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Causes and Consequences of Child Abuse in Educational Institutions in Pakistan

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ABSTRACT

The motivation behind this study is to decide the consciousness of child abuse in educational institutions from various divisions connected with the idea of Child abuse. This study expects to decide consciousness of Child maltreatment as qualitative research, led in accordance with a phenomenological plan. In the research, a focus group discussion (FGD) strategy was utilized. The research data was gathered through the focus-group interview method. The information was gathered from two different groups as focus group discussions and analyzed by Qualitative research techniques of Content analysis.

After the data analysis, it was concluded that a rising number of children were exposed to maltreatment/abuse consistently in our schools. Significant findings likewise uncovered that actual maltreatment/abuse happened modestly while psychological mistreatment happened all the more regularly. Additionally, physiological and sexual maltreatment/ Abuse was a piece of our schools.

Key Words: Child Abuse, Psychological Abuse, Sexual Abuse, psychological and emotional abuse.

Introduction:

Child abuse is such a widespread problem that it affects kids of all racial, ethnic, and socioeconomic backgrounds (Collin-Vezina, Diagneault, and Hebert, 2013). It can manifest in a variety of ways, such as physical, emotional, psychological, and sexual abuse. Children's health is most severely affected (Habetha et al., 2012). Child abuse is such a widespread problem that it affects kids of all racial, ethnic, and socioeconomic backgrounds (Collin-Vezina, Diagneault, and Hebert, 2013). It can manifest in a variety of ways, such as physical, emotional, psychological, and sexual abuse. It has a particularly detrimental effect on children's health (Habetha et al., 2012). Pakistan's Senate has approved the Criminal Law Amendment Bill 2015, which might help Pakistan implement urgently needed punishments against child abuse. With the passage of this law, the criminal responsibility age was raised from seven to ten, and the Pakistan Penal Code was also proposed to undergo considerable revisions. With the passage of this measure, sexual

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assault on children, which had previously only been criminalized as rape, is now punishable by seven years in prison. The additional penalty for child pornography is a seven-year jail sentence and a fine of Rs. 700,000. Within the nation, child trafficking is also considered a crime. Previously, merely leaving the nation was considered a crime. Given that 40% of Pakistan's population is under 18, such a law was already necessary. Even though Pakistan has ratified the International Convention on the Rights of the Child since 1990, the country's legal framework was insufficient to shield young children from sexual abuse by adults or older members of the community.

This study's goal is to help the targeted kid recover from the trauma of abuse by focusing on how to deal with its aftereffects. Abuse of children is increasingly a common occurrence in our culture. Such instances are often reported in both TV news programs and daily publications. Adults have harmed children sexually, emotionally, and physically.

Physical abuse of children has occurred both at home by parents or other adults and at educational facilities by instructors. Most often, children suffer this maltreatment in silence. To escape this suffering, some kids also flee from their families and schools. The child also has a strong sense of self-respect. Adults that emotionally abuse children cause them to feel upset, which undermines their confidence. This research is important because it helps instructors evaluate the current child protection strategies, policies, practices, and procedures in order to create a thorough child safety plan with practical solutions for their schools. This study focuses on the creation of a training module for instructors to reduce or regulate child abuse because this issue is not addressed in institutions. Teachers who lack the right training and knowledge of child abuse cannot assist the kid in recovering from this trauma. Training for teachers is crucial since they interact with pupils more directly than anybody else.

Additionally, children spend more time in the classroom with instructors than with their family members. Therefore, they have a fantastic chance to intervene and assist in preserving the pupils' health and safety. Teachers have a greater chance to spot misuse. However, there are various barriers that hinder instructors from reporting child abuse owing to a lack of training. Children are unable to play their job well. One of the key causes is a lack of appropriate training

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and expertise in identifying abuse's telltale signs and symptoms. The development of teachers' professional knowledge and abilities about child abuse is the goal of this study in order to safeguard kids from hazardous and abusive situations both within and outside of the school. Teachers' training is a crucial component of conducting an effective child protection program. It teaches instructors how to deal with pupils who may be experiencing abuse or who report mistreatment in a positive and supportive manner. A kid being harmed in any way, whether by hitting, kicking, or punching, is considered to be abusing them. Physical abuse and physical punishment are directly related. This might also be as a result of the caregiver's aim to reprimand the child. Depending on the child's age or health, the punishment can be terrible and ineffective.

Physical abuse and punishments have virtually same risk factors. They are harmful to children's physical and mental health (Durrant & Ensom, 2012).

The parents who physically abuse their children were also permitted to do so in their own day. Over the years, people have become more aware of the harmful effects that physical abuse has on children's health. The psychological and physical well-being of the youngster is destroyed. Teachers have frequently discovered that the culture of the classroom and school seems to exist. The idea of corporal punishment did not disappear entirely. Even in households and schools, it is used to enforce compliance and maintain discipline (Bosede & Comfort, 2014).

Everywhere there is a high prevalence of physical abuse. According to research conducted by pupils from a few Swiss primary schools, 40% of the population has experienced some kind of child abuse throughout their lifetime. Child abuse is still happening nowadays, according to certain quotations from society (Dlamini et al., 2007). Principals, teachers, coaches, bus drivers, and other caregivers have all reported seeing child abuse at schools in the United States (Grant et al., 2017).

If we look for a connection between physical punishment and mental health problems in children, we also need to focus on the topic of adult mental health problems. It can possibly have its roots in the same childhood punishment. In maturity, these symptoms can also manifest as sadness, alcoholism, a propensity toward suicide, and low self-esteem. According to research conducted by pupils from a few Swiss primary schools, 40% of the population has

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experienced some kind of child abuse throughout their lifetime. According to certain remarks from the public, child abuse is still a problem that goes unreported (Sooryanarayana et al., 2017). Psychological issues affecting abused children include posttraumatic stress disorders, sadness, anxiety, and regressive behavior. (Cheah & Choo, 2016).

Children who are 16 to 17 years old, live in a mixed home, or may have parents who are divorced are more likely to experience emotional abuse (Ba-Saddik & Hattab, 2012). Recent research in India found that 52.1% of girls and 47.9% of boys were more likely to experience emotional and psychological abuse in school. Although emotional abuse is still a secret, signs of it can be shown in a child's interpersonal awareness, self-awareness, adaptability, growth, and mental toughness, sadness, and drug use by parents (Rees, 2010). The primary target of emotional abuse is affection. If parental behavior is incorrect, it may have a negative impact on the child's personality and cause serious complications. Positive parental engagement is essential for a child's healthy development (Meintjes et al., 2010). The kid has to deal with difficulties at school because of parents' preconceived notions about the superiority of boys and the limitations of girls. at a similar vein, a child may experience difficulties in school as a result of his or her parents' overconfidence at home or from threats they are subjected to. When forcedly compared to their peers, mistreated adolescents perform worse academically, according to a previous study (Tanaka, et al., 2015).

Abuse of the mind may hinder a person's development and halt their progress. In the absence of a supportive environment, pressure from society and the family can result in the formation of a rigid and distorted sense of oneself. The qualities of excellent conduct outlined by Rogers will be destroyed if a pupil is rejected, neglected, or spanked. It will impede the process of production and development. For this, we must focus on encouraging classroom interaction between the teacher and the students. Self-concept and self-confidence are crucial, but psychological trauma can thwart and undermine their development. It may leave a detrimental, long-lasting influence on the student's personality development (Pur, Liman, & Ali, 2016).

Material and Methods:

Research Design:

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The data for the following study was gathered utilizing qualitative tools like an interview procedure and a focused group discussion sheet. The key reason for using a qualitative technique was to fully understand how the study's results were seen, consistent, and authenticated.

The Participants in Context:

Teachers, educational managers, and parents of pupils in the Faisalabad district made up the study's participants. Convenience sampling was utilized to collect a sample of interviews and focused group discussions. The two sessions for the focused group discussion each included 27 participants. Through invitation letters, all the educational administrators of the two Tehsils (City & Sadar) in the district of Faisalabad were invited to take part in the Focused Group Discussion (FGD). A FGD session was held in a rural region, while another was held in an urban area. By using the convenience sample approach, 23 parents of students from the study's rural and urban regions were chosen for an interview to find out their views on child abuse. The goals outlined in the research following:

1. Documenting parents' and educational administrators' opinions on child maltreatment.
2. Being aware of the numerous causes of child maltreatment.
3. Determining if a training program is necessary to decrease child abuse.

Instrumentation:

A sheet of focused group discussion that highlighted the numerous facets of child abuse was created in the context of existing material.

A focused group conversation that looked into and helped explore many aspects of child abuse. The researchers were able to determine the necessity for the study and the elements leading to child abuse in the cultural setting of Pakistan thanks to a focused group discussion with educational managers. Regarding numerous aspects of child abuse, the researchers created a series of questions.

A semi-structured interview technique was also designed to record the perception of parents on their awareness of child abuse in order to acquire a clearer and brighter image of child

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abuse in public schools. Numerous causes, contributing factors, and symptoms of child maltreatment throughout the early years of education were discovered by the semi-structured interview. To investigate the observations of parents on child abuse, a set of questions was developed.

Results and Discussion:

Summary of Focused Group Discussion:

The participants expressed serious concerns about the prevalence of child abuse and child maltreatment among primary school students. They related a number of incidents in which parents, other adults, or older adolescents engaged in numerous non-accidental behaviors that were outside the bounds of acceptable behavior and carried a high risk of physically or psychologically harming children. Child abuse is still a problem in our culture. It is hard to acquire accurate statistics about the number of children who are molested every day, as one participant noted. Many kids are afraid to reveal things because they worry that people won't believe them when they do. "Some parents do not see the child as a person, they remain busy to fulfill their own needs and desires rather than their children, parenting style stay aggressive and this may include shouting and intimidation," said another participant. The participants reported several instances of child maltreatment in their academic, social, and personal lives. "We take physical abuse as normal behavior at home and in the classroom; for example, hitting, slapping, or stirring with an object is not a serious concern," said another participant. Children are targeted for abuse by those who commit it in schools or religious settings. Participants talked about a variety of factors that might result in child abuse.

A child's abuse or neglect is often the consequence of a number of different variables; there is no one single reason that causes it. One of the participants brought out how our society supports the severe physical discipline of kids. According to him, "Children are treated as our property and child abuse has its roots in our culture." Most often, physical abuse against children is done with the intention of punishing them. One of the attendees brought up a case where a teacher had physically abused a youngster and caused him to lose both of his arms. The parenting approach is also quite unhealthy. Parents have high expectations for their kids that are obviously

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above what the kids can do, but when those expectations aren't met, the kids become frustrated, which leads to child abuse. Children become frustrated as a result, too. One of the participants brought up the fact that my cousin killed himself because she didn't get good grades in matriculation. The Participants also emphasized the connection between child abuse and poverty.

The prevalence of child maltreatment has been correlated with unemployment and financial hardship. Family structure and the work level of the parents were also important, as one participant noted. The level of welfare benefits is declining while child abuse rises in our nation. "Poverty can increase the likelihood of child abuse, especially when poverty is combined with other risk factors like depression and social isolation," a female participant further clarified.

Following a thorough debate, the participants emphasized certain causes of child maltreatment among elementary school kids. The interviewees were broadly in agreement that excessively big families, unwanted pregnancies, and parents with poor levels of education are also to blame for child maltreatment. There is a higher chance of physical assault during pregnancy, which also affects the quality of the mother-child bond and the mental health of the mother. "Child in a large family has greater responsibility at an early age," one of the participants remarked.

A youngster who neglects his responsibilities will suffer both physical and mental maltreatment. "Most non-serious students in studies belong to large and poor families," a participant remarked and concluded. Participants talked about how inadequate teacher training has been undertaken to lower the risk factors that contribute to child abuse. In this context, specialized training should be undertaken. Training in morality and ethics ought to be included in the curriculum. Instruction on developing a strong character should be given in schools. The parents should receive training on how to interact with the kids as well. At all costs, children should not be neglected.

Summary of Interviews:

Existing Level of Child Abuse:

The main goal of the conversation was to learn how participants felt about the extent of child abuse, maltreatment, and neglect that is currently occurring in primary schools. The

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discussion's goal was to learn about parents' perceptions and observations of the problem of child abuse and child neglect at the primary school level. Parents who were interviewed about their experiences and observations of child maltreatment or abuse shared a variety of information. The interview was broken down into four subcategories: (1) Physical Abuse, (2) Emotional Abuse, (3) Psychological Abuse, and (4) Sexual Abuse.

Presence of Physical Abuse:

Participants voiced serious worries about physical abuse occurring at school and at home, where children were the primary victims. They believed that children often sustain non-accidental injuries as a result of being smacked, slapped, or whipped.

anything that a child's body finds uncomfortable to kick. "Parents and teachers occasionally expressed their frustration by beating or hitting the children," they claimed. A respondent cited an incidence in which a youngster was killed after being viciously hit by his instructor. "Some children exhibited the signs of physical abuse such as bruise marks in the shape of an object like a stick or hand or burn marks from cigarettes on exposed areas," the respondents said with sadness.

Presence of Emotional Abuse:

The respondents said that it was hardest to recognize emotional abuse. The respondents noted that "Emotional abuse is frequently used by all teachers in every school. Students who are generally sluggish learners are always the targets of this emotional abuse. The responders all agreed that teachers' demoralizing attitudes caused slow learners to drop out of school. "Parents and teachers do not take a child as a complete self, Student's degradation in front of the whole class is a common trend in our society," said one responder. "Teacher makes a lot of sarcastic comments," a participant said. It undermines a student's confidence and sense of self-worth. Shouting or behaving aggressively to make kids feel ashamed are examples of methods used in emotional abuse. According to a responder, "Parents and teachers occasionally treat kids unfairly at home and in the school. Children are not cared for in accordance with their needs.

Presence of Psychological Abuse:

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All of the participants felt that psychological maltreatment was the cause of children's anxiety and persistent depression. Physical violence has less of a negative effect than psychological abuse. "Psychological abuse affects inner thought and feeling as well as exerts control over life," as one participant said. According to one responder, "Teachers exhibit hostile behavior toward children, which fosters a sense of worthlessness and undermines the children's self-esteem."

The rejection of oneself is the fundamental cause of psychological abuse. Typically, parents and instructors do not place much value on their kids' and pupils' sense of belonging. "When a child isolates himself from his friends or the company he enjoys, such isolation has devastating effects on the child's personality," a participant said. Teachers "scorn the children, they disgrace, ridicule, and humiliate the children," as one participant put it. The psychological foundation also includes the absence of an emotional reaction. "Teachers show an unsympathetic attitude towards the children, ignore emotional needs, avoid visual contact and verbal communication," a responder said. Parents occasionally unintentionally say things like this to their children, which can seriously injure them. For example, a parent may tell their child, "I wish you were never born and am making fun of you by calling you stupid."

Presence of Sexual Abuse:

The respondents expressed tremendous worry about child sexual abuse.

The respondents all agreed that using children for sexual stimulation is extremely immoral and that children can also be sexually abused at home and at school. It is quite concerning that the number of incidences of child sexual abuse is rising. Additionally, children are never safe. One of the attendees reluctantly related an event in which a little elementary school girl was abused by a school peon. However, given that they pay little attention to students who miss class, such events expose the carelessness of the professors. Mosques are also places where children are victimized, which is a very terrible and sinister element of our culture. A caller related a story of a senior student in Madrassah abusing a minor sexually. "Ratio of sexual abuse is increasing in society because we do not want to discuss such issues publicly," said one responder. "Sexual abuse shows the mental sickness of our society," one participant said. The interviewees usually believed

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that sexual abuse was also caused by emotional and psychological assault. When a youngster feels unlovable and undesired, he is drawn to anyone who shows him overwhelming affection.

Conclusion and Recommendations:

The study's participants expressed great worry about intentional actions taken by parents, teachers, caregivers, and other adults to harm children physically, emotionally, or mentally. Because individuals are reluctant to disclose such occurrences that go unacknowledged and unregistered, it may be challenging to determine the real numbers of victims. In addition, and this is extremely immoral, parents and instructors utilize violence to raise their children. A growing proportion of kids are often the victims of such abuse.

The participants agreed that a variety of circumstances contribute to child maltreatment. They found it alarming that society promotes violence in order to raise children. Children who experience violence may have physical impairments that are obvious. Another thing that fosters violence is when kids fail to live up to their unreasonably high expectations of their instructors and parents. There have been several documented cases of kids committing suicide because they fell short of a mark that their parents and instructors had set for them. Poverty and its link to heightened feelings of resentment and sadness are another issue. It is common for children living in poverty to experience maltreatment. Other aspects are also evident, such as big families with unwanted pregnancies, while illiterate parents are also likely to have harsh reactions to their kids. Child abuse affects a growing number of kids on a regular basis. Typically, instructors may use child maltreatment as a means of punishment or to maintain classroom order, which can occasionally result in children developing physically obvious problems. Depending on how aggressively parents behave, incidences of humiliation may also occur at home. It was recognized that self-loathing and humiliation can cause emotional and psychological abuse, which frequently leads in panic attacks, anxiety, and despair. The survey also acknowledged that children were sexually abused at home, at schools, in Madrassah, and even by other members of society. It is recommended that;

1. All forms of child maltreatment ought to be forbidden in elementary schools, and the government ought to prosecute offenders harshly.

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2. The Punjab Government should adopt and quickly implement a child protection law similar to the KPK Government.

3. To prevent child abuse, training sessions for teachers and heads of schools should be held.

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