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Perception of Public Primary School Teachers towards Child Abuse Reporting Practices

ABSTRACT: The study determined the perception of teachers on child abuse reporting practices in public primary schools in Alimosho Local Government Area of Lagos State, Nigeria. Cross-sectional survey research design was adopted in the study. Multi-stage sampling technique was used in the study; in all, six public primary schools were selected; and teachers in primary one to Primary six made up the sample for the study. Data was analysed using descriptive and inferential statistics through Statistical Package for Social Sciences (SPSS) version 22.0. Result showed that majority (84.8%) of the teachers exhibited favourable perception while only 15.25 exhibited unfavourable perception towards child abuse reporting practices in the study area. Result showed also that there was a negative significant relationship (with $r = -0.254$ at p -value of 0.000) between teachers' perception and child abuse reporting practices in public primary schools in the study area. It was recommended that regular training on child abuse should be organised and conducted by the school management and government to improve teachers' perception towards child abuse reporting practices.

KEY WORD: Child Abuse; Reporting Practices; Perception; Public Primary School Teachers.

INGKASAN: "Persepsi Guru Sekolah Dasar Negeri terhadap Praktik Pelaporan Kekerasan terhadap Anak". Studi ini bertujuan untuk mengetahui persepsi guru tentang praktik pelaporan kekerasan terhadap anak di Sekolah Dasar Negeri di Wilayah Pemerintahan Lokal Alimosho, Negara Bagian Lagos, Nigeria. Desain penelitian survei potong lintang diadopsi dalam studi ini. Teknik pengambilan sampel bertahap digunakan dalam penelitian ini; secara keseluruhan, enam Sekolah Dasar Negeri dipilih; dan guru di kelas satu hingga kelas enam membentuk sampel untuk penelitian ini. Data dianalisis menggunakan statistik deskriptif dan inferensial melalui Statistical Package for Social Sciences (SPSS) versi 22.0. Hasil penelitian menunjukkan bahwa mayoritas (84,8%) guru menunjukkan persepsi yang baik, sedangkan hanya 15,25% yang menunjukkan persepsi yang kurang baik terhadap praktik pelaporan pelecehan anak di wilayah studi. Hasil penelitian juga menunjukkan bahwa terdapat hubungan negatif yang signifikan (dengan $r = -0,254$ pada nilai $p = 0,000$) antara persepsi guru dan praktik pelaporan pelecehan anak di Sekolah Dasar Negeri di wilayah studi. Direkomendasikan bahwa pelatihan rutin tentang pelecehan anak harus diselenggarakan dan dilakukan oleh manajemen sekolah dan pemerintah untuk meningkatkan persepsi guru terhadap praktik pelaporan pelecehan anak.

KATA KUNCI: Pelecehan Anak; Praktik Pelaporan; Persepsi; Guru Sekolah Dasar Negeri.

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INTRODUCTION

Except in weekends and holidays, teachers spend more time with children in the school. It is common in Nigeria that teachers are in an unconventional position in identifying and reporting child abuse cases if and when they occur. They receive minimal training in identifying child abuse (Panchal, Jeevanandan & Subramanian, 2019; Induja, Somasundaram & Kumar, 2021; Rule, 2025). They are not exposed to recognising and disclosing child abuse related cases. Due to their inadequate training, many teachers are not conscious of the principal symptoms of child abuse.

As a result, child maltreatment may become unrevealed and confidential by many school workers (Goldman & Grimbeek, 2014; Bourke & Maunsell, 2016). The training of child abuse for teachers should create their responsibility along with their duty in order to report. In training them, it is essential to make experimental and hypothetical environments to cover the fear of teachers regarding false report so as to improve the skills of reporting (Palusci, Smith & Paneth, 2005).

Child abuse and its resulting trauma have serious effects on pupils' health and development. It leaves them with both long- and short-term emotional and behavioural challenges. Children who have experienced maltreatment may develop complicated psychiatric or medical conditions (Cohen, Berliner & Mannarino, 2010). It affects learners' behaviour.

Perception refers to the act of organising, identifying, and interpreting sensory information in order to represent and understand the presented information (Mekheimer, 2011). Sensory information includes information that can be seen, smelled, heard, or touched. School workers, especially teachers play a primary role in defending and protecting children from abuse. They perform an important function in the reporting and discovery of child abuse.

Healthy relationship between teachers and their students can help in recognising child abuse (Sinanan, 2011; Mohammed & Khudair, 2019). When teachers have sufficient training or possibly retrained, they would become aware of the specific social and mental traits of child molesters. Thus, they could protect and defend children, who could be at threat to child abuse and take measures for their safety (Moreno-Manso, Sánchez & Blázquez-Alonso, 2014).

Teachers' perceived barriers to child abuse include concerns that reporting will damage teacher to child or teacher to family relationships, fear of making an inaccurate report, fear that reporting may escalate the abuse, and beliefs that uncertainties in the child protection system may harm the family. J.D. Goldman & P. Grimbeek (2014) highlighted that

reporting behaviour may be influenced by teachers' attitudes, detection skills, knowledge and training, social influences, teachers' personal characteristics and characteristics of the abuse. Attitudes that may promote reporting include beliefs that reporting is part of the teacher's professional responsibility and that it will prevent future harm (Goldman & Grimbeek, 2014).

Many studies have been conducted regarding perception of teachers on child abuse reporting cases by different authors. For instance, S.M. Mohammed & F.W. Khudair (2019) investigated the perception, attitude, and performance of teachers regarding child abuse among group of Iraqi secondary school teachers' in Najaf City using descriptive cross-sectional study design. Result in their study showed that 236 (59%), 156 (39%), and only 8 (2%) of the participants had high, medium, and low perception respectively; and 362 (90.5%) of the teachers had a positive attitude towards child abuse. They concluded in their study that teachers have satisfactory perception about child abuse. Thus, they recommended an establishment of mandatory training sessions for teachers at the beginning of each academic year (Mohammed & Khudair, 2019).

Similarly, in another study, B.O. Olajojo & A.O. Oyediran (2020) examined teachers' perception on effects of child abuse on academic performance of secondary school students using descriptive survey research design. Findings in their study showed that child abuse has significant impact on academic performance of students, social development, and emotional development of the students are affected significantly. It was recommended in their study that parents should encourage their wards by providing them with financial, moral, and spiritual supports so as to aid their academic pursuit (Olajojo & Oyediran, 2020).

Similarly, a study was conducted by E.E. Alao & D.C. Adamu (2022) on knowledge and attitude of public primary school teachers on child abuse reporting practices in Alimosho Local Government Area of Lagos State, Nigeria, using cross-sectional survey research design. In the study, results showed that majority of the public primary school teachers in Alimosho LGA (Local Government Area) of Lagos State have adequate knowledge about child abuse as all of them (100%) have heard about child abuse; the proportion of the teachers with high level of knowledge about child abuse reporting was 95.9%; more of the respondents had moderately high (59.7%) attitudinal disposition towards child abuse reporting; there is no significant relationship between level of knowledge of teachers and child abuse reporting practices ($r = 0.014$; $p\text{-value} = 0.806$); there is a

significant relationship between attitude of teachers and child abuse reporting practices ($r = -0.179$ at p -value of 0.002) and relationship between teachers' attitude to child abuse and child abuse reporting practices is indirect (at $r = -0.179$). They concluded in their study that while some teachers have reported child abuse to child protection services, a large number of them claimed that they would not report even if they notice any child being abused. They recommended among others that primary school teachers should be encouraged and rewarded for reporting cases of child abuse to child protection services or headmaster/headmistress (Alao & Adamu, 2022).

From the foregoing, literature have revealed that teachers' perception on child abuse reporting is low. Perceived barriers among teachers to child abuse reporting such as lack of or inadequate training in the area of recognising and identifying child abuse cases may be detrimental. Children in the primary schools are mostly the recipients of child abuse. The severity of their teachers not identifying and reporting child abuse cases in them sends a negative signal. As a result, while some of them may brood over and deal with it to the best of their knowledge, some may perceive and accept child abuse as a way of life. Some primary school pupils are not confident in confiding child abuse cases to their hostile teachers.

Child abuse may be consequential on the physical, emotional and mental well-being of a child. It can also affect a child's learning experience. However, professionals in the school are in a special position to recognising and reporting child abuse, but much of the studies reviewed in the current study point that school personnel, particularly teachers, seriously underreport suspected numbers of child maltreatment cases (Durlak et al., 2011).

In comparison, in all the related studies available to the researcher on perception of teachers towards child abuse reporting practices across the federation, none was conducted in Alimosho LGA of Lagos State, Nigeria hence, this study.

Objectives of the Study. The study aimed at determining the perception of teachers on child abuse reporting practices in public primary schools in Alimosho Local Government Area of Lagos State, Nigeria. The specific objectives of the study were to: (1) Ascertain the perception of teachers on child abuse reporting practices in public primary schools in Alimosho Local Government Area of Lagos State, Nigeria; and (2) Identify the child abuse reporting practices of pupils in Alimosho Local Government Area of Lagos State.

Research Questions. The following research questions were raised for the study: (1) How do public primary school teachers perceive reporting child abuse in Alimosho Local Government Area of Lagos State, Nigeria?; and (2) What are the child abuse reporting practices of pupils in Alimosho Local Government Area of Lagos State, Nigeria?

Research Hypothesis. It is as following here:

Ha: There is a significant relationship between the perception of public primary school teachers and child abuse reporting practices in Alimosho Local Government Area of Lagos State, Nigeria.

METHOD

The study used cross-sectional survey research design (Wang & Cheng, 2020). Population for the study comprised all the 1,105 public primary school teachers in Alimosho, Local Government Area of Lagos State, Nigeria. Sample consisted of 314 public primary school teachers in Alimosho LGA (Local Government Area) of Lagos State.

The study adopted multi-stage sampling technique (Sedgwick, 2015). In stage one, Alimosho LGA was stratified into six LCDAs (Local Council Development Areas) including Alimosho, Agbado/Oke-odo, Ayobo-Ipaja, Egbe-idimu, Igando-ilotun, and Mosan-Okunola. In stage two, simple random sampling technique was adopted to choose three LCDAs (Alimosho, Agbado/Oke-odo and Ayobo-Ipaja) from the six LCDAs through balloting. In stage three, two public primary schools were selected from each of the three LCDAs (making a total of six schools) using simple random sampling technique by balloting. Stage four involved identifying the number of public primary school teachers that were used in each of the three LCDAs through proportional sampling technique (for instance, $82 + 401 + 189$ in the three LCDAs respectively = 672 teachers in the three LCDAs; each sample in each LCDA was then divided by 672 and multiplied against the sample size of 314). In all, six public primary schools were selected; and teachers in primary one (P1) to Primary six (P6) made up the sample for the study. A self-constructed questionnaire titled "Perception of Public Primary School Teachers towards Child Abuse Reporting Practices" was used for data collection.

The questionnaire had two sections: A and B. Section A elicited information on the perception of public primary school teachers towards child abuse reporting in Alimosho LGA of Lagos State while section B sourced information on the child abuse reporting practices in Alimosho LGA of Lagos State. The research instrument was subjected to both face (extensive review of the instrument by two experts in educational tests

and measurement; and two experts in Psychology) and content validity (extent to which items in the questionnaire adequately measured perception of teachers towards child abuse reporting practices).

A sample size of 20% (N = 62) in the study area was used in conducting pilot study. The internal consistency reliability of the instrument was estimated using test-retest approach; and yielded Cronbach's alpha coefficient of 0.709 (it implies that the content of the questionnaire was 71% reliable for the study). Four research Assistants assisted in the administration and collection of data. Data was analysed using descriptive and inferential statistics through SPSS (Statistical Package for Social Sciences) version 22.0 (Rahman & Muktadir, 2021).

RESULTS AND DISCUSSION

Research Question One: How do public primary school teachers perceive reporting child abuse in Alimosho Local Government Area of Lagos State, Nigeria? To answer this research question, responses to questions in section A of the questionnaire were analysed using frequency counts and percentages, and RSI (Relative Strength Index) and the results are presented in table 1.

Table 1 presented the result of the perception of teachers about reporting practices of child abuse in the study area. From table 1, the belief that reporting child abuse will prevent long-term consequences for children ranked as 1st, followed by the belief that reporting a case of child abuse will help to curb the prevalence of child abuse which ranked as 2nd. This is followed by the notion that reporting child abuse will help the child to perform better in school which ranked as 3rd. The least among the teachers' perception include the opinion that I don't know who to report a case of child abuse which ranked as 13th and the fact that I am not aware of where to make a report of child abuse to which ranked as 14th.

In addition, respondents' responses to items on perception about reporting of child abuse were added together to constitute respondents' measure on the perception about child abuse reporting practices among the respondents. On the measure, the mean score is 41, while the standard deviation is 8. Also, the minimum and maximum values are 12 and 55 respectively. On the measure, respondents who scored between the minimum value and 35 were judged to exhibit favourable perception about child abuse reporting practices, while respondents who scored above 35 were said to exhibit unfavourable perception about child abuse reporting practices.

Table 1:
Perception of Teachers on Child Abuse Reporting Practices

N = 290

S/N	Items	Strongly Agree F%	Agree F%	Disagree F%	Strongly Disagree F%	RSI	Rank
Perceived Benefit:							
1	Reporting of child abuse will prevent long-term consequences for children.	233 (80.3)	42 (14.5)	6 (2.1)	2 (0.7)	0.947	1
2	Reporting child abuse will help the child to perform better in school.	139 (47.9)	130 (44.8)	13 (4.5)	3 (1.0)	0.855	3
3	Reporting a case of child abuse will help to curb the prevalence of child abuse.	197(67.9)	76 (26.2)	11 (3.8)	0 (0)	0.914	2
Perceived Barriers:							
4	I am not familiar with child abuse reporting practices.	55 (19.0)	57 (19.7)	143 (49.3)	20 (6.9)	0.634	11
5	I don't know who to report a case of child abuse.	64 (22.1)	38 (13.1)	147 (50.7)	32 (11.0)	0.619	13
6	I am not aware of where to make a report of child abuse	58(20.0)	44 (15.2)	14 (4.9.3)	35 (12.1)	0.612	14
7	Lack of education and training focused on the detection of child abuse and reporting practices.	103 (35.5)	44 (15.2)	106 (36.6)	24 (8.3)	0.704	9
Perceived Severity:							
8	Child abuse will not have long-term consequences on the physical, emotional and mental well-being of the child.	111 (38.3)	122 (42.1)	30 (10.3)	19 (6.6)	0.788	7
9	Learning experiences of a child who is abused will be negatively affected.	112 (38.6)	78 (26.9)	85 (29.3)	5 (1.7)	0.741	8
Self-Efficacy:							
10	I am confident that my students can confide in me if they are experiencing child abuse.	113 (39.0)	156 (53.8)	10 (3.4)	2 (0.7)	0.839	5
11	I can always be able to identify signs of child abuse.	87 (30.0)	149 (51.4)	42 (14.5)	1 (0.3)	0.879	6
12	I can report a case of child abuse to appropriate authorities.	126 (43.4)	138 (47.6)	14 (4.8)	1 (0.3)	0.849	4
Cues to Action:							
13	I will not report a case of child abuse if I am properly trained on child abuse reporting practices.	66 (22.8)	67 (23.1)	98 (33.8)	52 (17.9)	0.630	12
14	I will report a case of child abuse if I observe the signs among my students.	98 (33.8)	101 (34.8)	14 (4.8)	69 (23.8)	0.702	10

Source: Author's Analytical Result.

Table 2:
Perception of Teachers towards Reporting Practices of child Abuse

Teachers' Perception	Frequency	Percent
Favourable	246	84.8
Unfavourable	44	15.2
Total	290	100.0

Source: Author's Analytical Result.

These were further subjected to frequency counts and percentages and the result is presented in table 2.

Table 2 presented the categories of teachers' perception about reporting practices of child abuse among public primary school teachers in Alimosho LGA (Local Government Area) of Lagos State. From table 2, result showed that majority (84.8%) exhibited favourable perception while only 15.25 exhibited unfavourable perception towards child abuse reporting practices in the study area.

Research Question 2: What are the child abuse reporting practices of pupils in Alimosho Local Government Area of Lagos State Nigeria? To answer this research question, responses to questions in section B of the questionnaire were analysed using frequency counts and percentages, the results are presented in table 3.

In order to summarise the reporting practices of child abuse by public primary school teachers in Alimosho LGA (Local Government Area), respondents who claimed to have noticed a child being abused were selected and separated from those who claimed to have not. Their responses to whom they reported to or would report to in event they notice incidence of child abuse were subjected to descriptive analysis through frequency counts and percentages.

The result is presented in table 4.

Table 4 showed the reporting practices of public primary school teachers in Alimosho LGA (Local Government Area) of Lagos State. Result shows that 67.9 percent (that is, 31.4% + 36.5%) of the teachers sampled indicated that they have noticed a child who was being abused. Out of this percentage, only 36.5% of the respondents were able to indicate the authority they reported the incidence while the remaining 31.4% could not identify the authority they reported the incidence.

On the other hand, a total of 32.1% (that is, 25.2% + 6.9%) reported that they had never noticed any child being abused. Out of this percentage, 25.2% insisted that even if they notice a child being abused, they would not report to any authority while the remaining 6.9% indicated the particular authority they would rather report to.

Table 3:
Respondents’ Responses on Child Abuse Reporting Practices

Respondents in this study =290

S/N	Items	No Freq. (%)	Yes Freq. (%)
1	Have you ever noticed a child who is abused?	98(33.8)	192(66.2)
2	If yes, what did you do?		
	I reported to school authority (headmaster/headmistress).	142(49.0)	148(51.0)
	I reported to child protection services.	160(55.2)	130(44.8)
	I reported to law enforcement organisations.	185(63.8)	105(36.2)
	I reported to non-governmental organisations.	236(81.4)	54(18.6)
	I did not make a report.	21(7.2)	268(92.4)
3	If no, what will you do if you notice a case of child abuse in future?		
	I will report to school authority (headmaster/headmistress).	219(75.5)	71(24.5)
	I will report to child protection services.	219(75.5)	71(24.5)
	I will report to law enforcement organisations.	219(75.5)	71(24.5)
	I will report to non-governmental organisations.	219(75.5)	71(24.5)
	I will not make a report.	20(6.9)	270(93.1)
4	Have you ever made a report of suspected child abuse?	137(47.2)	109(37.6)
	If yes, how many times have you made a report of child abuse?		
	Once.		53(18.3)
	2 times.		75(25.9)
	3 times.		32(11.0)
	4 times.		17(5.9)
	More than 4 times.		20(6.9)

Source: Author’s Analytical Result, 2022.

Table 4:
Summary of reporting Practices of Public Primary School Teachers
in Alimosho LGA (Local Government Area)

Ever noticed a child who is abused?	Reports	Frequency	Percent
Yes	Specified no particular authority.	91	31.4
	Specified particular authority.	106	36.5
No	Will not make a report if they notice child abuse.	73	25.2
	Specified particular authority they will report to if they notice child abuse.	20	6.9
Total		290	100

Source: Author’s Analytical Result.

Testing of Hypothesis. It is as following here:
Ha: There is a significant relationship between the perception of public primary school teachers and child abuse reporting practices in Alimosho Local Government Area of Lagos State, Nigeria. To test this hypothesis, the perception of public primary school teachers was

Table 5:
Relationship between Perception of Teachers and Child Abuse Reporting Practices

Variables	N	r	p-value	Decision
Perception	290	-0.254	0.000	Significant
Child abuse	290			

*Significant < 0.05
Source: Author’s Analytical Result, 2022.

correlated with child abuse reporting practices using Pearson product moment correlation analysis. The result is presented in table 5.

Table 5 showed the test of relationship between perception of teachers and child abuse reporting practices. It can be seen from the Table 5 that the value of r obtained in the test was -0.254 at p-value of 0.000. Since the p-value is less than 0.05, the hypothesis cannot be rejected. This therefore, implies that there is a significant relationship between perception of teachers and child abuse reporting practices.

It should be noted that the negative sign in the r coefficient (-0.254) indicates an indirect relationship between perception of teachers and child abuse reporting practices. It then implies that the more positive teachers view child abuse, the lesser their likelihood of reporting the incidence; and the more negative they perceive child abuse, the more eager they become in reporting.

Discussion of Findings. From the findings of the study, it was indicated that teachers possessed positive perception of child abuse and its reporting either in terms of perceived benefits, perceived barrier, perceived severity, self-efficacy and cues to action. If a primary school teacher is adequately aware of how to identify and to whom to report child abuse cases, then, benefits of child reporting can overweigh its consequences. Schools are an ideal place for sensitization. As a result, trained teachers in child abuse cases also educate pupils on how to dress well and protect their bodies against child abuse. Many school-based programs aim to provide children with adequate knowledge and self-protection skills.

This finding of the study is in line with J. Rispens, A. Aleman & P.P. Goudena (1997) and Mehek Naeem (2014) that children who are less than five and half years benefit more from intervention programs and most programs were conducted in schools. If teachers are trained and are able to detect early signs of child abuse, assisting the child can be more effective. The teacher needs to carefully put in check the child’s physical condition, behavioural signs of the child and parent/family. These cues range from whether the child indulges in activities that a child of his/her

age would know, if the child is scared or distracted by any form of child abuse (neglect, physical, sexual or emotional), whether she/he is exhibiting withdrawn or aggressive behaviour, if the child has a sudden change in relationships and academic performances, if she/he has a “special” relationship and a “secret” with a parent or a relative, and whether the child has any self-mutilating and self-destructive behaviour (Rispens, Aleman & Goudena, 1997; Naeem, 2014).

To protect children and promote child reporting practices, different stakeholders including those with direct (family, teachers, and pediatricians) and indirect contact (school authority, child protection services, non-governmental organisation, and government) with the child need to work together. Rather than just focusing on individual cases, a system needs to be established as this has a multidisciplinary and all-encompassing approach. This is because sometimes, focusing on fragmented and individual child protection issues may be insufficient in providing a comprehensive solution to the problem.

Hence, a system, consisting of all stakeholders is important in providing multi-pronged assistance to the victims (Wulczyn *et al.*, 2010). This is to say that the issue of detecting and reporting child abuse incidences is a collective effort. The school should not shoulder this responsibility on teachers alone.

Findings in the study also showed that majority of the primary school teachers in Alimosho LGA (Local Government Area) exhibited favourable perception while very few of them indicated unfavourable perception towards child abuse reporting practices.

This finding of the study agrees with J.-Y. Feng *et al.* (2010) and F. Wulczyn *et al.* (2010) that all stakeholders, especially those in close contact with the child (for example teachers, doctors) need to be adequately trained to detect, manage and report any cases of abuse. Also, this finding concurs with S.M. Mohammed & F.W. Khudair (2019) that teachers have satisfactory perception about child abuse (cf Feng *et al.*, 2010; Wulczyn *et al.*, 2010; Mohammed & Khudair, 2019).

It was also found in the study that teachers reporting practices were not significantly related to their perception of child abuse and/or of its reporting. However, these were found to be significantly related to the perception of the teachers. Finding in the study also showed that there is a negative relationship between perception of teachers and child abuse reporting practices.

This finding of the study is at variance with B.O. Olajojo & A.O. Oyediran (2020) that child abuse has significant impact on the academic

performance of students. It also affects social and emotional development of the students significantly. This is because if the perception of primary school teachers about child abuse is high, their tendency to reporting child abuse cases will be low and vice versa. If that be the case then, academic performance, physical, emotional and mental well-being of primary school pupils may be low (cf Olajo & Oyediran, 2020; Adamu, 2025).

CONCLUSION

The study determined the perception of teachers on child abuse reporting practices in public primary schools in Alimosho Local Government Area of Lagos State, Nigeria. It identified the benefits and severity of child abuse reporting; and barriers to reporting child abuse cases among public primary school teachers in the study area.

From the findings of the study, it can be concluded that there is a significant relationship between perception of teachers and child abuse reporting practices in public primary schools in Alimosho Local Government Area of Lagos State, Nigeria. However, it is believed that reporting child abuse will prevent long-term consequences from children; increase academic performance of pupils; and help to curb the prevalence of child abuse.

A major barrier to child abuse reporting is lack of or inadequate training in the area of child abuse reporting among teachers. This will lead to inadequate awareness in the identification and reporting of child abuse incidences; inadequate knowledge about the appropriate authority to report if and when a case of child abuse is detected.

The relationship between teachers' perception and child abuse reporting is negative. Therefore, any time teachers' perception about child abuse is negative, their chance of reporting the incidence becomes high; and when teachers' perception towards child abuse is positive, they become less eager in reporting a case of child abuse.

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

Frist, regular training on child abuse should be organised and conducted by the school management and the Lagos State Government of Nigeria to improve teachers' perception towards child abuse reporting practices.

Second, comprehensive health education program should be carried out in primary schools among teachers to influence their reporting practices.

Third, appropriate child abuse reporting avenues should be made available so as to ensure the safety of teachers who report child abuse cases.

Lastly, fourth, teachers need comprehensive education on child protection services in order to fulfil their role as mandated reporters.

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