

CONTRIBUTIONS OF PUBLIC PRIMARY SCHOOL TEACHERS SOCIO-DEMOGRAPHIC VARIABLES TO CHILD ABUSE REPORTING PRACTICES IN NIGERIA

Chidubem Deborah Adamu

Department of Educational Leadership and Management,
Faculty of Education, University of Johannesburg; South Africa
Correspondence email; adamuchidubemdeborah@gmail.com

Submitted: 14/01/2024

Revised: 16/03/2024

Accepted: 21/05/2024

Published: 11/07/2024

Abstract

The study analyzed the contributions of public primary school teachers' socio-demographic variables to child abuse reporting practices in Alimosho Local Government Area of Lagos State, Nigeria. These were to examine the contributions of the socio-demographic variables of public primary school teachers to child abuse reporting practices and determine the type of association existing between teachers' socio-demographic characteristics and child abuse reporting practices in the study area. This research is quantitative and utilizes a cross-sectional research design. The population for the study was all the 1,105 public primary school teachers in Alimosho, Local Government Area of Lagos State, Nigeria. The study sample consisted of 314 public primary school teachers in the study area, using a multi-stage sampling technique in four stages. Data collection techniques using questionnaires. The data collected was analyzed using descriptive and inferential statistical analysis. Results showed that the mean age of respondents was 35.89 ± 7.95 years; 72(24.8%) of the respondents were primary five teachers; males were 51.7%; 50% of the respondents were Christians; 49.7% of the respondents had 5-9 years of teaching experience. Also, results showed that religion ($X^2 = 0.47$, $p = 0.007$), years of teaching experience ($X^2 = 13.38$; $p = 0.001$), and level of qualification ($X^2 = 11.21$, $p = 0.02$) varied significantly with respondents' child reporting practices while respondents age ($X^2 = 6.99$, $p = 0.13$), gender ($X^2 = 0.001$, $p = 0.97$), and primary school teachers' class ($X^2 = 15.59$, $p = 0.79$) were not significant to child abuse reporting practices.

Keywords

Child Abuse Reporting Practices; Public Primary School Teachers; And Socio-Demographic Variables.



© 2024 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution-NonCommercial 4.0 International License (CC BY NC) license (<https://creativecommons.org/licenses/by-nc/4.0/>).

INTRODUCTION

Sociodemography combines the words "social" and "demography." Demography is a science that studies the problems and conditions of population changes related to the components of these changes, such as births, deaths, and migration, to produce a condition and composition of the population according to age and gender. Social can be defined as everything related to society (Zajacova et al., 2020). Sociodemography is the study of the social and demographic characteristics of human populations. This discipline combines elements from sociology (the study of society and human interactions), demography (the study of populations and population statistics), as well as sometimes anthropology (the study of culture and human life) to describe and analyze populations based on factors such as age, gender, education, socio-economic status, occupation, religion, and other factors that influence the social and demographic structure of a society (Player et al., 2023; Sinclair et al., 2023). Sociodemographic studies not only identify and measure the demographic characteristics of human groups but also try to understand how these social and demographic factors interact and influence individual behavior and social dynamics in society. In this context, sociodemography provides a deep understanding of how population patterns develop, how social structures shape individual behavior and decisions, and their impact on a country or region's social and economic development (Kikulwe et al., 2024).

Children spend a significant part of their lives in their educational institutions, which demonstrates their involvement in cognitive, affective, and psychomotor activities in the school. Cognition involves teaching and learning to know or understand. It involves knowledge and the development of intellectual skills (Tremblay-Perreault & Hébert, 2020). This includes the recall or recognition of specific facts, procedural patterns, and concepts that serve in the development of intellectual abilities and skills. Affective domain explains different learning outcomes among individuals that highlight a feeling, an emotion, and a degree of acceptance or rejection. It includes the manner in which a person deals with things emotionally. The psychomotor includes activities that involve physical movement, coordination, and use of motor-skill areas. Development of these skills requires practice; and is measured in terms of speed, precision, distance, procedures, or techniques in execution. Child abuse reporting belongs to the affective domain. Teachers play active roles in coordinating, supervising and guiding pupils through these activities. In performing these activities, the teacher and learner must come to work together (Tatliali & Berkmen, 2017).

The existence of a learner necessitates the need for a teacher. Nevertheless, a teacher cannot exist in isolation. In Nigeria, the role of primary school teachers is of utmost importance because most of the children leave school before or after completing primary school education. The teacher is not only a mentor but also a role model for the children. S/he influences them in forming a balanced and constructive personality (Fabris et al., 2024). His/her knowledge, attitudes and practices have far reaching effects on the personalities of children. Ability of a teacher to either report a case of child abuse to an appropriate authority or fail to do so depends on his or her level of acceptance or rejection of the menace.

Child abuse is an offence that is perpetrated by parents, caregivers or elderly persons around against a child (B, 2014). It consists of all forms of child maltreatment, abuses and violation of child's right which can cause serious physical and emotional damage on the child and even death (Hynniewta et al., 2017). Wrongfully maltreating a child or greedily making an unjust use of a child's assistance by adults responsible for the child accounts for child abuse (Walsh et al., 2023). Children often experience child abuse at home or in school, where they spend most of their time. These children always come in contact with their teachers who can observe traces of child abuse in them.

Teachers are in a unique position to identify and report abuse because of their daily contact with young children (Ng'ondi, 2015). Given that a large percentage of abusive parents were themselves abused as children, school personnel can help break cycles of abuse by identifying cues of child abuse and reporting such cases (Olatosi et al., 2018). In many authorities around the world, there are unavoidable laws which require members of key occupational groups that have usual contact with children to notify their suspicions of child abuse to delegated authorities (Olusegun & Idowu, 2016). Schools instituting policies and procedures for handling reports of abuse add to teachers' doubt of their professional responsibility with regard to child abuse reporting (Mathews et al., 2024). Often times, these policies may be contradicting the law, which in many states needs the person who recognises the abuse to make the report (Elywy et al., 2020). Although state laws differentiate with regard to reporting procedures, in many schools, principals require teachers to report suspected abuse to them. More so, instructors are responsible for observing children on a day by day foundation and comparing behaviour with peer norms and/or beyond conduct (Dinehart & Kenny, 2015). While school professionals are in a unique point to observe and report child abuse, much of the recent literature highlights that school workers, specifically educators, gravely underreport suspected numbers of child abuse (Alsaem et al., 2019).

In addition, the Nigerian constitution of 1999 assures certain basic rights to children, although there is no variation between the rights of children and that of adults. Nevertheless, Nigerian citizens are expected to enjoy these privileges and rights (Mohammed & Khudair, 2019). These rights include the right of life, the right to dignity of the human person, the right to a fair hearing, the right to conscience and religion, the right to peaceful assembly as well as the right of association and freedom of movement (Abd EL-Aziz et al., 2018).

There have been few attempts across the federation to report child abuse, as asserted earlier. This is not unassociated to influence of socio-demographic variables of teachers on child abuse reporting practices (Center for Disease Control and Prevention, 2005). There might not be cases where teachers report child abuse due to lack of or inadequate knowledge. Teachers, at times, may perceive such incidents as too serious and do not need to be reported. However, teachers' socio-demographic characteristics towards child abuse can be said to have a direct effect on students' coping mechanism especially those who might have experienced one type of abuse or the other (Dorsey et al., 2016; Krause et al., 2024). Socio-demographic variables (such as age, gender, religion, level of qualification, and years of teaching experience, among others) of teachers may influence their state of mind as well as their responses toward reporting child abuse incidents. Their state of mind may be categorised as positive, negative, neutral and so on (Lambert et al., 2017).

Sociodemographic studies identify and measure the demographic characteristics of human groups and try to understand how these social and demographic factors interact and influence individual behavior and social dynamics in society. In this context, sociodemography provides a deep understanding of how population patterns develop, how social structures shape individual behavior and decisions, and their impact on a country or region's social and economic development.

The contributions of certain public primary school teachers' socio-demographic variables to child abuse reporting practices are vague. A study by (Owoyemi et al., 2020) assessed the knowledge, attitude and practices of primary school teachers on primary prevention of child sexual abuse in Agege Local Government Area of Lagos State using cross-sectional research design. They found in their study that the mean age of the teachers was 46.4 ± 6.5 years, and the majority (70.8%) were females. The male teachers were found to be about two times more likely to have adequate knowledge compared to female teachers (or 1.9; 95% C.I. = 1.05-3.73) and were about four times more likely to have a good practice on primary prevention of child sexual abuse (or 3.5; 95% C.I. = 1.71 – 6.97). They concluded in their study that the knowledge and attitude of primary school teachers on

the primary prevention of child sexual abuse in Lagos State was low. Another study by (Samridhi & Ruchi, 2015) attempted to find out the knowledge of child rights among teachers of primary school in Jammu, India using interview schedule and child rights knowledge scale for data collection. Results in their study showed that the majority of the teachers in both government and private schools were in the age group of 30 - 40 years. Most of the teachers in both government and private schools were female. Result in their study also revealed that majority of the teachers in government school were educated up to post-graduation and teachers of private school were educated up to graduation.

More so, in a similar study, (Naeem, 2014) investigated the level of existing knowledge as well as the associated attitudes and practices of teachers regarding issues of child protection. Results in their study revealed that across school settings, teachers from private schools showed the highest understanding regarding physical abuse and emotional neglect. Alternatively, teachers from the public-school setting showed the highest understanding of issues related to exposure to violence; whereas teachers from the non-governmental organisation school setting showed the highest understanding of sexual abuse, emotional neglect and physical neglect. Teachers from the Islamic school setting showed an average understanding of all issues highlighted in the study. Similarly, a study by (Maitanmi et al., 2022) investigated the impact of socio-demographic indices on the knowledge of sexual abuse and its prevention among adolescents attending selected secondary schools in Mushin Local Government Area using a self-designed questionnaire for data collection. Results in their study showed that the relationship between family status, ethnicity, and level of knowledge of the respondents on sexual abuse was statistically significant. It was then concluded in their study that a considerable number of the respondents are knowledgeable about sexual abuse and its preventive measures and their knowledge are influenced by certain socio-demographic indices. However, they recommended that the need for continuous health education of the public that puts socio-demographic variables into consideration is of utmost importance to public health nurses and policy makers. Another study carried out by (Kotha et al., 2017) determined the knowledge and awareness among school teachers regarding child abuse using a self-structured questionnaire. It was found in their study that the age group 18 - 40 years had 32 males and 26 females, and the age group 41- 60 years had 28 males and 24 females. The difference was non-significant (with $p\text{-value} = 1$). Their study concluded that most of the teachers had average knowledge and awareness among teachers regarding child abuse.

Generally, a plethora of studies have been conducted in the area of public and private school teachers' knowledge, attitude, or perception towards child abuse; and child abuse reporting practices. In all the related literature available to the researcher in the time the study was conducted, only a few studies investigated the influence of socio-demographic characteristics of teachers towards child abuse or any of its forms (child sexual, neglect, physical or emotional abuse). Majorly, in most of these researches, the age and gender (socio-demographic variables) of teachers were predicted as determining factors of child abuse or child abuse reporting practices. However, little or no attention has been given to other socio-demographic characteristics of teachers such as religion, teaching experience, level of qualification, among others as predictors of child abuse reporting practices. Also, among the few studies, none was done in the study area, Alimosho Local Government Area of Lagos State, Nigeria. Hence, there is a need for this study.

Based on the explanation above then the thrust of the study was to analyse the contributions of public primary school teachers' socio-demographic variables to child abuse reporting practices in Alimosho Local Government Area of Lagos State, Nigeria. The specific objectives of the study were to (1) examine the contributions of the socio-demographic variables of public primary school teachers to child abuse reporting practices in Alimosho Local Government Area of Lagos State, Nigeria, and (2) determine the type of association existing between teachers' socio-demographic characteristics and child abuse reporting practices in Alimosho Local Government Area of Lagos State, Nigeria.

METHOD

This research is quantitative and employs a cross-sectional research design. The target population for the study was all the 1,105 public primary school teachers in Alimosho, Local Government Area of Lagos State, Nigeria. A sample size of 314 inclusive of 10% attrition rate was derived using (Cochran, 1977) formula cited in (Onyeka et al., 2013); though, 290 copies of the questionnaire were successfully retrieved. A multi-stage sampling technique was adopted for the study. It involved four stages of the sampling procedure.

Stage One: Alimosho LGA was stratified into six Local Council Development Areas (LCDAs) including Alimosho, Agbado/Oke-odo, Ayobo-Ipaja, Egbe-Idimu, Igando-Ilotun, and Mosan-Okunola with the number of teachers in each LCDA.

Stage Two: A simple random sampling technique was used to choose three LCDAs (Alimosho,

Agbado/Oke-odo, and Ayobo-Ipaja) from the six LCDAs through balloting.

Stage Three: Two public primary schools were selected from each of the three LCDAs (making a total of six schools) using a simple random sampling technique by balloting.

Stage four: A proportional sampling technique was adopted for identifying the number of public primary school teachers that were used in each of the three LCDAs (for instance, $82 + 401 + 189$ in the three LCDAs respectively = 672 teachers in the three LCDAs; each sample in each LCDA was then divided by 672 and multiplied against the sample size of 314). In all, six public primary schools were selected; and teachers in primary one (P1) to Primary six (P6) constituted the sample for the study. The sample selection format for the stages is presented in the tables below.

Table 1. Sample Selection Format for Stage One

S/N	Stratified LCDAs	Number of Teachers in Each Stratified LCDA
1	Alimosho	82
2	Agbado/Oke-Odo	401
3	Ayobo-Ipaja	189
4	Egbe-Idimu	92
5	Igando-Ikotun	261
6	Mosan-Okunola	80
Total	6	1,105

Source: Author's Compilation

Table 2. Sample Selection Format for Stage Two

S/N	Randomly Selected LCDAs	Total Number of Teachers in Each Selected LCDA	Number of Teachers
1	Alimosho	$82 \div 672 \times 314$	38
2	Agbado/Oke-Odo	$401 \div 672 \times 314$	187
3	Ayobo-Ipaja	$189 \div 672 \times 314$	88
Total	3	672	314

Source: Author's Compilation

Thereafter, self-developed questionnaire titled "Socio-demographic Variables of Public Primary School Teachers' towards Child Abuse Reporting Practices" was used as the instrument for data collection. A questionnaire is a research method used to collect data from respondents through predetermined questions. A questionnaire or survey can be given to respondents to obtain information about their behavior, attitudes, or thoughts. In the context of the contribution of socio-demographic variables of public primary school teachers to the reporting of child abuse in Nigeria,

the use of questionnaires can provide valuable insights into teachers' perceptions, knowledge, and practices regarding this issue (Bastos et al., 2014; Zaza et al., 2000).

Questionnaires are an important tool in social research designed to collect data from respondents systematically and structured. The main characteristics of a questionnaire include several elements that are important to ensure the accuracy and relevance of research results. There are: first, the questions in the questionnaire must be carefully designed to cover all the variables to be investigated (Ebbes et al., 2024). Second, the questionnaire must have a logical and organized structure. This includes organizing questions from general to specific or from less sensitive to more sensitive to help respondents feel comfortable and build trust in the research process. Good organization also helps maintain respondent focus and reduces fatigue or confusion. Third, a questionnaire's response scale must be chosen wisely to enable proper analysis. Scales can be nominal (e.g., gender), ordinal (e.g., education level), interval (e.g., income), or ratio (e.g., age) scales. Selecting an appropriate scale allows researchers to describe and analyze data appropriately according to research objectives. Fourth, the questionnaire must consider the need to test validity and reliability. Lastly, the questionnaire must have clear instructions given to respondents. This includes explaining the purpose of the research and the rights of respondents, as well as providing guidance on how to fill out the questionnaire correctly. Clear instructions help ensure that respondents provide accurate and appropriate responses to the research objectives (D'Aquino et al., 2024).

Pilot study was conducted on the instrument using a sample size of 20% (N = 62) in the study area. The internal consistency reliability of the instrument was estimated using test-retest approach (Cohen et al., 2017); result showed Cronbach's alpha coefficient of 0.709 (it suggested that the content of the questionnaire was 71% reliable for the study). Administration and collection of data from the respondents was conducted with the help of four research Assistants. Duly completed copies of the questionnaire were sorted, coded, and analyzed using Statistical Packages for Social Sciences (SPSS-22). Descriptive and inferential statistical analysis was done and results were presented using tables. Association between variables were calculated using Chi-square at 0.05 level of significance.

FINDINGS AND DISCUSSION

Findings

Three hundred and fourteen (314) copies of questionnaire were administered; only 290 copies were completely and correctly filled. Data analysis was based on this number (290). The response rate was 97.5 percent.

Research Question One: What is the effect of the socio-demographic variables of public primary school teachers on child abuse reporting practices in Alimosho Local Government Area of Lagos State, Nigeria?

Table 3. Contributions of Socio-Demographic Characteristics of Public Primary School Teachers to Child Abuse Reporting Practices in Alimosho LGA

Socio-Demographic Variables for Consideration	Respondents in This Study; N=290	
	Frequency(n)	Percentage (%)
Age (in years)		
Age (in years) $\bar{x} = 35.89 \pm 7.95$		
20-28	66	22.8
29-37	126	43.4
38-46	82	28.3
47-55	13	4.5
56-64	3	1.0
Gender		
Male	150	51.7
Female	140	48.3
Class where teacher is teaching		
	15	5.2
Pry 1	48	16.6
Pry 2	54	18.6
Pry 3	50	17.2
Pry 4	72	24.8
Pry 5	51	17.6
Pry 6		
Religion		
Christianity	145	50.0
Islam	131	45.2
Traditional	14	4.8
Years of teaching experience		
< 4 year	58	20.0
5-9 years	144	49.7
10 years and above	88	30.3

Level of qualification		
Grade 2	37	12.8
NCE/OND	114	39.3
B.Sc/HND	117	40.3
M.Ed.	4	1.4
PhD	18	6.2

Source: Author's Analytical Result

Table 3 showed that the mean age of respondents was 35.89 ± 7.95 years. 72 (24.8%) of the respondents were primary five teachers. Males were 51.7%. Half (50%; 145) of the respondents were Christians; 45.2% (131) were Islamic teachers, and only 4.8% (14) belonged to the African traditional religion. Almost half (49.7%) of the respondents had 5-9 years of teaching experience. Less than half (40.3%) of the respondents had a bachelor's degree/higher diploma.

Research Question Two: What type of association exists between socio-demographic variables of public primary school teachers and child abuse reporting practices in Alimosho Local Government Area of Lagos state, Nigeria?

Table 4. Association between Respondents' Socio-Demographic Characteristics and Child Abuse Reporting Practices

Variable	Ever Report		X ²	P-Value
	Child Abuse Yes	No		
Age (in years)			6.99	0.13
20-28	28	38		
29-37	64	62		
38-46	52	30		
47-55	7	6		
56-64	2	1		
	0	5	0.001	0.97
Gender	74	66		
Male	79	71		
Female				
Religion			0.47	0.007*
Christianity	74	71		
Islam	72	59		
Traditional	7	7		
Primary school teachers' class			15.59	0.79
Pry 1	6	9		
Pry 2	20	28		
Pry 3	20	34		

Pry 4	29	21		
Pry 5	48	24		
Pry6	30	21		
Years of teaching experience	23	35	13.38	0.001*
< 4 year	70	74		
5-9 years	60	28		
10 years and above				
Level of qualification	14	23	11.21	0.02*
Grade 2	66	48		
NCE/OND	67	50		
B.Sc/HND	1	3		
M.Ed.	5	13		
PhD				

* < 0.05

Source: Author's Analytical Result, 2022

Table 4 showed the association between socio-demographic factors and responses of the teachers on child abuse reporting practices. Results showed that religion ($X^2 = 0.47$, $p = 0.007$), years of teaching experience ($X^2 = 13.38$; $p = 0.001$), and level of qualification ($X^2 = 11.21$, $p = 0.02$) varied significantly with respondents' child reporting practices. However, respondents age ($X^2 = 6.99$, $p = 0.13$), gender ($X^2 = 0.001$, $p = 0.97$), and primary school teachers' class ($X^2 = 15.59$, $p = 0.79$) were not significant to child abuse reporting practices. This implies that socio-demographic variables of teachers such as their religion, years of teaching experience, and level of qualification contribute to their ability to reporting child abuse incidences.

Discussion

It was found in the study that public primary school teachers' socio-demographic factors, such as their religion, years of teaching experience, and level of qualification, contribute to child abuse reporting practices in Alimosho LGA of Lagos State, Nigeria. This suggests that belonging to Christian, Islamic, or African Traditional Religion (ATR) determines the degree of response to reporting child abuse cases among public primary school teachers in the study area. For example, in the study, half of the Christian teachers, over 40% of the Islamic teachers, and only less than 5% of the ATR teachers had the willingness to practice child abuse reporting. Christian teachers had more willingness to reporting child abuse incidences followed by the Islamic teachers. This is supported by a literature by (Patil & Udapi, 2015) who identified that teachers from the Islamic school setting

showed an average understanding of knowledge as well as the associated attitudes and practices of teachers regarding issues of child protection. In the same vein, a number of years spent in the teaching profession significantly influences child abuse reporting practices among teachers in the study area. Although, it was found in the study that teachers in their early and later years in the teaching profession show less willingness to practicing child abuse reporting while their counterparts in the middle years of their teaching experience exhibit more willingness to child abuse reporting practices. Also, significantly, it was found in the study that the level of qualification of teachers influences their response to reporting child abuse incidences. Public primary school teachers in Alimosho LGA holding first degree, Higher National Diploma (HND), Nigerian Colleges of Education (NCE), and Ordinary National Diploma (OND) certificates are more eager to report child abuse cases than teachers holding grade two and higher degree certificates. This finding of the study is not in consonance with a study by (Samridhi & Ruchi, 2015) which highlighted that majority of the teachers in government primary schools in India were educated up to post-graduation.

Consequently, it was found in the study that primary school teachers' age, gender, and the class in which they teach do not determine child abuse reporting practices in Alimosho LGA of Lagos State, Nigeria. Although, middle aged teachers between 30 and 40 years had higher tendency of reporting child abuse cases than younger (between age 20 and 29) and older (between 50 and 69 years) teachers in the study area. This can be envisaged from the point of view that primary school teachers between age 30 and 40 are still bearing and raising children. As a result, they give critical attention to children placed under their care. This finding of the study is in consonance with a study by (Amédée et al., 2024; Shahid, t.t.) which stated that majority of the teachers in both government and private schools were in the age group of 30 - 40 years. Although gender does not affect teachers' child abuse reporting practices, male primary school teachers practice child abuse reporting than their female counterparts. It can be deduced from the study that male teachers are more vibrant and fearless about the consequences of reporting child abuse and child abuse-related cases to the appropriate authority than female teachers. Also, this finding did not support (González et al., 2014) who highlighted that most of the teachers in both government and private schools were females. The finding is also inconsistent with the finding of (Özdağ et al., t.t.) that female teachers were more likely to have a good practice on primary prevention of child sexual abuse and reporting than male teachers. Nevertheless, it was found in the study that the class of teachers does not determine their child abuse reporting practices. But, primary three, four, five and six teachers reported child abuse

incidences than their counterparts in primary one and two. Report of child abuse cases was not very significant among teachers in primary one in Alimosho LGA of Lagos State, Nigeria.

The contribution of public primary school teachers' sociodemographic variables to child abuse reporting practices in Nigeria highlights the complexity of the interactions between individual and contextual factors that influence teachers' decisions to report such cases. One main influencing variable is the teacher's age and teaching experience. Teachers who are older and have longer teaching experience may have a deeper understanding of the signs of child abuse and their obligations to report it (Kumar et al., 2017). Sociodemographic variables of public primary school teachers in Nigeria have a significant impact on their practices in reporting cases of child abuse. Research conducted in Nigeria found that sociodemographic factors such as gender, education, and income of teachers influence their practices in reporting cases of child abuse. The research results show that teachers who have higher education and better income are more likely to report cases of child abuse correctly and on time. On the other hand, younger teachers or those just starting their careers may face challenges in identifying and resolving moral and practical conflicts regarding reporting (Celik, 2024; Ono & Honda, 2017).

In addition, formal education and training on child abuse also play an important role. Teachers who receive comprehensive training on child abuse tend to be better prepared psychologically and practically to deal with this sensitive situation. Such education increases their knowledge of children's rights and professional duties and strengthens their confidence in reporting cases they may encounter in their daily lives (Romero-Martínez et al., 2014).

Socioeconomic variables also play a crucial role in teachers' reporting practices. Teachers from more stable economic backgrounds may be more likely to report child abuse without fear of adverse financial or social consequences. On the other hand, teachers from more economically vulnerable backgrounds may feel caught in a moral dilemma between their professional obligations and significant personal risks (Vanderfaellie et al., 2018). Teachers with better socioeconomic status tend to be more active in reporting cases of child abuse because they have better access to the resources and support necessary to report such cases. Teachers who experience stress due to poor socioeconomic conditions tend to find it more difficult to report cases of child abuse because they are more focused on their economic problems (Zhou & Ou, 2024).

Gender is also an important consideration in this context. Gender roles in Nigerian culture can influence the perceptions and expectations of teachers in terms of responses to cases of child abuse. For example, stigma or social expectations related to gender roles may influence how easily female or male teachers feel comfortable reporting these sensitive cases (Gong et al., 2024). However, other opinions say that there is a need to have female teachers who can provide better examples and support in dealing with issues of child abuse. Female teachers can more easily understand and deal with issues of abuse involving girls, who are often more vulnerable to abuse (Rohanachandra et al., 2023). Teachers must have adequate awareness and ability to recognize, reject, and report cases of sexual harassment. Female teachers can more easily develop this awareness and ability because they can more easily understand and deal with issues of abuse involving girls (Mansbach-Kleinfeld et al., 2015; Rule, 2017).

Overall, a better understanding of how these sociodemographic variables interact with each other can help formulate more effective policies and strategies to improve child abuse reporting practices in Nigerian public primary schools (Badia et al., 2019). Measures such as ongoing training, psychosocial support, and increased awareness of children's rights are important to ensure that teachers have the resources they need to act in the best interests of their children (Weegar & Romano, 2019).

CONCLUSION

The findings of this study showed that primary school teachers' socio-demographic characteristics, including their religion, years of teaching experience, and level of qualification, are contributing factors to child abuse reporting practices in Alimosho LGA of Lagos State, Nigeria. Christian teachers had more willingness to reporting child abuse incidences followed by the Islamic teachers; ATR teachers responded poorly to ever reported any child abuse case to an appropriate authority. Primary school teachers in their early and later years of teaching experience are uncooperative in practicing child abuse reporting, while teachers in their middle years of teaching experience show more willingness to practice child abuse reporting practices. In the study area, teachers holding first-degree, Higher National Diploma (HND), Nigerian Colleges of Education (NCE), and Ordinary National Diploma (OND) certificates are more eager to practice child abuse reporting than teachers holding grade two and higher degree certificates. Therefore, the study concluded that while religion, years of teaching experience, and level of qualification are significant

with teachers' child reporting practices; age, gender and primary school teachers' class are nonsignificant with child abuse reporting practices in Alimosho LGA of Lagos State, Nigeria.

Based on the findings and conclusion of the study, the following recommendations are made:

- 1) Teachers between ages 30 and 40 should be placed to teach in primary three, four, five, and six classes as child abuse reporting practices are found more prominent among teachers in these classes;
- 2) In Nigeria, in addition to teachers holding NCE certificates, bachelor's degree certified teachers should be recruited to teach in primary schools with good remunerations. This is because certified teachers holding first-degree certificates are more willing to report child abuse cases than their counterparts in other levels of education having lower and higher certificates;
- 3) In Nigeria, the teaching profession, especially at the basic level, has been flooded by female teachers. Therefore, male teachers should be encouraged and motivated with good remunerations and welfare packages to join force with female teachers in the profession. This will enhance the chances of child abuse reporting practices as male teachers are more vibrant and fearless about the consequences of reporting child abuse incidences.

REFERENCES

- Abd EL-Aziz, E. M., Hussein, Y., Hassan, S. S., & Amein, N. M. (2018). Teachers' knowledge and attitudes regarding child abuse in selected primary schools at Minia City. *Am J Nurs Res*, 6, 598–607.
- Alsaem, S. A., Alsaleem, M. A., Asiri, A. M., Alkhidhran, S. S., Alqahtani, W. S., Alzahrani, M. S., Assiri, A. H., Khadejah, M. A., & Alsamghan, A. S. (2019). Knowledge and attitude regarding child abuse among primary health care physician in Abha, Saudi Arabia. *Journal of Family Medical Primary Care*, 8(2), 706–710. https://doi.1034103/jfmprc.jfmprc_343423_18
- Amédée, L. M., Cyr, C., Jean-Thorn, A., & Hébert, M. (2024). Executive functioning in child victims of sexual abuse: A multi-informant comparative study. *Child Abuse & Neglect*, 152, 106737. <https://doi.org/10.1016/j.chiabu.2024.106737>
- B, B. (2014). The bane of child abuse and the rights of the Nigerian child to education. *Journal of Resourcefulness and Distinction*, 8, 118–131.
- Badia, M., Garcia, X., Escotorín, P., & Brundelius, M. (2019). Acknowledgement of child abuse by teachers of pre-school, primary and secondary education: Spanish sample. *Sodobna pedagogika*, 70(4), 152–169.
- Bastos, J. L., Duquia, R. P., González-Chica, D. A., Mesa, J. M., & Bonamigo, R. R. (2014). Field work I: Selecting the instrument for data collection. *Anais brasileiros de dermatologia*, 89, 918–923.
- Celik, P. (2024). The effectiveness of school-based child sexual abuse prevention programmes among primary school-aged children: A systematic review. *International Journal of Educational Research Open*, 7, 100348. <https://doi.org/10.1016/j.ijedro.2024.100348>
- Center for Disease Control and Prevention. (2005). *Adverse childhood experiences study: Data and statistics*. Atlanta, GA: National Center for Injury Prevention and Control. <http://www.cdc.gov/nccdphp/ace/prevalence.htm>

- Cochran, W. G. (1977). *Sampling Techniques*, 3rd edition.
- Cohen, L., Manion, L., & Morrison, K. (2017). Validity and reliability. Dalam *Research methods in education* (hlm. 245–284). Routledge. <https://www.taylorfrancis.com/chapters/edit/10.4324/9781315456539-14/validity-reliability-louis-cohen-lawrence-manion-keith-morrison>
- D'Aquino, C. de A., Moretto, E. M., Zwartjes, N. M., Lenin da Silva, L., & Sachet, H. D. (2024). Design thinking methodology application to develop social acceptance questionnaire for renewable technologies. *Social Sciences & Humanities Open*, 10, 100912. <https://doi.org/10.1016/j.ssaho.2024.100912>
- Dinehart, L., & Kenny, M. C. (2015). Knowledge of child abuse and reporting practices among early care and education providers. *Journal of Research in Childhood Education*, 29(4), 429–443.
- Ebbes, R., Schuitema, J. A., Koomen, H. M. Y., Jansen, B. R. J., & Zee, M. (2024). Self-regulated learning: Validating a task-specific questionnaire for children in elementary school. *Studies in Educational Evaluation*, 81, 101339. <https://doi.org/10.1016/j.stueduc.2024.101339>
- Elywy, G. J., Hussein, A. A., & Dabis, H. A. (2020). Assessment of Teachers' Knowledge about Child abuse at AL Nasiriya Primary Schools. *Indian Journal of Public Health*, 11(02), 2191.
- Fabris, M. A., Longobardi, C., Settanni, M., & Mastrokoulou, S. (2024). Childhood trauma and factors influencing primary school teachers' reporting of child abuse: Insights from Italy. *Child Abuse & Neglect*, 149, 106631. <https://doi.org/10.1016/j.chiabu.2023.106631>
- Gong, Z., Tang, Z., Zhou, J., Han, Z., & Zhang, J. (2024). A comparison of definitions of school bullying among students, parents, and teachers: An experimental study from China. *Children and Youth Services Review*, 161, 107693. <https://doi.org/10.1016/j.childyouth.2024.107693>
- González, M. R., Trujillo, A., & Pereda, N. (2014). Corporal punishment in rural Colombian families: Prevalence, family structure and socio-demographic variables. *Child abuse & neglect*, 38(5), 909–916.
- Hynniewta, B., Jose, T. T., & Anjali, K. G. (2017). Knowledge and attitude on child abuse among school teachers, in selected urban English medium schools of Udupi District. *Manipal Journal of Nursing and Health Sciences (MJNHS)*, 3(1), 32–36.
- Kikulwe, D., Ssewanyana, D., & Maiter, S. (2024). Child safety reporting, services, and child welfare interventions with newcomer families during the COVID-19 pandemic: A survey of ontario child welfare workers. *Child Protection and Practice*, 1, 100004. <https://doi.org/10.1016/j.chipro.2024.100004>
- Kotha, A., Kumar, Y. V., Pratibha, B., & Ankitha, C. H. (2017). Knowledge and awareness among school teachers regarding child abuse. *International Journal of Applied Research*, 11(3), 146–148.
- Kumar, M. T., Kumar, S., Singh, S. P., & Kar, N. (2017). Prevalence of child abuse in school environment in Kerala, India: An ICAST-CI based survey. *Child abuse & neglect*, 70, 356–363.
- Lambert, H. K., Meza, R., Martin, P., Fearey, E., & McLaughlin, K. A. (2017). Childhood trauma as a public health issue. In: M. A. Landolt, M. Cloitre, & U. Schnyder (eds.), *Evidence-based treatments for trauma related disorders in children and adolescents*. Springer International Publishing/Springer Nature, 49–66. https://doi.org/10.1007/978-3-319-46138-0_3
- Maitanmi, J. O., Awojobi, Z., Adesuyi, E. O., Chukwuere, P. C., Akingbade, O., & Maitanmi, B. T. (2022). The impact of socio-demographic variables on sexual abuse and its prevention among adolescents in selected secondary schools in Mushin Local Government Area. *International Journal of Caring Sciences*, 15(1), 325–331.
- Mansbach-Kleinfeld, I., Ifrah, A., Apter, A., & Farbstein, I. (2015). Child sexual abuse as reported by Israeli adolescents: Social and health related correlates. *Child Abuse & Neglect*, 40, 68–80.

- <https://doi.org/10.1016/j.chiabu.2014.11.014>
- Mathews, B., Finkelhor, D., Pacella, R., Scott, J. G., Higgins, D. J., Meinck, F., Erskine, H. E., Thomas, H. J., Lawrence, D., Malacova, E., Haslam, D. M., & Collin-Vézina, D. (2024). Child sexual abuse by different classes and types of perpetrator: Prevalence and trends from an Australian national survey. *Child Abuse & Neglect*, 147, 106562. <https://doi.org/10.1016/j.chiabu.2023.106562>
- Mohammed, S. M., & Khudair, F. W. (2019). Teachers' perceptions and attitudes toward child abuse of secondary school in Najaf City. *Journal of Pharmaceutical Sciences and Research*, 11(4), 1510–1515.
- Naeem, M. (2014). *Teachers understanding of child protection issues—Pakistan* [Unpublished master's thesis]. University of Oslo.
- Ng'ondi, N. B. (2015). Child protection in Tanzania: A dream or nightmare. *Children and Youth Services Review*, Elsevier, 10–17.
- Olatosi, O. O., Ogordi, P. U., Oredugba, F. A., & Sote, E. O. (2018). Experience and knowledge of child abuse and neglect: A survey among a group of resident doctors in Nigeria. *Nigerian Postgraduate Medical Journal*, 25(4), 225–233.
- Olusegun, O. O., & Idowu, A. A. (2016). Child abuse in Nigeria: Dimension, reasons for its persistence and probable solutions. *Child and Family Law Journal*, 4(1), 1–23.
- Ono, M., & Honda, S. (2017). Association between social support and child abuse potential among Japanese mothers. *Children and Youth Services Review*, 73, 88–92. <https://doi.org/10.1016/j.childyouth.2016.12.003>
- Onyeka, A. C., Nlebedim, V. U., & Izunobi, C. H. (2013). Estimation of population ratio in simple random sampling using variable transformation. *Global Journal of Science Frontier research*, 13, 57–65.
- Owoyemi, S. O., Uchendu, O. C., & Olabumuyi, O. O. (2020). Knowledge, attitude and practice of public primary school teachers on primary prevention of child sexual abuse in Southwestern Nigeria. *American Journal of Educational Research*, 8(8), 536–542.
- Özdağ, V., Bulut, Ö., & Soylu, N. (t.t.). *Socio-Demographic Features, Symptoms and Processess of Forensic Reporting of Sexual Abuse Cases That Have Been Reported By One Major Clinic*. Diambil 12 Juli 2024, dari <https://avesis.istanbul.edu.tr/yayin/59ca2c7f-d071-4bf8-bd7c-bacd0d9f7802/socio-demographic-features-symptoms-and-processess-of-forensic-reporting-of-sexual-abuse-cases-that-have-been-reported-by-one-major-clinic>
- Patil, S. B., & Udapi, G. (2015). A study to assess the effectiveness of structured teaching program on knowledge regarding child abuse and its prevention among primary school teachers in selected government primary schools of Belgaum City, Karnataka. *Asian Journal of Nursing Education and Research*, 5(1), 26–34.
- Player, L., Prosser, A. M. B., Thorman, D., Tirion, A. S. C., Whitmarsh, L., Kurz, T., & Shah, P. (2023). Quantifying the importance of socio-demographic, travel-related, and psychological predictors of public acceptability of low emission zones. *Journal of Environmental Psychology*, 88, 101974. <https://doi.org/10.1016/j.jenvp.2023.101974>
- Rohanachandra, Y. M., Amarakoon, L., Alles, P. S., Amarasekera, A. U., & Mapatunage, C. N. (2023). Parental knowledge and attitudes about child sexual abuse and their practices of sex education in a Sri Lankan setting. *Asian Journal of Psychiatry*, 85, 103623. <https://doi.org/10.1016/j.ajp.2023.103623>
- Romero-Martínez, A., Figueiredo, B., & Moya-Albiol, L. (2014). Childhood history of abuse and child abuse potential: The role of parent's gender and timing of childhood abuse. *Child Abuse & Neglect*, 38(3), 510–516. <https://doi.org/10.1016/j.chiabu.2013.09.010>

- Rule, D. M. (2017). *Factors that influence the reporting of child sexual abuse amongst primary school teachers in South Africa: An application of the theory of planned behaviour*. <https://open.uct.ac.za/handle/11427/24926>
- Samridhi, A., & Ruchi, T. (2015). A study on knowledge of child rights among teachers of primary school in Jammu. *American International Journal of Research in Humanities, Arts and Social Sciences*, 12(1), 24–48.
- Shahid, M. S. (t.t.). Knowledge, attitudes and practices of primary school teachers regarding rights of children. *Journal of Elementary Education*, 19(1–2), 25–50.
- Sinclair, M., Maadi, S., Zhao, Q., Hong, J., Ghermandi, A., & Bailey, N. (2023). Assessing the socio-demographic representativeness of mobile phone application data. *Applied Geography*, 158, 102997. <https://doi.org/10.1016/j.apgeog.2023.102997>
- Tatlicali, E., & Berkmen, B. (2017). Examination of Pre-School Teacher Candidates: Knowledge and Awareness Levels for Emotional Neglect/Abuse. *International Journal of Educational Sciences*, 19(2–3), 181–189. <https://doi.org/10.1080/09751122.2017.1393962>
- Tremblay-Perreault, A., & Hébert, M. (2020). Uncovering the Associations between Child Sexual Abuse, Peer Victimization and Behavior Problems Using Child, Parent and Teacher Reports. *Journal of School Violence*, 19(3), 336–348. <https://doi.org/10.1080/15388220.2019.1697276>
- Vanderfaellie, J., De Ruyck, K., Galle, J., Van Dooren, E., & Schotte, C. (2018). The recognition of child abuse and the perceived need for intervention by school personnel of primary schools: Results of a vignette study on the influence of case, school personnel, and school characteristics. *Child Abuse & Neglect*, 79, 358–370. <https://doi.org/10.1016/j.chiabu.2018.02.025>
- Walsh, K., Ey, L., Hand, K., Smith, R., Howard, S., Fenton, A., Whiteford, C., Brown, M., Pinnock, R., & Rodier, L. (2023). Child protection and safeguarding in initial teacher education: A systematic scoping review. *Children and Youth Services Review*, 150, 106951. <https://doi.org/10.1016/j.childyouth.2023.106951>
- Weegar, K., & Romano, E. (2019). Child Maltreatment Knowledge and Responses Among Teachers: A Training Needs Assessment. *School Mental Health*, 11(4), 741–753. <https://doi.org/10.1007/s12310-019-09317-1>
- Zajacova, A., Jehn, A., Stackhouse, M., Denice, P., & Ramos, H. (2020). Changes in health behaviours during early COVID-19 and socio-demographic disparities: A cross-sectional analysis. *Canadian Journal of Public Health*, 111(6), 953–962. <https://doi.org/10.17269/s41997-020-00434-y>
- Zaza, S., Wright-De Agüero, L. K., Briss, P. A., Truman, B. I., Hopkins, D. P., Hennessy, M. H., Sosin, D. M., Anderson, L., Carande-Kulis, V. G., & Teutsch, S. M. (2000). Data collection instrument and procedure for systematic reviews in the Guide to Community Preventive Services. *American journal of preventive medicine*, 18(1), 44–74.
- Zhou, X., & Ou, Y. (2024). Worlds apart: Students' perception of teachers' responses to their mental health issues. *Teaching and Teacher Education*, 139, 104440. <https://doi.org/10.1016/j.tate.2023.104440>