my house...”* Another factor leading to child abuse is believed to be ignorance/lack of education. Another one is taking people exhibiting bad behaviors as a role model. For instance PT-8

expressed his/her opinions about this issue as follows: *“There is a person who we are taking as a role model. That is, I want to follow the same behaviors as he does. I take him as a role model. I then tend to repeat his bad behaviors...”*.

One of the pre-service teachers, PT-12, emphasized that work loaded on to the shoulders of children that are more difficult than they can handle as a source of child abuse. *“Adults assign work more difficult than they can handle to children. Or work beyond the intellectual capacity of children ... normally children should play ... we start school at the age of 8. I did not attend kindergarten. My father told me “you would start school anyway, now it is time for you to play... my father’s approach was correct but some other children are not as lucky as me. Weapons are given to their hands ... some children feel obliged to protect themselves and their family. This is too much for him.”*

Stating that lack of education about sex may lead to child abuse, PT-11 expressed his/her opinions as follows: *“The lack of education in the family about sex is reflected at school. This can be clearly seen in biology courses at school, girls feel somehow ashamed and boys are willing to learn. Boys seem to be very confident of themselves about these issues, as if they were the only determiners in a relationship ... They can even talk about things that cannot be talked with the teacher. Boys talk about obscene topics to each other as if there were no girls in the class and this is a kind of abuse. Culture and school are affecting each other.”*

PT-8 stated that computer games can lead to child abuse as follows: *“For example, violent games. Children like playing such games too much. When we were in high school, there was a son of one of the workers aged 3-4 years old and he was very keen on computer games such as Kantir or GTA. I do not know what happened to the psychology of this child.”*

In line with the purpose of the study, the pre-service teachers’ opinions about how to prevent child abuse were elicited. The findings obtained from the analysis of the pre-service teachers’ opinions are presented in Table 4.

Table 4. *Pre-service teachers’ opinions about how to prevent child abuse*

Themes and sub-themes	f
Measurements to be taken by giving training about child abuse to the concerned people	32
Families should be trained	19
Children should be trained	11
Teachers should be trained	3
Individuals’ awareness should be raised in relation to reactions to incidences of child abuse	1
Measures to be taken through media against child abuse	7
Measures to be taken by means of adjusting the criteria of teacher appointments	4
Measurements to be taken by increasing legal sanctions	3
Measurements to be taken by means of school programs about child abuse	2
Measurements to be taken by monitoring the physiological health of the teacher	1

The pre-service teachers’ opinions about the measures to be taken for the prevention of child abuse are gathered under six sub-themes which are; *“Measurements to be taken by giving training about child abuse to the concerned people”*, *“Measures to be taken through media against child abuse”*, *“Measures to be taken by means of adjusting the criteria of teacher appointments”*, *“Measurements to be taken by increasing legal sanctions”*, *“Measurements to be taken by means of school programs about child abuse”* and *“Measurements to be taken by monitoring the physiological health of the teacher”*.

The pre-service teachers most strongly emphasized the measures to be taken by giving training to the concerned people. Moreover, this training is believed to primarily focus on families in order to increase their knowledge about children's rights, empathy, effective communication and media literacy. The opinions of PT-6 about the necessity of giving training to families are expressed as follows: *"I think families need to be taught how to communicate with their children. Namely, what kind of reactions should be given to certain situations or how to talk in such situations; we need to teach the proper ways of expressing thoughts."* PT-11 in believing that training should be given about empathy, expressed his/her opinions as follows: *"We need to start with the family. The mother and the father should think about how their children would feel when they shout or beat them. They need to think about the effects of such actions on the development of their children. They must ask themselves, if it was done to me, how would I feel?"*

Stating his/her opinions about how this training should be given to families, PT-14 said that this training should be compulsory for families before they have a child and be given by the state: *"When or before they have a child, families should be given training about child abuse by the state.... Children should go through some important developmental periods and the parents should be informed about the characteristics of these periods and then their practices should be observed and supervised"*. PT-4, on the other hand, stated that such training should be given during parental meetings at school: *"Parents' meetings are regularly held at school and they can be rendered more functional by informing parents how to treat their children. During these meetings, parents should be gradually trained about child abuse and its prevention"*. The pre-service teachers stating that training should be given to the concerned parties believe that after parents, children themselves should be informed about issues such as children's rights, thinking skills, equality and justice and media literacy.

Emphasizing that children should be informed about the concepts of equality and justice, PT-6 expressed his/her opinions as: *"first they should be informed about male and female equality. In our country [Turkey], there is not even a trace of male and female equality. First, this should be the responsibility of the teacher to teach the meaning of equality. Everybody is equal. He is not superior to her. They should learn this at first"*. PT-10 stated that children should be informed about children's rights; *"Children should be informed about their rights. Children should be made aware that they should not be silent and they are individuals... We can start this training in the class. If parents do not do this, then the teachers can"*. After families and children themselves, another concerned party to be informed about child abuse is believed to be the teachers. In this regard, PT-9 expressed his/her opinions as: *"Not only children and families, teachers should also be trained. Not only in theory but also in practice. As there are many shortcomings, they should be taken into consideration because teachers also do not know"*. One of the pre-service teachers stated that individuals should be given training about the reactions they can show against incidences of child abuse. This pre-service teacher, PT-3, explained his/her opinions as follows: *"People should be imparted with the sense of responsibility. Let's assume that there is an incidence of child abuse in a house and you do not show any reaction for fear that something bad might happen to you. When no reactions are shown, the abuse continues. Thus, people should be trained about how to react"*.

The pre-service teachers emphasized the importance of media for the prevention of child abuse after giving training to the concerned people. In this regard, PT-8 stated that specialists should inform people about child abuse and its prevention via television programs; *"in order to be shown during those hours when family members are usually together at*

home, TV programs can be prepared by experts". Another pre-service teacher, PT-6, stated that measures can be taken by increasing the number of public service announcements; "More public service announcements can be broadcast on TV". Another pre-service teacher, PT-1, thinks that "Violent films and series should not be shown on TV, children should be discouraged from watching such programs and such programs should be shown during time periods when children cannot watch them". PT-17 wanted RTSC (Radio & Television Supreme Council) to increase its control over such programs; "RTSC must censure series including scenes of violence". Pointing out the necessity to eliminate visual and written materials from the media, PT-11 stated that; "In fact, media should publish and broadcast materials supporting male and female equality. For example, they came to give a seminar to us. They were from MCEF [Mother & Child Education Foundation], we watched a video called 'Men and women in the media'. They showed us parts or sentences from advertisements and series such as women do this and men do that. There were unbelievable examples. Instances of such bad examples should be reduced. This should be a starting point for series and advertisements". Emphasizing that efforts to increase ratings aiming at children should be stopped, PT-7 expressed his/her opinions as follows: "I do not want children to appear in series. They are exploited to increase ratings".

The pre-service teachers also think that changing the criteria adopted in teacher appointments can contribute to the prevention of child abuse. In this regard, the pre-service teachers believe that even if they passed the KPSS exam (Public Personal Selection Exam), those candidates whose psychological health is not good, who do not like children, who are not affectionate towards children, should not be appointed as teachers; thus, changing teacher appointment criteria may help reduce the incidences of child abuse. In this regard, PT-2 expressed his/her opinions as: "instead of one-shot exam, the candidate's capacity to undertake the profession of teaching can be evaluated by prolonging their apprenticeship period".

The pre-service teachers also pointed out the importance of legal sanctions for the prevention of child abuse. In this regard, the pre-service teachers think that punishments given to abusers are not severe enough and therefore, by increasing punishments given to abusers, the incidences of child abuse can be reduced. In this regard, PT-11 expressed his/her opinions as follows: "They kidnap a female child and want to rape her and punishment given to such people is reduced when they have not completed the act of raping. Without giving more severe punishments, it seems to be difficult to prevent such crimes and mild punishments encourage other people to commit similar crimes. The legal system should be more severe and merciless against such people. In the case of child abuse, reduction to sentences should be out of question".

The pre-service teachers also think that some measures can be taken against child abuse by means of education programs. In this regard, they believe that courses should be incorporated into programs and activities should be organized to raise the awareness of child abuse at school. In this connection, PT-3 expressed his/her opinions as follows: "Apart from the biology course, sex education should be given as a separate course. It should start at early ages but must be given before the period of puberty. Thoughts and opinions may completely change during puberty. Thus, it should be given before this." PT-13 expressed his/her opinions as follows: "Theatres and drawing competitions can be organized to prevent child abuse".

One of the pre-service teachers is of the opinion that the incidences of child abuse can be reduced by monitoring and supervising the psychological health of teachers. PT-3 expressed his/her opinions in this regard as follows: "Only KPSS is not enough, their

psychological health status is of great importance... all teachers should be checked annually by psychologists”.

In line with the purpose of this study, the pre-service teachers’ opinions about their reactions when confronted with an incidence of child abuse in their professional life were also elicited. Findings obtained as a result of the analysis of the pre-service teachers’ opinions are presented in Table 5.

Table 5. Pre-service teachers’ opinions about their reactions when confronted with an incidence of child abuse in their professional life

Themes	f
Referring to the counseling teacher	3
Trying to distance the student from the setting where the child abuse occurred	2
Applying to the police	1
Applying to health organizations	1

As can be seen in Table 5, three of the pre-service teachers stated that when they learn that any child is abused in the school environment, they will consult the counseling teacher. In this regard, PT-2 stated that; *“When I realize such a situation, I immediately consult a counseling teacher. When the child speaks to him/her, then the counselor will need to talk to the child’s family. Then, I think that the concerned authorities will be applied to. The most important thing is noticing and referring”*. Two of the pre-service teachers stated that when they encounter such a situation, they will try to distance the child from the environment where the incidence of abuse has occurred. Another pre-service teacher stated that when he/she encounters an abused child, he/she may think of distancing the child from the environment and placing him/her into child care institutions but in such a case, it may be difficult to rely on such institutions. This pre-service teacher, PT-1, expressed his/her related opinions as follows: *“In fact, I want to intervene. I want to create an environment where he/she can share his/her problems. If I see a child continuously beaten by his/her family, I will try to take him/her away from the house. At that point, I may need the support of the system. But, I have heard many scandals related to these child care institutions where children are abused by the workers. That’s why, I cannot thoroughly rely on the system”*. PT-11 stated that he/she would apply to the police when confronted with such a situation; *“For instance, the child is subjected to physical or sexual violence, I immediately go to the police”* and PT-13 stated that *“when confronted with physical abuse, I immediately apply to a health care organization”*.

Many of the teachers (f: 7) stated that they do not know what to do when confronted with an incidence of child abuse. In this regard, PT-9 stated that *“I do not know what to do. I think I would talk to his/her family. In many cases, families blame their daughters. We may cause child abuse”*, and PT-14 stated that *“I do not know what I can do. Thus, we need to gain information about it”*.

RESULTS, DISCUSSION AND SUGGESTIONS

In this study, the purpose was to determine the pre-service teachers’ awareness of child abuse. For this purpose, first the meanings assigned to the concept of child abuse by the pre-service teachers were determined. The pre-service teachers explained the concept of child abuse by most strongly emphasizing emotional abuse and least strongly emphasizing economic abuse. The majority of the pre-service teachers preferred to explain the concept of

child abuse within the framework of emotional abuse by focusing on issues such as continuous decrying of the child's qualifications, capacities and wishes, disregarding of the child's thoughts, pressure put on the child by his/her family and making fun of the child. Some other pre-service teachers explained the concept of child abuse by focusing on issues such as occurrence of accidents as a result of negligence on the part of the family, families' not meeting their children's need for love, overlooking of critical age periods, and more attention paid by teachers to more successful students and neglect of less successful students. Some other pre-service teachers tried to explain the concept of child abuse through sexual abuse by emphasizing the issues such as marriage at early ages, harassment and rape. The concept of child abuse was explained by the small number of participants by referring to violence as physical abuse and enforcement of the child to work as economic abuse.

While explaining child abuse, the pre-service teachers referred to all types of abuse, which indicates, though partially, their awareness of all types of abuse. The pre-service teachers' explaining child abuse by most strongly emphasizing emotional abuse may indicate that they themselves also experienced such an abuse in their own lives, because while expressing their opinions, they also gave examples from their own lives.

While the studies reported in the literature regarding the issue were examined, one study supporting the findings of this study was by Pala (2011), who determined pre-service teachers' awareness levels of child abuse. Pala found the pre-service teachers to be self-confident in terms of defining emotional abuse, yet felt inadequate in terms of defining other types of child abuse. There are also some studies found in the literature that did not support the findings of this study. Dereobali et al. (2013) conducted a study on pre-school teachers and Karaman-Kepeneci and Nayır (2012) studied classroom teachers, with both reporting that participants explained child abuse by most strongly focusing on sexual abuse. The reason for this difference may be because the participants of this study are pre-service teachers or because of the application of qualitative research methods.

Secondly, this study aimed to determine the pre-service teachers' opinions about the factors leading to child abuse. In light of the participants' opinions, it was also concluded that the culture constructed by society through the meanings attached to genders, society's view of sexuality, child marriages, proverbs and idioms specific to the society, silencing of children within the community and superstitions may lead to incidences of child abuse. When the literature was reviewed, it was found that the culture's view of the child and child care, and beliefs, customs and traditions of the society may lead to child abuse (Yavuzer, 1990; Korbin, 1981 Cited in: Nadan, Spilsbury, & Korbin, 2015). Another factor leading to child abuse was found to be media. Media was considered to be a factor leading to child abuse due to obscene objects depicted by it. Bilgi (2014) investigated the effect of advertisements on child abuse and found that the child actors appearing in advertisements can be taken as a role model and this can be regarded as a kind of child abuse. This finding concurs with the finding of the current study.

Other factors leading to child abuse according to the pre-service teachers are busy working life of the family, existence of legal gaps, insensitivity of the society towards the issue, presence of people having alcohol or substance addiction in the society, presence of people who can be bad role models in the society, ignorant people, putting children under obligations more difficult than they can handle, lack of education on sex, and games including violence and pedophilia. The findings of this study related to the role of the family

in child abuse such as restricted social environment of the parents, parents' being in disharmony with their environment, acts of intra-family violence, bad parenting skills, being young parents, being subjected to abuse when they were children, alcohol or drug addiction, single parenthood, parents' psychological problems, and parents' low level of education are supported by the literature (Kozcu, 1994; Aral, 1997; Erol, 2007; Ünal, 2008; Srivastava & Jain, 2015). Parallel to the findings of this study, Karaman-Kepenekci and Nayır (2012) reported that the classroom teachers think that the most important factor leading to child abuse is the drug addiction of parents.

Within the context of this study, the pre-service teachers' opinions about how to prevent child abuse were also elicited and it was concluded that child abuse can be prevented by providing training to raise the awareness of child abuse primarily for families, then children, teachers and other concerned people. When the literature on the prevention of child abuse is examined, it is seen that the first measure is reported to be giving training to both society and professionals working on the issue (Erkman, 1991; Polat, 2007). In this connection, the findings of this study seem to be in parallel with the literature. When the studies by Pala (2011) and Karaman-Kepenekci and Nayır (2012) are examined, it is seen that similar conclusions were also reached.

The second most important measure to be taken for the prevention of child abuse was found to be related to media. In this regard, the pre-service teachers made the following suggestions; "specialists should inform people about child abuse and its prevention via special television programs; the number of public service announcements should be increased; violent films and series should not be shown on TV, RTSC should increase its control on such programs and visual and written materials promoting male and female inequality should not be allowed. Theoretical works in the literature support these findings. In the literature, it is reported that as media has the capacity to reach wide masses and thus can influence public opinion; therefore, it can assume an important role in the prevention of child abuse (Erkman, 1991). Our study also revealed that child abuse can be prevented by changing teacher appointment criteria such as evaluating the teaching capacity of candidates by prolonging their apprenticeship period instead of reliance on a one-shot exam (KPSS).

Another suggestion made to reduce child abuse in the current study is increasing legal sanctions to be imposed in case of child abuse. By giving more severe punishments, it is believed that the incidences of child abuse would be reduced. Another finding of this study related to the prevention of child abuse is incorporating new courses into school programs to raise students' awareness of sexuality, and the organization of awareness raising activities. Moreover, this study concluded that through the supervision of the psychological health of the teacher, child abuse can also be reduced.

In this study, the pre-service teachers' opinions about how to react when confronted with an incidence of child abuse were determined. The majority of the pre-service teachers stated that they do not have information about how to act in the face of such a situation. On the other hand, some of the pre-service teachers stated that if they encountered an incidence of child abuse, they would refer to a counselor, distance the child from the environment where the child abuse occurred, or apply to the police or health organizations. Lack of information about how to react in case of child abuse on the part of many pre-service teachers may indicate that they have awareness of the issue, but simply do not know the procedure to be followed in such a case. One reason for this may be exclusion of the issue in

educational programs, or not devoting enough time and space to the teaching of this issue within the programs. In the literature, there are some studies supporting these findings of our study. For instance, Karaman-Kepeneci and Nayır (2012) found that the teachers would consult the school counselor if they encountered an incidence of child abuse. Moreover, Dereobalı et al. (2013) found that the teachers would apply first to Counseling and Guidance Centers, then to the legal authorities and finally to Social Services and Child Protection Agency in the face of child abuse.

Findings that differed from this study include those by Sağır (2013), who reported that when confronted with child abuse, teachers would refer to school administration. In the study by Can-Yasar et al. (2014), they reported that they would first apply to police departments, and the study by Pala (2011) reported that they would apply to the directorate of social services.

In light of the findings of this study, it can be suggested that a separate course should be offered to pre-service teachers during their undergraduate education to equip them with adequate information about child abuse (concept of child abuse, factors leading to it, measures to be taken to prevent it and actions to be undertaken when confronted with an incidence of child abuse). Pre-service teachers should be encouraged to develop projects to raise families' awareness of child abuse, in order that they can gain detailed information about the issue. In light of the findings of this study, a course program to be incorporated into teacher training programs could be developed. Whilst this study was conducted with pre-service teachers, future research may focus on pre-service teachers from all teacher education departments by using qualitative research techniques.

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Öğretmen Adaylarının Çocuk İstismarına İlişkin Farkındalıkları⁴

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Giriş

Çocuk istismarı son yıllarda tüm dünyada farklı araştırmacılar tarafından ilgiyle karşılanan ve üzerinde araştırmalar yapılan bir konudur. Ancak toplumların kültürel farklılıkları nedeniyle her toplumda farklı şekilde algılanmakta ve tanımlanmaktadır. Bir toplumda çocuğa karşı girilen davranışların hangilerinin çocuk istismarı olduğunu o toplumdaki bireylerin değerleri, normları, çocuk gelişimi ile ilgili bilgileri, inançları ve aile içi ilişkileri belirlemektedir (Robin, 1991; WHO, 2002).

Çocuk istismarı, 0-18 yaş grubu çocukların, kendisine bakmakla yükümlü yetişkin kişilerin ya da başka bir çocuk tarafından büyüme ve gelişmesini olumsuz yönde etkileyen, kaza dışı, önlenemez her türlü davranışa maruz bırakılması olarak tanımlanabilir (Yalçın, 2011). Günümüzde çocuk istismarı ekonomik istismar ile birlikte beş grupta incelenmektedir. Bunlar, fiziksel istismar, duygusal istismar, cinsel istismar, ekonomik istismar ve ihmaldir. İstismar ve ihmalin biyolojik, psikolojik ve sosyolojik incelemelere göre farklı nedenleri bulunmaktadır. Tüm nedenler bir arada ele alındığında çocuk istismarı ve ihmalinin genellikle ailenin yaşam stresi ile ilgili olduğu görülmektedir (Ünal, 2008). Aile için ekonomik yetersizlik en önemli stres kaynaklarından biri olup, yoksulluk, işsizlik ve borçlanma şeklinde kendini gösterebilmektedir.

Çocuk Hakları Sözleşmesi'ne uygun olarak, gerek ailenin gerekse toplumların en değerli kaynağı olan çocukların her yönden sağlıklı yetiştirilmeleri, çocuk istismarı ve ihmali konusunun bireysel ve toplumsal boyutta ciddi bir şekilde ele alınmasını gerekli kılmaktadır. Okullarda çocuk istismarının önlenmesinde öğretmenlerin bu konuda bilgili ve deneyimli olmaları oldukça önem taşımaktadır. Ancak öğretmenlik eğitimi programları incelendiğinde çocuk istismarı ve istismarı önlemeye yönelik herhangi bir dersin olmadığı, yalnızca sınıf öğretmenliği, psikolojik danışma ve rehberlik ve okulöncesi eğitim öğretmenliği alanında eğitim gören öğretmen adaylarının bazı derslerde bu konuyu birkaç saat değindikleri bilinmektedir. Bu bağlamda Türkiye'de toplumların geleceğini oluşturacak çocukların ilgili konuda sağlıklı bir biçimde yetiştirilmelerinin rastlantısallaştırıldığı başka bir deyişle öğretmenlerin/öğretmen adaylarının çocuk istismarı konusunda bilgi edinmelerinin kendi inisiyatiflerine bırakıldığı söylenebilir.

Alanyazın incelendiğinde, öğretmen adaylarının çocuk istismarına ilişkin farkındalıklarının olup olmadığını derinlemesine inceleyen çalışmanın yapılmadığı görülmektedir. Oysa tüm öğretmenlerin ve öğretmen adaylarının doğrudan taraf oldukları dikkate alınırca çocuk istismarı türlerinden, böyle bir durum karşısında ne yapılması gerektiğinden, istismarın önlenmesine yönelik yapılması gerekenlerden haberdar olmalıdır. Bu gereksinimden hareketle araştırmada, farklı programlarda öğrenim gören öğretmen adaylarının çocuk istismarına yönelik farkındalıklarının belirlenmesi amaçlanmıştır. Bunun

⁴ Bu çalışma, St Petersburg, Rusya'da düzenlenen 4. Uluslararası Eğitim Konferansı'nda (IC-ED 2015) (26-28 Haziran 2015) sözlü bildiri olarak sunulmuştur.

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yanında öğretmen adaylarının, çocuk istismarı konusunda bilgi edinmelerinin kendi inisiyatiflerine bırakılması da bu çalışmanın yapılmasını gerekli kılmıştır.

Yöntem

Öğretmen adaylarının çocuk istismarına ilişkin farkındalıkları belirlemeyi amaçlayan bu çalışma olgu bilim deseninde nitel bir araştırmadır. Olgu bilim (Fenomonoloji) bireylerin, bir olguya ilişkin yaşantılarını, algılarını ve bunlara yükledikleri anlamları ortaya çıkarmayı amaçlamaktadır (Yıldırım & Şimşek, 2008). Bu araştırmada öğretmen adaylarının çocuk istismarına ilişkin gözlemleri, deneyimleri ve algıları belirlenmeye çalışıldığı için bu desen kullanılmıştır.

Araştırmada amaçlı örnekleme yöntemlerinden maksimum çeşitlilik örnekleme kullanılmıştır. Araştırmanın katılımcılarını, Anadolu Üniversitesi Eğitim Fakültesi'nde farklı öğretmenlik programlarında öğrenim gören 15 öğretmen adayı oluşturmaktadır. Maksimum çeşitlilik örneklemesinde amaç, göreceli olarak küçük bir örneklem oluşturmak ve bu örnekleme çalışılan probleme taraf olabilecek bireylerin çeşitliliğini en üst derecede yansıtmaktır (Yıldırım & Şimşek, 2006). Araştırmada bu örnekleme tekniğinin kullanılmasının nedeni, çocuk istismarının, branşı ne olursa olsun tüm öğretmenlerin ve öğretmen adaylarının taraf olduğu bir konu olmasıdır. Bu nedenle ilgili üniversitede mevcut durumda olan programlardan gönüllü en az bir öğretmen adayı araştırmaya dâhil edilmiştir.

Araştırma verileri, karşılıklı etkileşim ve çağrışımlar sonucu, katılımcıların birbirlerinin zihinlerindeki duygu ve düşünceleri tetiklemesine; böylelikle zengin bir bilgi akışına olanak sağlayan (Yıldırım & Şimşek, 2006) odak grup görüşmesi tekniği ile toplanmıştır. Odak grup görüşmesi iki oturum halinde yapılmıştır. İlk oturumda 7 öğretmen adayı, ikinci oturumda ise 8 öğretmen adayı ile görüşme yapılmıştır. Odak grup görüşmeleri, 20-25 Şubat 2015 tarihlerinde yapılmıştır. İlk odak grup görüşmesi iki buçuk saat, ikinci odak grup görüşmesi ise bir buçuk saat sürmüştür. Görüşme öncesinde öğretmen adaylarına görüşme izin formu imzalatılmıştır. Görüşme sırasında ses kayıt cihazı kullanılarak görüşmeler kayıt altına alınmıştır. Öğretmen adaylarına görüşme sırasında çocuk istismarı kavramına, çocuk istismarına yol açan etmenlere, çocuk istismarının önlenmesine yönelik önerilere ve mesleki yaşamlarında çocuk istismarı ile karşılaşma durumlarında gösterecekleri davranışlara ilişkin görüşlerini belirtebilecekleri sorular yöneltilmiştir.

Araştırmada iki odak grup görüşmesinden elde edilen verilerin dökümü yapıldıktan sonra NVivo8.0. Paket Programı kullanılarak içerik analizi tekniğine göre analiz edilmiştir. Bu süreçte elde edilen veriler programa yüklenmiş, açılarak okunmuştur. Veriler sorulara göre kendi içinde kodlanmıştır. Her bir soru için elde edilen kodlar yeniden okunarak benzerlik ve farklılıkları saptanmış, birbiriyle ilişkili olan kodlar bir araya getirilmiş kodlardan oluşan her bölümün kavramsal olarak ne anlam ifade ettiği bulunmaya çalışılmış ve temalar oluşturulmuştur. Temalar doğrudan alıntılarla desteklenmiştir. Araştırma sürecinin güvenilirliği için, analizi yapan araştırmacının dışında kalan diğer bir araştırmacı her bir ana tema, alt tema ve kodları alıntılarıyla birlikte incelemiştir. Daha sonra iki araştırmacı bir araya gelerek tartışmalı kod ve temalarda görüş birliğine varmaya çalışmıştır. Araştırma sürecinin güvenilirliğini sağlamak için, elde edilen yapı hem alan hem de nitel araştırmalar konusunda uzman olan bir araştırmacıya sunulmuş ve oluşturulan yapının uygunluğu konusunda görüş bildirmesi istenmiştir. Araştırmacılar ve güvenilirlik analizlerini yapan uzman bir araya gelerek uzmanın dönütleri doğrultusunda görüş birliğine varmaya

çalışmışlardır. Araştırmacıdan gelen görüşler doğrultusunda, araştırmann güvenilirliđi Miles ve Huberman'ın (1994) önerdiđi güvenilirlik formülü kullanılarak hesaplanmıřtır. Yapılan hesaplama sonucunda % 79 oranında görüř birliđine varılmıřtır. Bu oranın % 70'in üzerinde çıkması bu araştırma için güvenilir kabul edilmiřtir (Miles & Huberman, 1994). İç geçerliđin sađlanması adına, araştırma raporu, bir nitel araştırma uzmanına sunulmuřtur. Uzmanndan gelen görüř ve öneriler doğrultusunda araştırma raporunda gerekli düzenlemeler yapılmıřtır.

Bulgular

Arařtırmada öđretmen adaylarının çocuk istismarına yönelik görüřlerinin belirlenmesi amaçlanmıřtır. Bu amaç doğrultusunda ilk olarak öđretmen adaylarının çocuk istismarı kavramına iliřkin görüřleri belirlenmiřtir. Öđretmen adaylarının çocuk istismarına iliřkin görüřleri beř ana tema altında toplanmıřtır. Bunlar, Duygusal İstismar, İhmal, Cinsel İstismar, Fiziksel İstismar ve Ekonomik İstismardır. Öđretmen adayları, çocuk istismarını en çok duygusal istismara, en az ise ekonomik istismara vurgu yaparak açıklamıřlardır.

Öđretmen adayları çocuk istismarına yol ačan etmenler arasında en çok "kültür"ü örnek göstermiřlerdir. öđretmen adayları çocuk istismarına yol ačan etmenler arasında en çok "kültür"ü (f=24) göstermiřlerdir. Bu konuda görüř bildiren öđretmen adayları "Batıl inançlara, çocuk yařta evliliklere, çocukların toplum içinde konuřturulmamasına, toplumda cinsiyetlere yüklenen anlama, topluma özgü atasözleri ve deyimlere ve toplumun cinselliđe bakıř açısına" vurgu yapmıřlardır.

Öđretmen adaylarının çocuk istismarını önleme yollarına iliřkin görüřleri, "Çocuk istismarına iliřkin bireylere eğitim verilerek alınacak önlemler", "Çocuk istismarına iliřkin medya aracılıđıyla alınacak önlemler", "Öđretmen atamalarındaki ölçütlerin deđiřtirilmesi ile alınacak önlemler", "Yasal yaptırımların artırılması aracılıđıyla alınacak önlemler", "Çocuk istismarına iliřkin okul programları aracılıđıyla alınacak önlemler" ve "Öđretmenlerin ruh sađlıđının denetlenmesi ile alınacak önlemler" olmak üzere altı ana tema altında toplanmıřtır. Öđretmen adayları en çok bireylere eğitim verilerek çocuk istismarının önlenebileceđine iliřkin görüř bildirmiřlerdir.

Öđretmen adaylarının mesleki yařamlarında çocuk istismarı ile karřılařma durumlarında gösterecekleri davranıřlara iliřkin görüřleri incelendiđinde öđretmen adaylarının çođunluđu bu durumla karřı karřıya geldiklerinde ne yapacaklarına iliřkin bilgilerinin olmadıđını belirtmiřlerdir. Ne yapacađına iliřkin görüř bildiren öđretmen adaylarının çođu ise okul ortamında herhangi bir çocuđun istismar edildiđini öđrendiđinde rehber öđretmene bařvurabileceđini belirtmiřtir.

Tartıřma ve Öneriler

Öđretmen adayları, çocuk istismarını en çok duygusal istismara vurgu yaparak en az da ekonomik istismara vurgu yaparak açıklamıřlardır. Öđretmen adaylarının çođunluđu, "çocuđun nitelik, kapasite ve arzularının sürekli kötülenmesi, çocuđun düřüncelerinin önemsenmemesi, çocuđa ailesi tarafından baskı uygulanması, çocukla alay edilmesi" gibi konulara vurgu yaparak çocuk istismarı kavramını duygusal istismar ile sınırlayarak açıklamıřlardır. Alanyazında konuya iliřkin yapılan çalışmaları incelendiđinde araştırma sonucunu destekleyen bir çalışmaya ulařılmıřtır. Pala (2011) öđretmen adaylarının çocuk istismarı konusunda farkındalık düzeylerini belirlediđi çalışmasında, öđretmen adaylarının duygusal istismarı tanımlama konusunda kendilerine güvendikleri, diđer istismar türlerini

tanımlamada yetersiz oldukları sonucuna ulaşmıştır. Alanyazında araştırmanın sonucunu desteklemeyen çalışmalara da ulaşılmıştır. Dereobalı, Çırak-Karadağ ve Sönmez'in (2013), okulöncesi öğretmenleri ile Karaman-Kepenekçi ve Nayır'ın (2012) sınıf öğretmenleriyle yaptıkları araştırmada öğretmenlerin çocuk istismarını en çok cinsel istismar ile açıkladıkları sonucuna ulaşılmıştır. Bu farklılığın bir nedeni ilgili araştırmalarda katılımcıların öğretmen olması ya da nicel veri toplama araçlarının kullanılması olabilir.

Araştırmada ikinci olarak öğretmen adaylarının çocuk istismarına yol açan etmenlere ilişkin görüşleri belirlenmiştir. Araştırmada öğretmen adaylarının görüşleri doğrultusunda, toplumda cinsiyetlere yüklenen anlamların, toplumun cinselliğe bakış açısının, çocuk yaşta evliliklerin, topluma özgü atasözleri ve deyimlerin, çocukların toplum içinde konuşturulmamasının ve batıl inançların kısaca toplumun oluşturduğu kültürün çocuk istismarına yol açtığı belirlenmiştir. Alayazın incelendiğinde de kültürün çocuğa ve çocuk bakımına bakış açısının ve toplumun inançlarının, gelenek ve göreneklerinin istismara neden olabileceği belirtilmektedir (Yavuzer, 1990; Korbin, 1981, Akt: Nadana, Spilsburyb & Korbin, 2015).

Araştırmada öğretmen adaylarının çocuk istismarını önlemeye yönelik görüşleri de belirlenmiştir. Araştırmada, en çok ailelere daha sonra çocuklara, öğretmenlere ve bireylere ilgili konuda farkındalık yaratacak eğitim verilerek çocuk istismarının önlenebileceği sonucuna ulaşılmıştır. Çocuk istismarının önlenmesine yönelik alanyazın incelendiğinde, birincil önleme yöntemi olarak hem topluma yönelik hem de bu konuda çalışan profesyonellere yönelik eğitimlerin düzenlenmesi gerektiği belirtilmektedir (Erkman, 1991; Polat, 2007).

Araştırmada öğretmen adaylarının mesleki yaşamlarında çocuk istismarı ile karşılaşma durumlarında gösterecekleri davranışlara ilişkin görüşleri de belirlenmiştir. Öğretmen adaylarının çoğunluğunun böyle bir durum karşısında nasıl bir davranış göstermeleri gerektiği konusunda bilgilerinin olmadığı belirlenmiştir. Bunun yanında öğretmen adaylarının, rehber öğretmene iletme, öğrenciyi istismara uğradığı ortamdaki uzaklaştırmaya çalışma, polise başvurma, sağlık kuruluşuna başvurma gibi davranışlar gösterecekleri de belirlenmiştir. Konuyla ilgili alanyazın incelendiğinde araştırmanın sonucunu destekleyen çalışmalara ulaşılmıştır. Örneğin, Karaman-Kepenekçi ve Nayır'ın (2012) yaptığı çalışmada, öğretmenlerin çocuk istismarı ile karşılaşma durumlarında bu durumu rehberlik ve okul servisine bildirecekleri belirlenmiştir.

Araştırmada elde edilen sonuçlar doğrultusunda, öğretmen adaylarının çocuk istismarına ilişkin yeterli bilgiye sahip olmaları için ilgili üniversitede tüm öğretmen eğitimi programlarında çocuk istismarına ilişkin (çocuk istismarı kavramı, yol açan etmenler, önleme yöntemleri ve çocuk istismarı ile karşılaşıldığında yapılması gerekenler gibi içeriğe sahip) ayrı bir ders açılabilir ya da belirlenen bir dersin içinde ilgili konu ayrıntılı olarak işlenebilir. Öğretmen adaylarının, konuyla ilgili derinlemesine bilgi edinmesini sağlamak için, aileleri çocuk istismarı konusunda bilinçlendirmeye ilişkin program geliştirebilecekleri ve eğitimi verebilecekleri proje yapmaları sağlanabilir. Bu çalışmanın sonuçları doğrultusunda gelecekte konuya ilişkin öğretmen eğitimi programlarında yer alacak bir ders programı geliştirilebilir. Çalışma öğretmen adaylarıyla gerçekleştirilmiştir. Bundan sonra yapılacak çalışmalarda tüm branşlardan öğretmenlerin ilgili konuda farkındalığını belirleyecek nitel veri toplama tekniklerinin kullanıldığı çalışmalar yapılabilir

Anahtar Sözcükler: Çocuk istismarı, Öğretmen adayları, Fiziksel istismar, Duygusal ya da psikolojik istismar, Cinsel istismar, İhmal

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