



## Child Sexual Abuse: Efficacy of Teacher's Role in its Prevention

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**Abstract**-This piece of research is titled as "Child Sexual Abuse: Efficacy of Teacher's Role in its Prevention" wherein its dimensions, forms, prevalence intensity have been elaborated upon in detail. The selection of topic was quite a delicate and touchy task. However, the titled topic was finalized after assessing the sensitivity of the issue, consultation of experts and a thorough review of previous literature on the subject matter. As the previous studies had not covered the subject matter so meticulously and in the demographic culture which we decided to focus on, the research proved quite sensitizing and interesting with unique results.

The scope of study is limited to the Schools of Quetta, the capital city of Baluchistan province of Pakistan. The Phenomenological Method of Qualitative Mode of Research was the methodology adopted wherein a certain phenomenon is analyzed and researched utilizing different forms of data and input. After a detailed deliberation it gives findings of the data, opinion and other inputs being processed through the said methodology.

Data was procured using different modes of data collection such as primary data and secondary data. In primary data collection, we had Key Informants Interview Guide, Focused Group Discussion and informal interactions with relevant individuals. For the purpose of secondary data, a wide range of sources were explored such as published literature, NGOs reports, Internet browsing, books, magazines etc.

This research article highlights the role and effectiveness of teachers in preventing Child Sexual Abuse(CSA).CSA is an action carried out by adult abusers aimed at satiating their abnormal sexual urge particularly with minors who do not possess an independent opinion. The study finds that it not only bears adverse impacts on the victims and their families but also on the society as a whole.These victims of CSA need proper care and patronization in the post-treatment period. It is significant to enable them cope up with the after effects of the evil act and help them in their personality development without jeopardizing their psychological order. Moreover, our study finds that awareness on the part of general public is required while counseling of teachers and parents is critical in the prevention of such heinous crimes. This piece of research attempts to explore ways to enhance the constructive role of teachers at school level to reduce, and then eliminate the occurrence of the curse of CSA.

**Keywords:**Child Sexual Abuse (CSA), Role of teacher in Preventing CSA, CSA in Schools, Role of Curriculum in CSA, Phenomenology.

### I. INTRODUCTION

CSA is a truly global problem and one of the most miserable and shameful aspect of the human society. Throughout the human history children have been subjected to sexual abuse and were considered as a commodity. CSA is nowadays considered to be one of the most high-profile crimes. In 1970s the child sexual abuse became legally intolerable owing to its destructive role in the nourishment of children. Though sexual abuse of children by adults has been present all over the history, it has only developed the object of major public attention in current periods. (Ali, 2015)

In addition, Child sexual abuse is one of the most shameful and destructive crime challenging all societies of the world today. It harms the safety and wellbeing of children and shatters all societies and families. No problem what type of Child abuse takes from the creation and circulation of child pornography to the trafficking of children for sex, it demands the full attention of Schools, teachers, law enforcement agencies, parents, civil society members, child rights organizations, policymakers and community focal persons, each of whom plays a vital role in preventing this unacceptable crime. It is recognized globally as a serious human rights violation. It is an unfortunate sexual contact with a child, where the abused child is used as an object of sexual gratification. (congress, April 2016)

As per a study undertaken by Darkness to Light (D2L) Organization, the children are most vulnerable to sexual abuse between the age of 7 and 13, D2L reported that 90% of children are abused by someone they know and trust, 60% are acquaintances like teachers, neighbors, or community leaders, and 30% are immediate or extended family members, only 10% are found to strangers. Among these 90% of victims know their abusers; 60% abused children never tell anyone, only 30% of children tell someone within the first year. 55% reported incidents are investigated by CPS and 29% of reported incidents lead to the

police arrests. In this regard such sexually abused children suffer from trauma severe enough to negatively impact their lives. The victims are more likely to become drug addicts, and more likely to drop out of schools. (Light, 2016)

Child Sexual Abuse is a problem which is increasing at an alarming rate in Pakistan. It is a social evil that demands crucial preventing steps and formal investigations. In this regard, our society has been aware of it and accepts the existence of the vice of CSA. Until now, neither children in Pakistan are properly protected by state nor have there been relevant statutory laws to avert the evil. Some of the responsible societal agents, i.e. educators, community, medics, family etc., that should have been at the forefront with regard to child protection are almost indifferent to the problem.

According to a report by DAWN news on March 23, 2017, that Child Sexual Abuse cases in Pakistan have increased by 10% in the last year, with crudely 11 children face the horror of sexual abuse each day, reported by NGO SAHIL. Furthermore, SAHIL reported that totally 4,139 cases were recorded in 2016, and it has risen from 3,768 in 2015. The figures further elaborated on gender based that 2,410 girls and 1,729 boys fell prey to sexual abuse last year. Moreover, according to about 45% of the victims were in the ages of 6 and 15 years. (Hassan, March 2017)

### **Concept of Child Sexual Abuses (CSA)**

Child sexual abuse (CSA) or child molestation is a type of child abuse where an adult or older abuser exploits a child for sexual stimulation. It also involves activities like indecent exposure or pornography. In most cases Child sexual abuse (CSA) is done in various types of settings including home, school, or workplace, open field, jungles, and streets even shopping places. For some social welfare groups, the issue of Child marriage is also a matter of Child sexual abuse (CSA). In most cases Child marriage is well-organized and most prevalent form of sexual exploitation against young. Such tendencies bring very devastating effects over victims like depression and post-traumatic stress disorder. Many victims suffer due to anxiety and complex post-traumatic stress disorder. (Beridiansyah, 2014)

### **Teacher's Role for Preventing CSA**

The Role of teacher for preventing CSA is always very significant. The teacher role has been considered an important tool in identifying, reporting and preventing child abuse as children spend most of their time with their teachers in schools. Due to having very close contact with each other, the student-teacher relationship provides an excellent opportunity to teachers to get more access to students in terms of preventive measures. There must be various school-based approaches against CSA that can help to cut the number of such cases. (KIMBERLY RENK, January 1, 2002)

Moreover teachers' prevention strategies can help to keep children safe by equipping children against CSA. Teachers can give their students personal safety skills; can teach students to cultivate self-confidence; can enhance their language skills and give them awareness about safe and sound body rules. Teachers can be very helpful in reducing the risks of becoming a victim by providing their students a road-map to deal with such issues and keep them safe. (Crosson-Tower, 2003)

### **Rationale of the Study**

It is the teacher who is responsible to help out students in benefitting his knowledge by integrating it into their lives and also to make them valuable members of society. Teachers have to encourage them to really tune into how each individual student learns, and try to really challenge and inspire them to learn. Moreover the role of teachers and parents both are essential for having a sound process of social development and help to transform a child into a potential entity of the society. The profound teacher's training results in producing the students into creative citizens for the development of society. (Dr. Kausar Perveen, APRIL 2013)

In the same way the study will lead a hand to improve the existing knowledge regarding Child Sexual Abuses (CSA) at school education level. It will help the authorities in knowing the current situation of Child Sexual Abuses (CSA). They can formulate up-coming policies for school level education by promoting research culture which can help to make more effective preventing measures for Child Sexual Abuses (CSA) at secondary level schools not only at Quetta city of Baluchistan but all over Pakistan.

This study is also important because no research studies have been conducted to explore different aspects of preventing Child Sexual Abuses (CSA) at secondary level schools. It will contribute by suggesting new approaches for the cutting down number of cases of Child Sexual Abuses (CSA) at secondary level schools. The students will also be the beneficiaries of this study as they will be able to understand the concept and need of preventing Child Sexual Abuses (CSA) at secondary level schools. In the same way, they will become aware of different angles of Child Sexual Abuses (CSA) that will help them in safeguarding themselves.

### **Research Questions**

To investigate the role of teachers related to Child Sexual Abuse (CSA) in four different educational setups i.e. Government Schools, private Schools, Madressahs and Trusts' Schools in Quetta.

The main questions of this study are:

- **RQ1:**What is role of teachers and how effective is teacher's influence in preventing the CSA?
- **RQ2:** What are the perceptions of Key Informants about Current prevailing Condition of CSA at Secondary level schools of Quetta city of Baluchistan?

### **Objectives of the Study**

Keeping in view the aforementioned questions, this paper is intended to achieve certain objectives delineated as under;

- To take perceptions of Key informers about Child Sexual Abuses CSA at schools level of Quetta, Baluchistan.
- To highlight the role of teachers in preventing Child Sexual Abuses CSA at schools level of Quetta, Baluchistan.
- To suggest radical solutions for preventing Child Sexual Abuses CSA at school level of Quetta, Baluchistan

## II. LITERATURE REVIEW

There is much literature available which explores the importance of a child in the process of development of a society. Beside this CSA is also targeted by academicians in advanced societies. This literary works asserted the need for the involvement of teachers and educators for the prevention of CSA. Although plethora of literature focusing CSA but here few of these sources with its subject matter is discussed.

### **Child Sexual Abuses (CSA) as Social Curse & Nuisance**

Being a social curse & nuisance, Child sexual abuse (CSA) is getting famous as maltreatment against children. It is being recognized globally as a somber, solemn and serious human rights Violation. Basically this shameless act involves both contact and non-contact abuse. Child sexual abuse (CSA) includes any sort of sexual activity perpetrated and committed against a minor by threat, force, coercion or exploitation. While Child sexual abuse (CSA) is basically fondling, inviting a child to touch or be touched sexually, intercourse, rape, incest, sodomy, exhibitionism, or involving a child in prostitution or pornography. (FRANK W. PUTNAM, March 2003)

It is matter of fact that while Child sexual abuse (CSA), female children get abused more than two times as compare to male children. But there some research evidences based over many cases which show that male children are more habitually abused but less reported. It is also found that risk for Child sexual abuse (CSA) got raised with passage of time and age. The most desirable age-group is 12 to 17 year. However the girls have been considered more risky due to Child sexual abuse (CSA) started at their earlier age but for longer duration but boys got abused at their later age but for shorter duration. So this curse prolongs from childhood to their adulthood. (Stoltenborgh, May 2011)

### **Risks Factors involved to Child Sexual Abuse**

Child sexual abuse often occurs in a family settings in which there might be low family support for children and high stress atmosphere, such as high poverty, Greediness, domestic violence, low parental education, single parenting, Parent's blind eye for the care of children, Limited prevention efforts in family and in schools, online risk, absence of CSA knowledge in Curriculum, mental health problems, physical disabilities, lack of Social Support these situations may be at increased the risk of CSA. Except above mentioned situations out of home children may be mostly at risk of sexual abuse, such as violent street life they may be abused and forced to involve in sexual activities. Furthermore, children living in conflict environments are also at risk of CSA. Some of the unaccompanied children are also at high risk that have been separated from their families and might meet suitable protection. In addition, children in imprisonment, children in militaries, working children, adolescent mothers that may lack support or resources for protection, and children born of rape that may be cast apart by their communities are highly at risk of sexual abuse. (Laura K. Murray, 2014 )

### **Child Sexual Abuses (CSA); a Worldwide Issue**

Globally, many research studies found that actual myth behind Child Sexual Abuses (CSA) victimization always remains unidentified as half of victims disclosed the abuse to anyone but never clearly told about exact identification of abuser. One meta-analysis found that Child Sexual Abuses (CSA) rates can be more than 30 times higher as compared to reported cases. In 2011 a meta-analysis of 217 studies found that global prevalence of Child Sexual Abuses (CSA) is almost 12.77% which is 18.45% among girls and 7.645% among boys. (Stoltenborgh, May 2011)

According to estimation of UNICEF, that CSA is an uncivilized harm against children that happens in every country of the world. In 2002, the UNICEF estimated that worldwide at least 150 million girls and 73

million boys under 18 years feel the pain forced sexual intercourse or other forms of sexual abuse. (UNICEF, 2004)

### **Child Sexual Abuses (CSA) in Pakistani society**

Among many **Developing Nations including Pakistan**, the number of exact child sexual abuse (CSA) cases is very hard to collect due to various social, cultural and religious taboos however among western nations and most developed countries, the sensitive nature of this phenomenon is different. In Pakistani, few research studies have been conducted over very small scale but print and broadcast media reports have work a lot over issue of child sexual abuses by revealing various under-the cover activities of various criminals. Moreover the NGO's sector has done very detailed research in this regards. The prevalence of this social issue within the Pakistan is engulfing Pakistani youth as it not only negatively effects on child physical, psychological and mental health but also produces parents, family members suffering and societal problems at community and social level. (Ali, 2015)

Talking about child sexual abuse in Pakistan is difficult to discuss, because for most Pakistanis, this topic is consider a taboo. "We are living in a country where individuals don't openly talk about Child sexual abuse the sex and sexuality is shameful topic for them. Additionally, decent people just don't want to discuss or talk about CSA, which of-course delivers a problem ripe for denial. Though, usually people in Pakistan are not clear to many forms of CSA, and they have a habit of to comprise only the final forms, where child sexual abuse diffusion takes place. Furthermore, the report suggested that this could be owing to absence of awareness regarding child sexual abuse and its various forms. Additionally, more worrying was the feeling that possibly such further forms of child sexual abuse were not considered serious kind of crime but an accepted part of everyday life in Pakistan. (IRIN, 21 February 2001)

The image of child sexual abuse in Pakistanis only partly painted, with huge gaps of information remaining and this term is much unknown in Pakistani society. People are living with very conservative way of thinking, certain taboo topics such as child sexual abuse and others with openly sexual meanings or sex language were avoided to discuss, due to which various people in Pakistan believing there is non-existence of child sexual abuse in the Islamic Republic of Pakistan. Besides, People belief that child sexual abuse is a European concept, happening mostly in the West owing to their openly sexual cultural values, but according to facts and figures and various studies that child sexual abuse is as on the topmost as in any European country. The only change is that the European countries are actively involved to remove it by educating the hoi polloi and hovering consciousness about such threat, whereas we have a habit of to focus more on adopting the poor approach and have a blind eye on it and presumptuous that child sexual abuse does not exist in our society. (KabeerFeed, MAY 27, 2016)

Moreover, In Pakistan more boys are sexually abused than girls because they are subject to less strict control and supervision by parents, People of the rural areas are much sensitive to female children and have an element of respect to them, they never allow girls to have get to gather with male boys in villages, at home or at paly time, robust cultural values and traditions are also a bar on female children' movement in society. In this condition, boys are effortlessly available for sexual abused. In addition, when girls are sexually abused, it becomes a serious issue for whole household and the entire village and community reported to the police, but on the other side, if male child sexually abused, they are not reported unless the case is serious ones. (Qadir, Dec. 5, 2013)

Iftikhar Mubarak 28<sup>th</sup> March 2016, the spokesperson for the Child Rights Movement suggested in a report, that to make avoid the shame of child sexual abuse, he claimed that, the problem of child sexual abuse is not being reported properly, owing to a deeper root cause that the society has encouraged in their values and culture. He further suggested that, blood relation such as parents and schools teachers grip the responsibility of instructing the children about child sexual abuse. Furthermore, he demanded the legal authorities to empower an autonomous department that deals with the child sexual abuse cases. (Malik, 28 March 2016)

According to (UPI Next) report, that ShugftaBhati, a UNICEF child protection specialist, had spoken on telephonic interview Dec 2013, that Pakistan has no proper management system regarding child protection where children shelter in the contradiction of sexual abuse and that there is no exact data on children being sexually abused in the state. She further added that, in Pakistan national child protection policy is not taking place, because UNICEF arranged a strategy and advised the government to implement it, but regrettably it has not been applied to date. She suggested that, child offenders have a mentality that can be easily broken, because when a clear and understood strategy is in place with real and serious steps, such as launching a child shelter authority for the entire country and agencies at the district and community level, In such situation, child sexual cases controlling can be strengthened and children can be sheltered from the horror of sexual abuse. (Malik, 28 March 2016)

### III. METHODOLOGY

This research is focusing over **Qualitative Modes of Research**. Hence, Key informants interviews Guide is basic research method, as this has been very helpful for having good and appropriate techniques for getting expert's insights.

#### Research Design

For this research study, a master plan that can specify all research procedures is needed. So for carrying a proper research strategy Phenomenology research method has been adopted that describes activity, and phenomenon, the appropriately named phenomenological study is a suitable qualitative method. In a phenomenological study, we can use a mixture of methods, such as conducting interviews, reading documents, watching videos, or visiting places, to know the meaning, participants and placewhereof something is being considered.

#### Research Data Sources

It is matter of fact that both primary and secondary data is equally important for current research study. According to **Saunders (2009)**, "*The studies in social sciences normally use the primary research coupled with secondary research or the secondary research alone*" in the same connection current research is focusing over qualitative modes of research, therefore, following data sources have been used in the same mode. Main primary data includes Teachers Interviews of Private & Public Schools, both Male & Female and some other satakholders and for secondary data the various literature was reviewed

#### Research Techniques & Methods

The adopted method for this research was Interviews method with Key informers.

#### Research Tools

As this research is focusing over a qualitative mode of research, so mainly the key informant's interview guide has been formulated and has been used for data collection.

#### Universe of Target Sample

Targeted location sample for this research is Baluchistan and focused location was Quetta city as research location. The Quetta is selected because of easy accessibility of teachers and key informants and time conveniences of researcher as well.

#### Research Population

The present study got teachers of public, private, NGOs and Religious schools and other stakeholders were key informants and targeted population.

#### Research Sample

For this study the following sample size have been extracted from each stratum of target population.

S.N	Profession of Key Informer	Sector of Key Informer	Size of Key Informers
1	Teachers	Public boys and Girls Schools	33
2	Teachers	Private schools	18
3	Teachers	NGOs Schools	2
4	Teachers	Religious Schools	2
5	Stakeholders from Various filed of life	stakeholders from Social Sector/NGOs, Media Persons and academia	35
<b>Total No. of Key Informers</b>			<b>90</b>

#### Research Data Analysis

For checking internal trustworthiness of data tool, to depict the true picture of research data the grounded research analysis method has used.

### IV. RESULTS

✓ **Key Informants Knowledge regarding CSA Prevention and is it common at Quetta's schools further it happens more in girls-students or boys-students?**

As per knowledge of key informants in the light of above question that CSA exists in Quetta's schools and school

children can be sexually abused. Further it is highlighted that more boys are sexually abused as compared to girls and it can be taken place with in their peer groups and can be by their teachers at schools. In addition, some key informers said that female abusers are rare but they have existence in schools and they are involved in CSA. In short, teachers have limited knowledge on CSA prevention and it is also elaborated by most of the key informants that there are no such clear corporals' signs when CSA happened with a child.

✓ **Key Informants and teachers opinions about Teachers' current Knowledge, Attitudes and Skills in the direction of CSA Prevention.**

It is indicated by most of the key informers that teachers' knowledge, attitudes, and skills in the direction of CSA prevention was insufficient and they have limited knowledge towards CSA Prevention. Moreover it is highlighted that Teachers have not intervened with early and firmly to tackle any aggressive and disruptive behavior of students, as such aggression may lead towards CSA. Furthermore, School administrations have not proper reporting system regarding any case of CSA if it happened within school boundaries. It is further indicated that teachers have not cleared about the development of professional knowledge including an understanding of both the content and pedagogical approaches for Child Sexual Abuses (CSA) and they didn't know that how to apply these approaches within the classroom. In addition, teachers have insufficient knowledge and self-confidence that needed to contract with this complex context of Child sexual abuse and they have unsatisfactory growth and were not capable and aware of the multifaceted social background of CSA and to meet the terms with lawful and moral duties to report suspected cases.

✓ **As per Key Informants Knowledge, how important is teacher's role and what is their training Education in the direction of CSA Prevention?**

Most of the Key informants believed that the Role of teacher for preventing CSA is always very significant. They assumed that teacher role has considered an important tool in identifying, reporting and preventing CSA. Further it's stressed that children spend most of their time with their teachers in schools, therefore, they have very close contact with each other, in this regards this relationship of students-teacher provides an excellent opportunity to teachers to get more access to students in terms of preventive measures. Furthermore, most of the schools teachers ever joined the training program that contains information on the subject of CSA prevention education, and very lesser number of the teachers ever appeared in the training programs that contained on CSA prevention education. Positively, most of the teachers desired that they want to be part of training that contain on CSA prevention education.

✓ **Is it essential that CSA prevention education curriculum should be taught in schools and what will be curriculum positive and negative impacts over child personality?**

Although many participants were in favor of having CSA prevention education curriculum but some participants showed much emphasis over classroom environment to lifting up negative impacts over of CSA over victims/ children and this may encourage school children to be familiar with too much about SEX. One of respected participant share his views by focusing over appropriate support available in school for teachers struggling to manage pupil behavior rather just teaching preventive curriculum. As curriculum provides just guideline, it's the teacher who can transfer every word to student's heart. So teacher's training and his/her classroom management skills keep away student's inclination towards any unethical behaviors which leads towards any tendency of CSA

✓ **What tools and techniques teachers should know about prevention of CSA and further how to equip teachers regarding the information on Child sexual abuse?**

Every participant was convinced about need of having tools/techniques for on-service teachers in order to recognize and report any type of Child Sexual Abuses (CSA) case at schools. For reduce this curse, participants gave their input primarily focused over giving clear concepts to every teacher about sensitivity level of this issue and its related depressive symptoms among victims like anxiety; low self-esteem, increased or inappropriate sexual behavior. They also stressed that while teacher's training, there is need of time, that every under-training and in-service teacher must be given tools/techniques for handle student's concerns regarding loss of social competence, cognitive impairment and any type of body image concerns caused by CSA.

In Addition, The reporting mechanism must be essential part of teacher's training as it can be so handy to report CSA cases if they happened inside schools. Moreover the school must introduced proper and functional legal mandate to make victim to disclose and discuss about any abuse done with them. Every teacher must make sure to encourage victimized students to express themselves properly. The proper use of language for a victimized student is very necessary about any taboos and tags are very important.

✓ **What is teacher moral obligation for the prevention of CSA? And is it Part of their teaching profession to prevent it?**

Participants in FGDs conveyed that, teachers have a keen sense of their professional responsibility to the children in their care. They are concerned about the health, safety, and happiness of these children. Educators are aware that they are role models for the children they teach and that they may be an important source of support, concern, and care for many children. Educators want to do what is best for the children in their care because their professional standards require it. As mandated reporters, all educators have the responsibility not only to report child sexual abuse, but also to know how to make a report, to be familiar with their district's policies and reporting procedures, and to communicate with responsible authorities.

## V. DISCUSSIONS

Overall current research work is very exceptional due to its various types of implications. Basically it is covering various areas of interest of common person and for policy makers also. Here researcher has tried his best to highlight those issues which are directly or indirectly cover the effects of preventing Child Sexual Abuses (CSA) at schools of Baluchistan, as an emerging battle front for educational sector in Pakistan. This research study will be very helpful for policy makers as its final conclusion and recommendations are not only based on true facts but also very authentic and multidimensional. Here researcher has discussed over various aspects of preventing Child Sexual Abuses (CSA) at schools of Baluchistan which affect both positively as well as negatively over **education standards** in Public and private education sector.

As education is aligned to Pakistani nation, its prosperity, its harmony even its social and cultural setup so all these aspects which is discussed in this research work would be valuable due to its outstanding features will be very helpful for policy makers. This current study is **focusing over overriding concern educationist** who always show their deep concerns for Pakistan's national stability at all fronts (internal and external) so current research study has great scope as an academic research it is an ideal recurring phenomenon. This research is **aiming at finding the role and perceptions of school teachers about** preventing Child Sexual Abuses (CSA) at level schools level of Quetta city of Baluchistan that facilitates momentum of education empowerment of Pakistani nation not only at terrestrial fronts across the 3<sup>rd</sup> world nation but also as global scene as developing Islamic nation that is working hard for its better survival.

Due to its multiple implications, many academic researches and work has been done about National security and its possible potential threats but preventing Child Sexual Abuses (CSA) at schools is really a new emerging research phase for Pakistani education sector. This study is also summarizing the **major concerns about** Child Sexual Abuses (CSA) at schools level its possible effects & outcomes as multiple perceptions among working teachers which eventually affects learning of Pakistani young generation and cause serious disputes within Pakistani society. Summing up all the criticism and appreciations about role of teacher for preventing Child Sexual Abuses (CSA) at schools level, is indeed creating a lot of chaos in Pakistani education sector.

Meanwhile this study is also **checking the role of teachers in favor or against** Child Sexual Abuses (CSA) at schools level better understating of interpersonal relationship which are mainly prevailing over Pakistani education sector. This research study would also be very supportive to judge critically the portrayal of school management in main stream Pakistani media which always make it as negative and rejected even stagnant & sluggish learning environment as compare to so-called modern and private education culture.

## VI. CONCLUSION

In view of the above discussion, it is concluded that there is urgent need to devise a workable CSA reporting and response mechanism and at the same time disseminate the modalities of such mechanisms among the teachers, parents, students and society at large. As the study results show teachers knowledge about CSA is almost none, therefore huge responsibility in highlighting and preventing CSA lies with the teachers as they are the esteemed role models of society. Teacher is the suitable person to guide kids about the possible indicators of evil intention of abusers and the escape measures. And whenever victimized, teachers can help report and do justice to the victims by directing the case to relevant forums. Teachers have to know the sensitivity of the crime, and realize his professional and civic responsibilities in the aversion and abatement of CSA. As students are the fathers of future generations therefore their integrity, self-esteem, personality grooming and confidence building require high degree of dedication and

altruism on the part of teachers and parents alike. Additionally, to facilitate such efforts it is essential to develop a suitable training program for Quetta's schools teachers that should be aimed to prevent CSA. As an alternative, parents, mass media, development sectors and Government should also take serious steps for the prevention of CSA; because such protections can be implemented only through community-wide and collective efforts. As a whole, the government should earmark a special fund to support the teachers and professionals in curbing the curse of CSA.

## VII. RECOMMENDATIONS

This research study gives following recommendations for education policy makers, civil law makers, schools management & administration and above all respected teachers and schools.

1. Teacher must encourage victimized students to express their bitter experiences for making proper reporting to concern stakeholders. It is also very important for the teachers to not display feelings of anger, disgust, or disapproval toward the parents or the child for any action disclosed.
2. While handling such victimized students, teachers must assured the victimized student to give proper support and assistance throughout the process and should follow through on the assurances.
3. Within the classroom, for victimized students teacher must arrange creative tasks and activity learning so that they can engage themselves fully towards studies. The teacher must be sensitive to the safety of the victimized students.
4. Parents of victimized students must be informed and involved by teachers while handing any case of CSA. Such contact will help maintain the parents' relationship with the school and keep the door open for further communication. Teacher must communicate directly with parents regarding alleged child maltreatment.
5. Proper teacher's training sessions regarding handling such issues must be given to in-service teachers so that they can be prime helpers for prevention CSA at schools. They can feel moral obligation to prevent it by showing an accurate picture of CSA to their students.
6. For better prevention CSA at schools, educational curricula must be revised and specific techniques and instruments must be given to teachers to teach such Curriculum
7. For prevention CSA at schools, teachers must be received adequate training regarding CSA by involvement of teachers in pragmatic research necessary for identify CSA cases. Every teacher must be equipped maximum information on CSA and they must got aware of self-concepts and protective skills teach to the children about CSA
8. Every teacher must be taught physical and behavioral indicators of CSA to students and they must have management skills to handle disclosures of CSA
9. School administration and management must formulate a clear cut policy regarding CSA case if it happens within school's building. For better prevention CSA at schools, teachers must be aware of proper reporting mechanisms about CSA.
10. Parents of victimized students must be addressed, informed and involved on regular basis about students' in-class activities. Teacher must work hard to raising awareness of the unacceptability of CSA among students by keeping a strong check over students abusive behavior that often leads to CSA.

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