



RESEARCH ARTICLE

Examining the Relationship Between School Administrators' Attitudes Toward Reporting Child Sexual Abuse and Their Perceptions of Self-Efficacy

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ABSTRACT

The purpose of this research is to examine the relationship between school administrators' attitudes towards reporting child sexual abuse and their self-efficacy perceptions. The research was conducted in the 2019-2020 academic year and the research sample consists of 205 school administrators, 44 of whom are women and 161 of whom are men, working at preschool, primary and secondary education levels in Rize province. The relational screening model, one of the quantitative research methods, was used in the research. Demographic Information Form, Attitude Scale towards Reporting Child Sexual Abuse and School Administrators' Self-Efficacy Perception Scale were used as data collection tools. As a result of the research, a positive, moderately significant relationship was found between school administrators' attitudes towards reporting child sexual abuse and their self-efficacy perceptions. It was concluded that self-efficacy perceptions are a significant predictor of school administrators' attitudes towards reporting child sexual abuse. While there was no significant difference between the attitudes of school administrators in reporting child sexual abuse and the variables of gender, educational level, management seniority and in-service training, it was observed that school administrators who received pre-service training showed more positive attitudes towards reporting child sexual abuse. In the light of the findings, it may be recommended to focus on studies aimed at improving self-efficacy beliefs and increasing their knowledge and skills on child abuse through various trainings in order to positively increase the attitudes of school administrators in reporting cases of sexual abuse against children.

It is known that children have been subjected to maltreatment in different cultures and ages throughout history. Today, although there are important developments in many countries to protect children's rights such as health, education and security, acts of neglect, abuse and violence against children are not over (Akyüz, 2012: 504; Merey, 2018: 208). Although there are differences between cultures, any action that hinders the physical and psychosocial development of the child is considered child abuse. Lynch (1991) defines child abuse as exposing the child to harmful experiences by parents or caregivers; It defines child neglect as the failure of the parent or caregiver to fulfill their obligations to care for and protect the child (Lynch, 1991 as cited in Topçu, 2009a). As can be understood from these definitions, abuse is an active action, while neglect is a passive phenomenon that occurs as the basic obligations towards the child are not fulfilled (Akyüz, 2012: 505). The common point of all actions considered within the scope of child abuse is that the child is harmed, in other words, the child

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is victimized. Research studies address child abuse with different classifications. But in general; It is divided into physical abuse, sexual abuse, emotional abuse and economic abuse (Aktay, 2020). The child may be exposed to one of these or may be exposed to more than one type of abuse and neglect. For example; A child who is exposed to sexual abuse can also be abused physically and emotionally. For this reason, it is the responsibility of the whole society, especially the parents, to meet the basic needs of the child and protect him/her from all kinds of attacks and maltreatment.

Reporting any crime of neglect or abuse committed against a child to the relevant public units is an encouraged situation in Turkey and around the world (Merey, 2018: 2012). According to the Turkish Penal Code No. 5237, it is a constitutional obligation for anyone who learns that an act considered a crime has been committed to notify the relevant official units. Article 279 of the Turkish Penal Code states that if a public official learns of the crime and does not report it to the competent authorities or delays in this regard, he will be sentenced to imprisonment from six months to two years. In this sense, educational institutions have an important role in both preventing and reporting child abuse. The effectiveness of schools, their ability to achieve their predetermined goals and their ability to manage the crisis depends on many variables, but especially on the effectiveness of administrators who are responsible for the implementation of educational programs and curricula. In order for a manager to successfully perform the roles strategically expected from him, he must have a healthy perception of being an "effective manager", in other words, a strong sense of self-efficacy (Çobanoğlu and Yürek, 2018). Therefore, it is thought that the healthy management of difficult processes such as child sexual abuse is related to the self-efficacy belief of the school administrator. The question of what kind of relationship there is between school administrators' attitudes towards reporting child sexual abuse and their self-efficacy perceptions constitutes the starting point of this research.

Child Sexual Abuse

Child sexual abuse refers to a type of child abuse that has a wide range from sexual conversations to sexual penetration through individuals under the age of 18 who have not yet completed their psychosocial development (Finkelhor, 1999; Green, 1980; Topçu, 2009b). . The impact of child sexual abuse on the child may vary depending on many factors. For example; Factors such as repeated sexual abuse many times, accompanied by physical violence, and the abuser being a member of the family affect the severity of psychological problems developing in the child (İbiloğlu, Atlı, Oto, & Özkan, 2018).

Although child sexual abuse is easy to diagnose compared to other types of abuse, it is the most difficult form of abuse to reveal. For this reason, it is very difficult to give a rate on its prevalence on a national and international scale. Although there is no consistency between the statistical data obtained as a result of the research, it is stated that, on average, girls are exposed to sexual abuse at a rate of 12-17% and boys at a rate of 5-8%, and the girl/boy ratio in sexual abuse is 3/1 (Bayraktar, 2015: 53; Çeçen, 2007). Moreover, when sexual abuse cases are examined, it is seen that most of the time the abuser is an adult and the victim is a child (Polat, 2007: 95).

Educational institutions and educators undoubtedly have a very important place in preventing child sexual abuse. However, when the findings of studies consisting of educators are examined, it is seen that there is difficulty in recognizing the signs of child abuse (Abraham, Casey, & Dora, 1992; Tugay, 2008; Yaşar, Şenol, & Akyol, 2015), and insufficient knowledge about the reporting process and legal responsibilities (Kenny, 2001). There are risk factors such as ; Goldman, 2010; Sağır and Gözler, 2014; Flores et al., 2016) and concern about what might happen if the notification turns out to be false (Abraham et al., 1992; Aksel and Irmak, 2015). It is seen that studies to minimize these risk factors are carried out at primary, secondary and tertiary levels. The main purpose of primary level studies is to prevent the incident from occurring. In the studies carried out at this level, the entire society is informed, all employees directly or indirectly involved in child abuse and neglect are constantly trained and projects on the subject are developed. It also includes studies carried out in schools, which are the second most important social environment of the child. It aims to increase the knowledge level of children, especially those in the risk group, against sexual abuse and to provide them with skills on how to behave in a possible situation. Secondary level studies include identifying risk factors and groups in society for sexual abuse, taking measures for the safety and protection of children exposed to abuse, and making the necessary legal regulations. Third level studies include the early diagnosis of children exposed to sexual abuse, the physical and psychological healing process to reduce the short and long-term effects of the

trauma they experience, and the regular follow-up of these children (Bayraktar, 2015: 97-114; Çeçen, 2007; Topçu, 2009a). : 225-229).

Self-Efficacy

Self-efficacy is defined as the skills a person has to fulfill the requirements of a job and the belief that he can use these skills (Bandura, 1977). Although there are many factors that affect human nature, numerous scientific study data support that self-efficacy beliefs affect almost every aspect of human life (Pajares, 2002). People with strong self-efficacy beliefs approach difficult tasks as challenges to be mastered rather than threats to be avoided. This perspective increases the person's motivation and encourages the person to start and finish the job. In contrast, people who doubt their abilities and have low self-efficacy avoid difficult tasks that they perceive as personal threats. They have difficulty regaining their sense of competence after failure or setbacks (Bandura 1994; Pajares, 2002).

The number of studies on school administrators' self-efficacy perceptions is increasing. Tschannen-Moran and Gareis (2004) viewed self-efficacy as the fundamental characteristic of an effective school leader and expressed it as an important perception that affects change and development within the institution. In the literature, self-efficacy belief is associated with conflict resolution strategies (İnandı, Tunç, & Gündüz, 2013), initiative taking (Akın, 2014), job satisfaction (Caprara, Barbaranelli, Steca, & Malone, 2006; Federici, 2012; Aldridge & Fraser, 2016; Baltacı, 2017b), organizational commitment (Ayık, Savaş and Yücel, 2015), organizational creativity (Nartgün and Demirer, 2015), anxiety over the use of authority (Toşgörür and Arıkan, 2017), leadership styles (Nir and Kranot, 2006; Mehdinezhad and Mansouri , 2016; Çobanoğlu and Yürek, 2018), school effectiveness (Nemiş Işık and Gümüş, 2015).

Self-efficacy, which is one of the most important characteristics required to solve a problem or complete a task, is thought to have a critical importance in organizing and performing certain movements in relatively difficult situations such as child sexual abuse. When the relevant literature is examined, there is no adequate and comprehensive research on school administrators' knowledge levels about child sexual abuse, their ability to detect sexual abuse, and their attitudes towards reporting. In the light of the above-mentioned reasons, the problem of this research was determined as examining the relationship between school administrators' attitudes in reporting child sexual abuse to relevant institutions and organizations and their self-efficacy perceptions regarding management.

Purpose of the Research

This research aimed to determine the relationship between school administrators' attitudes towards reporting child sexual abuse and their self-efficacy perceptions towards the management profession. The other purpose of this study is to examine the differences between school administrators' attitudes towards reporting child sexual abuse and various demographic variables (gender, administrative seniority, educational status, pre-service training and in-service training on child abuse). In this context, answers were sought to the following questions:

1. Is there a significant relationship between school administrators' attitudes towards reporting child sexual abuse and their self-efficacy perceptions regarding management?
2. Do school administrators' self-efficacy perceptions regarding management predict their attitudes towards reporting child sexual abuse at a statistically significant level?
3. Do school administrators' attitudes towards reporting child sexual abuse differ significantly according to gender, management seniority, educational level, pre-service training and in-service training on child abuse?

Method

Research Model

In this research, the relational survey model, which is one of the quantitative research models, was used. The relational screening model is defined as a research model based on determining whether two or more variables change together and, if there is a change, in what direction (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz, & Demirel, 2018; Karasar, 2018). The dependent variable of the study was determined as the attitude towards

reporting child sexual abuse, and the independent variable was the self-efficacy perception of school administrators. In addition, demographic variables such as gender, educational status, managerial seniority, pre-service training and in-service training on child abuse were determined.

Study Group and Procedure

The study group of the research consists of 205 school administrators working at various levels in Rize and its districts. The distribution of school administrators by gender is 44 women (21.5%) and 161 men (78.5%). The distribution of school administrators according to the levels of the schools they work in is as follows: pre-school 15 (7.3%), primary school 125 (61%) and secondary school 65 (31.7%). Convenience sampling method was used when determining the population and sample of the research. According to this sampling method, the researcher begins to create the sample, starting from the most accessible participants (Büyüköztürk, Çakmak, Akgün, Karadeniz, & Demirel, 2018, p.95). The data were collected by the researchers themselves. The data collection process took approximately 20 minutes.

Instruments

In the research, the school principals and deputy principals were given the "Demographic Information Form" prepared by the researcher, Akın et al. "Attitude Scale towards Reporting Child Sexual Abuse" adapted to Turkish by Baltacı (2013) and "School Administrators' Self-Efficacy Perception Scale" adapted to Turkish by Baltacı (2017a) were applied.

Attitude Scale Towards Reporting Child Sexual Abuse. This scale was developed by Choo, Walsh, Chinna and Tey (2013) and adapted to Turkish by Akın, Aşut, Demirci, Akbaş, Güler, Demir and Kaymaz (2013). The eight-item scale consists of four sub-dimensions: (1) value, (2) anxiety, (3) obligation and (4) trust. As a result of the confirmatory factor analysis applied for the construct validity of the scale, it was found that the model consisting of four dimensions (value, anxiety, obligation, trust) and eight items, as in the original form of the scale, had a good fit ($\chi^2=23.91$, $SD=14$, $RMSEA=.047$, $NFI=.98$, $IFI=.99$, $CFI=.99$, $GFI=.98$, $SRMR=.023$). The internal consistency reliability coefficients of the scale for four subscales were found to be .88 for the value subscale, .75 for the anxiety subscale, .87 for the obligation subscale and .58 for the trust subscale. According to these results, it can be said that the Turkish form of the Child Sexual Abuse Attitude Scale is a valid and reliable measurement tool. The highest score that can be obtained from the scale, which is scored on a five-point Likert scale (1, I strongly disagree - 5, I strongly agree), is 40 and the lowest is 8. Rising scores indicate high levels of positive attitudes.

School Managers' Self-Efficacy Perception Scale. This scale was developed by Tschannen-Moran and Gareis (2004) and adapted to Turkish by Baltacı (2017a). The scale, which consists of 18 items, consists of three sub-dimensions: (1) administrative competence, (2) instructional competence and (3) moral competence. As a result of the confirmatory factor analysis applied for the construct validity of the scale, it was found that the model consisting of three dimensions (managerial competence, instructional competence and moral competence) and 18 items, as in the original form of the scale, had a good fit ($[X^2 [244]= 387,244, p<0.01]$, $X^2/ sd=1.58$, $RMSEA= .056$, $GFI= .93$, $IFI=.95$, $NFI=.96$, $NNFI=.97$ and $CFI=.96$). Cronbach's Alpha reliability coefficient of the scale is .88; The composite reliability coefficient was determined as .92. As a result of these analyses, it was decided that the School Administrators' Self-Efficacy Perception Scale could be used as a valid and reliable scale consisting of three factors (administrative, instructional, ethical). The scale, consisting of 18 items, has a five-point Likert-type rating ranging from (1) Fairly Insufficient to (5) Fairly Adequate. The lowest score that can be obtained from the scale is 18 and the highest score is 90. Rising scores indicate high levels of positive thoughts.

Analysis of Data

The data of the research was collected from school administrators working at various levels in Rize. During the implementation process, school administrators were contacted and the purpose of the study was explained and scale forms were distributed to those who agreed to participate in the study. The scales were received from the participants within a week.

SPSS 15.0 (Statistical Package For Social Sciences) program was used to analyze the data collected for the research. In this research, primarily the compliance of the obtained data with parametric standards was examined. Skewness and kurtosis values were checked to check the normality assumption. After testing its

suitability for normal distribution, the data were analyzed using Pearson Product Moment Correlation Coefficient Technique, Multiple Linear Regression Analysis, t-Test and One-Way ANOVA Test.

Results

Demographic information about the research group is given in Table 1.

Table 1. Demographic Information of the Research Group

Variables	Category	Frequency (F)	Percent %
Gender	Famale	44	21,5
	Male	161	78,5
Seniority in Management	1-10 years	152	74,1
	11-20 years	35	17,1
	21 years and above	18	8,8
School Type	Preschool	15	7,3
	Primary School	125	61,0
	Secondary School	65	31,7
Education Stuation	Associate Degree	8	3,9
	Bachelor Degree	158	77,1
	Master Degree	39	19
Participating in Pre-Service Training	Yes	59	28,8
	No	146	71,2
Participating in In-Service Training	Yes	46	22,8
	No	159	77,2

When Table 1 is examined, it is determined that the number of female participants is 44 (21.5%) and the number of male participants is 161 (78.5%) according to the gender variable. The distribution of participants according to the managerial seniority variable is; It is seen that 152 people (74.1%) have a service period of 1-10 years, 35 people (17.1%) have a service period of 11-20 years, and 18 people (8.8%) have a service period of 21 years or more. When the distribution of school administrators according to the variable of school level where they work is examined; It was determined that there were 15 people in pre-school (7.3%), 125 people in primary education (61%) and 65 people in secondary education (31.7%). According to the educational level variable, it is stated in the table that 8 of the participants (3.9%) had an associate degree, 158 people (71.1%) had a bachelor's degree, and 39 people (19%) had a master's degree. When the distribution of school administrators according to their pre-service and in-service training on child sexual abuse is examined; 59 people (28.8%) received pre-service training, 146 people (72.2%) did not receive pre-service training, 46 (22.4%) people received in-service training, and 159 people (77.2%) received in-service training. It was determined that he had no education.

In this research, primarily the compliance of the obtained data with parametric standards was examined. Skewness and kurtosis values were determined to check the assumption of normality. Skewness and kurtosis values of this research are given in Table 2.

Table 2. Descriptive Statistics for Variables

	Sexual Abuse (Total Point)	Self-Efficacy (Total Point)
Participations (N)	205	205
Average (\bar{X})	4.54	4.53
Standart Deviation (SD)	0.46	0.35
skewness	-1.15	-0.37
Standard Error of Skewness	0.17	0.17
kurtosis	1.25	-0.79
Standard Error of kurtosis	0.33	0.33

The fact that the skewness and kurtosis coefficients are between +1.5 and -1.5 is considered as evidence for the existence of normal distribution (Tabachnick and Fidell, 2013). Based on this, it can be stated that the

attitude towards reporting child sexual abuse (Skewness = -1.15, Kurtosis = 1.25) and self-efficacy (Skewness = -.37, Kurtosis = -.79) is in accordance with the normal distribution.

Correlation analysis was conducted to examine the relationship between school administrators' attitudes towards reporting child sexual abuse and their self-efficacy perceptions. When evaluating the results of the analysis, the correlation coefficient between 0.70 and 1.00 is considered high; Between 0.70 and 0.30 is medium; A value between 0.30 and 0.00 is defined as a low level relationship (Büyüköztürk, 2017:32). The analysis results are given in Table 3.

Table 3. Correlations Between Variables

	1	2	3	4	5
1. Attitudes to Reporting Sexual Abuse (Total Point)	1	0.45**	0.45**	0.35**	0.42**
2. Self-Efficacy (Total Point)		1	0.85**	0.86**	0.84**
3. Managerial Self-Efficacy			1	0.59**	0.63**
4. Instructional Self-Efficacy				1	0.56**
5. Moral Self-Efficacy					1
Average	4.54	4.53	4.52	4.42	4.64
Standart Deviation	0.46	0.35	0.39	0.46	0.38

As a result of the analysis, it was determined that there was a moderately significant and positive relationship between school administrators' attitudes towards reporting child sexual abuse and their self-efficacy perceptions ($r=0.459, p<0.001$). In addition, attitude towards reporting child sexual abuse and administrative self-efficacy ($r=0.450, p<0.01$), instructional self-efficacy ($r=0.359, p<0.01$) and moral self-efficacy ($r=0.424, p<0.01$). It is seen that there is a moderately significant and positive relationship between the dimensions. The results of the analysis conducted to determine the effect of school administrators' self-efficacy perceptions on their attitudes towards reporting child sexual abuse are given in Table 4.

Table 4. Multiple Linear Regression Analysis

Predictive Variables	B	Standart Error B	β	F	sd	t	P
Constant	1.60	0.38		20.50	3	4.22	0.000
Managerial Self-Efficacy	0.35	0.10	0.29			3.45	0.001*
Instructional Self-Efficacy	0.01	0.08	0.01			0.18	0.854
Moral Self-Efficacy	0.27	0.10	0.22			2.68	0.008*

* $p<0.05, R=0.48, R^2=0.23, \text{Adjusted } R^2=0.22$

According to the analysis, managerial self-efficacy ($\beta=0.29, t=3.45, p<0.05$) and moral self-efficacy ($\beta=0.22, t=2.68, p<0.05$), which are sub-dimensions of self-efficacy perception, are effective in preventing child sexual abuse. It was determined to be a significant predictor of attitude towards reporting. Together, these sub-dimensions explain 22% of the total variance in attitudes towards reporting child sexual abuse ($F=20.50, df=3, p<0.05$).

The t-Test was conducted to determine whether school administrators' attitudes towards reporting child sexual abuse showed a significant difference according to the gender variable, and the results are given in Table 5.

Table 5. t-Test Results Showing The Changes In School Administrators' Attitudes Towards Reporting Child Sexual Abuse By Gender

Variables	Gender	N	\bar{X}	SS	t	Sd	p
Sexual abuse attitude (Total Point)	Female	44	4.60	0.45	0.99	203	0.320
	Male	161	4.52	0.46			
Obligation	Female	44	4.89	0.27	2.04	203	0.004*
	Male	161	4.71	0.56			
Anxiety	Female	44	4.63	0.78	0.80	203	0.424
	Male	161	4.53	0.71			
Value	Female	44	4.64	0.66	0.89	203	0.370
	Male	161	4.54	0.71			
Confidence	Female	44	4.22	-0.88	-0.54	203	0.587
	Male	161	4.29	0.72			

$p<0.05$

According to the analysis results, no significant difference was found between the gender of school administrators and their total attitude scores towards reporting child sexual abuse ($t = 0.99, p > 0.05$). In addition, while there was no significant difference in the anxiety, value and trust sub-dimensions, gender did not differ in the obligation sub-dimension. It was determined that there was a significant difference between the variable and the attitude towards reporting sexual abuse ($t=2.04, p<0.05$). Accordingly, in the obligation sub-dimension, women's attitude scores towards reporting sexual abuse ($\bar{X}=4.89, SD=.27$) were higher than men's ($\bar{X}=4.71, SD=.56$) was found.

One-Way ANOVA Test was conducted to determine whether school administrators' attitudes towards reporting child sexual abuse showed a significant difference according to the educational level variable and the results are given in Table 6.

Table 6. One-Way ANOVA Test Results Showing The Changes In School Administrators' Attitudes Towards Reporting Child Sexual Abuse According To Educational Status

Variables	Education Status	N	\bar{X}	SS	F	<i>p</i>
Sexual abuse attitude (Total Point)	Associate Degree	8	4.25	0.71	1.70	0.18
	Bachelor Degree	158	4.55	0.45		
	Master Degree	39	4.52	0.42		
	Total	205	4.54	0.46		
Obligation	Associate Degree	8	4.50	0.59	1.00	0.36
	Bachelor Degree	158	4.76	0.52		
	Master Degree	39	4.75	0.48		
	Total	205	4.75	0.52		
Anxiety	Associate Degree	8	4.37	0.74	0.26	0.76
	Bachelor Degree	158	4.56	0.70		
	Master Degree	39	4.56	0.83		
	Total	205	4.55	0.72		
Value	Associate Degree	8	4.18	0.99	1.33	0.26
	Bachelor Degree	158	4.59	0.66		
	Master Degree	39	4.52	0.79		
	Total	205	4.56	0.70		
Confidance	Associate Degree	8	3.93	0.77	0.91	0.40
	Bachelor Degree	58	4.30	0.75		
	Master Degree	39	4.25	0.81		
	Total	205	4.28	0.76		

As a result of the analysis, no significant difference was found between the educational level of school administrators and their attitude scores towards reporting child sexual abuse ($F=1.70, p>0.05$). Accordingly, it can be stated that school administrators' attitudes towards reporting child sexual abuse do not show a statistically significant difference according to the educational level variable.

One-Way ANOVA Test was conducted to determine whether school administrators' attitudes towards reporting child sexual abuse showed a significant difference according to the managerial seniority variable and the results are given in Table 7.

Table 7. One-Way ANOVA Test Results Showing The Change In School Administrators' Attitudes Towards Reporting Child Sexual Abuse According To Administrative Seniority

Variables	Seniority in Management	N	\bar{X}	SS	F	<i>p</i>
Sexual Abuse Attitude (Total Point)	1-10 years	152	4.55	0.44	1.78	0.17
	11-20 years	38	4.58	0.49		
	21 years and above	15	4.34	0.54		
	Total	205	4.54	0.46		
Obligation	1-10 years	152	4.76	0.54		
	11-20 years	38	4.80	0.44		

(Table 6 – continued)

	21 years and above	15	4.61	0.50	0.82	0.43
	Total	205	4.75	0.52		
Anxiety	1-10 years	152	4.57	0.71		
	11-20 years	38	4.62	0.68		
	21 years and above	15	4.27	0.89	1.55	0.21
	Total	205	4.55	0.72		
Value	1-10 years	152	4.59	0.69		
	11-20 years	38	4.62	0.70		
	21 years and above	15	4.19	0.68	2.80	0.06
	Total	205	4.56	0.70		
Confidance	1-10 years	152	4.27	0.75		
	11-20 years	38	4.28	0.85		
	21 years and above	15	4.30	0.66	.009	0.99
	Total	205	4.28	0.76		

As a result of the analysis, no significant difference was found between the seniority of school administrators and their attitude scores towards reporting child sexual abuse ($F=1.78, p>0.05$). Accordingly, it can be stated that school administrators' attitudes towards reporting child sexual abuse do not show a statistically significant difference according to the administrative seniority variable.

The t-Test was conducted to determine whether school administrators' attitudes towards reporting child sexual abuse showed a significant difference according to the pre-service education variable, and the results are given in Table 8.

Table 8. t-Test Results Showing the Change in School Administrators' Attitudes Towards Reporting Child Sexual Abuse According to the Status of Receiving Pre-Service Training

Valuables	Participating in Pre-service training	N	\bar{X}	SS	t	sd	p
Sexual Abuse Attitude (Total Point)	Yes	59	4.63	0.36			
	No	146	4.50	0.36	1.87	203	0.03*
Obligation	Yes	59	4.82	0.39			
	No	146	4.72	0.56	1.14	203	0.18
Anxiety	Yes	59	4.64	0.70			
	No	146	4.52	0.73	1.07	203	0.28
Value	Yes	59	4.64	0.55			
	No	146	4.53	0.75	1.04	203	0.29
Confidance	Yes	59	4.43	0.61			
	No	146	4.22	0.81	1.78	203	0.04*

* $p<0.05$

According to the results of the analysis, it was determined that there was a significant difference between the pre-service training variable of school administrators and the total scores of attitudes towards reporting child sexual abuse ($t=1.87, p<0.05$). Accordingly, it was determined that the attitude scores of school administrators who received pre-service training on sexual abuse towards reporting child sexual abuse ($\bar{X}=4.63, SD=.36$) were higher than those who did not receive pre-service training ($\bar{X}=4.50, SD=.36$). . In addition, when the analysis is examined at the sub-dimension level, it is seen that there is a significant difference only in the trust sub-dimension ($t=1.78, p<0.05$). Accordingly, in the trust sub-dimension, the attitude scores of school administrators who received pre-service training towards reporting child sexual abuse ($\bar{X}=4.43, SD=.61$) are higher than the scores of school administrators who did not receive pre-service training ($\bar{X}=4.22, SD=.81$).

The t-Test was conducted to determine whether school administrators' attitudes towards reporting child sexual abuse showed a significant difference according to the in-service training variable, and the results are given in Table 9.

Table 9. t-Test Results Showing the Change in School Administrators' Attitudes Towards Reporting Child Sexual Abuse According to the Status of Receiving In-Service Training

Valuables	Participating in In-service training	N	\bar{X}	SS	t	Sd	p																																												
Sexual Abuse Attitude (Total Point)	Yes	46	4.56	0.44	0.45	203	0.64																																												
	No	159	4.53	0.47				Obligation	Yes	46	4.69	0.58	-0.89	203	0.37	No	159	4.77	0.50	Anxiety	Yes	46	4.65	0.44	0.99	203	0.32	No	159	4.53	0.76	Value	Yes	46	4.60	0.58	0.49	203	0.62	No	159	4.55	0.73	Confidance	Yes	46	4.31	0.84	0.32	203	0.74
Obligation	Yes	46	4.69	0.58	-0.89	203	0.37																																												
	No	159	4.77	0.50				Anxiety	Yes	46	4.65	0.44	0.99	203	0.32	No	159	4.53	0.76	Value	Yes	46	4.60	0.58	0.49	203	0.62	No	159	4.55	0.73	Confidance	Yes	46	4.31	0.84	0.32	203	0.74	No	159	4.27	0.74								
Anxiety	Yes	46	4.65	0.44	0.99	203	0.32																																												
	No	159	4.53	0.76				Value	Yes	46	4.60	0.58	0.49	203	0.62	No	159	4.55	0.73	Confidance	Yes	46	4.31	0.84	0.32	203	0.74	No	159	4.27	0.74																				
Value	Yes	46	4.60	0.58	0.49	203	0.62																																												
	No	159	4.55	0.73				Confidance	Yes	46	4.31	0.84	0.32	203	0.74	No	159	4.27	0.74																																
Confidance	Yes	46	4.31	0.84	0.32	203	0.74																																												
	No	159	4.27	0.74																																															

As a result of the analysis, no significant difference was found between school administrators' in-service training and their attitude scores towards reporting child sexual abuse ($t=0.45$, $p>0.05$). Accordingly, it can be stated that school administrators' attitudes towards reporting child sexual abuse do not show a statistically significant difference depending on whether they receive in-service training.

Discussion, Conclusion and Recommendations

First of all, the research examined the relationship between school administrators' attitudes towards reporting child sexual abuse and their self-efficacy perceptions regarding management. As a result of the analyses, it was determined that there was a moderately significant and positive relationship between school administrators' attitudes towards reporting child sexual abuse and their self-efficacy perceptions. In addition, in the analysis made on the basis of self-efficacy sub-dimensions, it was determined that there was a moderately significant and positive relationship between the attitude towards reporting child sexual abuse and the administrative self-efficacy, instructional self-efficacy and moral self-efficacy sub-dimensions. No research has been found in the literature that evaluates school administrators' attitudes and self-efficacy beliefs towards reporting child sexual abuse together. In addition, Akbaşı et al. (2019) in their study on school administrators' attitudes towards reporting child sexual abuse, similar results were obtained in the sub-dimensions of value, anxiety, obligation and trust. In his research with teacher candidates, Yeğın (2020) found a significant relationship between the attitude of reporting sexual abuse against children and their general self-efficacy levels. According to this research, as the general self-efficacy level increases, the positive attitude towards reporting child sexual abuse also increases. When the literature on school administrators' self-efficacy beliefs is examined, conflict resolution skills, taking initiative (Akın, 2014), organizational creativity (Nartgün and Demirer, 2015), job autonomy (Federici, 2012), job satisfaction (Aldridge and Fraser, 2016). It seems that many issues such as are related to the self-efficacy belief of school administrators. Luszczynska, Scholz, and Schwarzer (2005) found in their research that self-efficacy is related to the ability to cope with stressful situations. Therefore, the importance of self-efficacy belief on the attitude of reporting sexual abuse against children becomes even more evident.

One of the most important results of the research is how much school administrators' self-efficacy beliefs predict their attitudes towards reporting child sexual abuse. As a result of the analysis, it was found that the managerial self-efficacy dimension and the moral self-efficacy dimension, which are among the sub-dimensions of self-efficacy perception, were significant predictors of the attitude towards reporting child sexual abuse, and these sub-dimensions together explained 22% of the total variance in the attitude towards reporting child sexual abuse. conclusion has been reached. Abraham et al. (1992) concluded in their study that only 30% of the cases known to teachers were reported to official institutions. In his study, Kenny (2001) revealed that as teachers' sense of responsibility for child abuse increases, they report more, but as their lack of self-confidence and anxiety about reporting increases, they tend to report these incidents less. Therefore, self-efficacy belief remains important in reporting sexual abuse cases, specifically child abuse. It is thought

that a high self-efficacy belief in this regard is only possible if the person receives adequate education and is protected by law.

It was determined that the total attitude scores of school administrators towards reporting child sexual abuse did not show a significant difference according to the gender variable. However, while there was no significant difference in terms of gender in the anxiety, value and trust sub-dimensions, it was determined that women's attitude scores towards reporting sexual abuse were higher in the obligation sub-dimension. When the literature on this result is examined, there are findings that there is no significant relationship between the attitude towards reporting child abuse and the gender variable (Ayekin, 2014; Çakır, 2015; Kenny, 2001; Şenol et al., 2015; Tugay, 2008). In addition, Akbaşlı et al.'s (2019) study concluded that the attitudes of male school administrators were more negative than female administrators. Based on the findings of the research, it is thought that attitudes towards reporting child sexual abuse do not make a significant difference according to gender.

In the research, it was examined whether school administrators' attitudes towards reporting child sexual abuse showed a significant difference according to whether they received pre-service and in-service training. According to the findings obtained from the analyses, school administrators' attitudes towards reporting child sexual abuse did not show a significant difference in terms of receiving in-service training. On the other hand, it was concluded that there was a significant relationship in terms of receiving pre-service training and that school administrators who received pre-service training had higher attitude scores towards reporting sexual abuse against children. According to the research findings, the majority of school administrators have not received any pre-service (71.2%) or in-service training (77.2%) regarding child sexual abuse. When the literature in Turkey regarding this finding is examined, similar results are reached (Aksel and Irmak, 2015; Aslan and Çelik, 2020; Dilsiz and Mağden, 2015). Similar results to the studies conducted in Turkey are seen in the international literature. Results obtained from research groups consisting of teachers or teacher candidates; It was observed that the participants felt inadequate about child sexual abuse and mandatory reporting and did not know the education policies regarding sexual abuse (Golman, 2010), the majority of them had not received any training on child sexual abuse and were not familiar with the methods used to determine child sexual abuse (Flores, Hernandez and Gamez, 2016). In contrast, Walsh et al. (2013) concluded in their research that teachers who had previously received pre-service and in-service training on reporting child sexual abuse had a higher level of knowledge, attitudes towards reporting sexual abuse were more positive, and they reported sexual abuse at least once in their teaching career. Teachers and school administrators must have sufficient knowledge and skills to recognize the signs of sexual abuse, intervene and report to official authorities. Relevant national and international literature shows that the pre-service and in-service training that education workers, such as teachers and school administrators, receive on child sexual abuse is very important in preventing child sexual abuse and revealing existing cases of abuse. However, there is no comprehensive teacher training program in Turkey to prevent and rehabilitate child sexual abuse.

The study examined whether there was a significant relationship between school administrators' attitudes towards reporting child sexual abuse and administrative seniority, and it was concluded that there was no significant difference in terms of administrative seniority. Ayekin (2014) and Çakır (2015) reached a similar conclusion in their studies and determined that there was no significant relationship between professional seniority and child abuse. According to the research of Akbaşlı et al. (2019), those with low seniority among school administrators show more positive attitudes towards reporting child sexual abuse.

The analysis result of the relationship between school administrators' attitudes towards reporting child sexual abuse and their educational status showed that there was no significant relationship between these two variables. When the literature was examined, a similar result was reached in Akbaş et al.'s (2019) study on school administrators and Aslan and Çelik's (2020) study on preschool teachers, and it was determined that the attitude of reporting child abuse to the authorities did not have a significant relationship with the level of education. Based on all these results, the relationship between school administrators' attitudes towards reporting child sexual abuse and their perception of self-efficacy regarding management is a finding that should be evaluated by school administrators and relevant institutions and organizations.

Recommendations for Practitioners

There is no comprehensive in-service training program for teachers and administrators on child sexual abuse in Turkey. In this sense, school-based programs addressing child sexual abuse should be prepared and disseminated throughout the country. School administrators cooperate with relevant institutions and organizations (such as provincial/district units of the ministries of internal affairs, health, justice) to increase the awareness level of all school stakeholders (administrators, teachers, parents, students, auxiliary staff, etc.) about child sexual abuse. can organize trainings. In this way, communication between institutions can be strengthened and a healthier cooperation can be achieved in case of possible child sexual abuse. A comprehensive guide can be prepared by the Ministry of Education on recognizing the signs of child sexual abuse, protecting the child, reporting, rehabilitating, and problems that may be encountered during the process and solution suggestions.

The relationship between school administrators' attitudes towards reporting child sexual abuse and their self-efficacy perceptions can be examined using qualitative or mixed methods. The relationship between variables such as organizational trust, leadership styles, self-esteem, determination, and legal obligations, which may affect attitudes towards reporting child sexual abuse, can be examined. A training program to prevent child sexual abuse can be prepared and the effectiveness of this program can be investigated using experimental or quasi-experimental methods.

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