



## The Effect of the Training Program to Promote the Knowledge and Awareness of Prospective Preschool Teachers on Emotional Neglect and Abuse

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### Abstract

The aim of the study was to investigate the effect of the “ Training Program to Promote The Knowledge and Awareness of Prospective Preschool Teachers” developed to promote the knowledge and awareness of prospective preschool teachers concerning emotional neglect and abuse. The study group comprised a total of 120 prospective teachers (60 prospective teachers in the experimental group and 60 prospective teachers in the control group) attending Cumhuriyet University, Faculty of Education, Department of Preschool Education in 2014-2015 school year. The pre-test post-test-follow up-test experimental model was used in the study. The “Emotional Neglect/Abuse Knowledge and Awareness Scale” was used to assess the knowledge and awareness of prospective teachers on emotional neglect and abuse, “The Training Program to Promote The Knowledge and Awareness of Prospective Preschool Teachers” was administered to the experimental group whereas the control group received no administration. In data analysis, t-test for related samples was used in pre-test and post-test, and post-test and follow up test comparisons, while a single factor ANOVA with repeated measures was performed for pre-test, post-test and follow up test multiple comparison. Research results revealed a significant difference in favor of the experimental group between the post-test scores of the participants in the experimental and control groups with regard to rejection and ignoring, insulting and exposing the child to violence, isolation and threatening, comparison and discrimination subscales of the “Emotional Neglect/Abuse Knowledge and Awareness Scale” ( $p < .05$ ). Furthermore, the results of the follow up test administered four weeks after the post-test showed that the effect of the training was still retained ( $p > .05$ ). In accordance with these results, it was concluded that the research affected prospective teachers’ knowledge and awareness levels of emotional neglect and abuse.

**Keywords:** Emotional neglect, Emotional abuse, Awareness, Prevention, Child.

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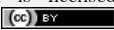
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## 1. Introduction

Emotional abuse in educational settings is a repetitive harmful interaction between teacher and student. Teachers' emotionally abusive behaviors include shouting to make students cry, offending or hurting them, and calling them idiot or stupid (Okoza *et al.*, 2011). Emotional neglect and abuse can lead to several pathologies in children depending on their age and period of development (Yavuzer, 1992). The effect of emotional violence on students' learning is indisputable (Okoza *et al.*, 2011). Thus, teachers should be informed about child abuse through in-service training during and after their university education and trained to recognize abused children (Şahin and Beyazova, 2001).

Walsh *et al.* (2005) investigated Australian teachers' education in child neglect, abuse, and protection and reported that 7% of 254 teachers did not receive training in the subject. In a study conducted in Turkey, Tugay (2008) found that 93.8% of 400 teachers received no training in the subject. Can-Yaşar *et al.* (2014) reported that 85.73% of preservice teachers were not informed of the Child Protection Law and 39.01% were not confident of defining the manifestations of physical abuse. They also reported that among the preservice teachers involved in the study group, those studying Preschool Teacher Education took the class "Child Neglect and Abuse" as an elective course; however, those studying other fields (Classroom, Social Studies, and Turkish Language Teaching) did not receive any training in the subject. Pala (2011) noted that 91.2% of preservice teachers lacked education about child neglect and abuse.

Erol (2007) analyzed the level of awareness of physical abuse in teachers working in preschool institutions and argued that teachers were insufficient to detect child abuse symptoms. Accordingly, she recommended informing and training preschool teachers through central and local in-service training activities organized by the Ministry of National Education and Provincial Directorates of National Education. In a similar vein, Şahin and Taşar (2012) noted the necessity to initiate preventive actions through formal educational programs. They also argued that a new program suitable for Turkey had to be designed using foreign examples proven to be effective.

It is the primary prevention activities that should first be undertaken to prevent child abuse. Primary prevention activities are organized for students, parents, and school staff children interact with in school settings (Bolen, 2003). Teachers can recognize any difference better because they see children together with their peers. For example, an experienced teacher informed of child abuse takes care of any scar or bruise on a student's face or body and investigates what happened to him or her. Such a teacher can also observe changes in a student's behavior including withdrawal, unhappiness, malaise, lack of attention, aggression, bad temper, and poor school performance. A teacher observing any problem can create a suitable environment to allow a student to open up. Thus, this teacher can contribute to finding useful solutions for such students (Şahin and Beyazova, 2001). Teachers occupy crucial roles in educating parents of their students and other individuals to raise the society's awareness of child abuse (Şahin and Beyazova, 2001).

Tugay (2008) noted that 98.3% of teachers lacked training in the subject and thus, had to be informed of child neglect and abuse through in-service training. Such training for teachers will help raise not only teachers' awareness but also students' and parents' awareness. A teacher finding a chance for self-evaluation will take care not to hold an abusive position, unwittingly though. Thus, "child-friendly teachers" informed of the protection and non-violation of children's rights will act responsibly to safeguard their rights. Preservice teachers can be helped to become child-friendly teachers through preservice awareness-raising educational activities. Pala (2011) emphasizes that children spend most of their time with teachers after their family; therefore, teachers should be assisted in the issue of child neglect and abuse through preservice and in-service training as from their early education.

Can-Yaşar *et al.* (2014) recommend fostering teachers' awareness of child neglect and abuse through pre-service training activities. Pre-school teachers play major roles in preventing child neglect and abuse and promoting children's social and emotional development through daylong activities and training programs. There are information- and awareness-raising activities aiming to prevent child abuse and neglect; however, there is a lack of supportive educational programs specifically designed for emotional abuse.

### 1.1. Research Purpose

This study aims to analyze the effectiveness of the "Training Program to Promote Preservice Preschool Teachers' Knowledge and Awareness of Emotional Neglect and Abuse" developed to foster preservice preschool teachers' knowledge and awareness of emotional neglect and abuse and to help them become child-friendly teachers. In line with this main purpose, this study seeks an answer to the following sub-research problems.

### 1.2. Sub-Problems

1. Does the Training Program to Promote Preservice Preschool Teachers' Knowledge and Awareness of Emotional Neglect and Abuse have an effect on preservice teachers' knowledge and awareness of emotional neglect and abuse?
2. Does the Training Program to Promote Preservice Preschool Teachers' Knowledge and Awareness of Emotional Neglect and Abuse have a permanent effect on preservice teachers' knowledge and awareness of emotional neglect and abuse?

## 2. Methodology

This study analyzes the effect of the Training Program to Promote Preservice Preschool Teachers' Knowledge and Awareness of Emotional Neglect and Abuse. To this end, it employs a pre-test post-test control group design that requires measurement in control group and experimental groups before and after the training. The dependent variable of the study is "preservice preschool teachers' level of knowledge and awareness of emotional neglect/abuse" and the independent variable is "the Training Program to Promote Preservice Preschool Teachers' Knowledge and Awareness of Emotional Neglect and Abuse".

As noted by Karasar (2006); Pala (2011) the research design can be represented as follows:

Pre-test		Post-test		Retention Test	
EG	R	O1	X1	O3	O5
CG	R	O2		O4	

**EG:** Experimental group undergoing the Training Program to Promote Pre service Preschool Teachers' Knowledge and Awareness of Emotional Neglect/Abuse.

**CG:** Control group

**R:** Random sampling of subjects

**O1 and O3:** Pre-test and post-test scores of the experimental group (receiving the training) **O2 and O4:** Pre-test and post-test scores of the control group (not receiving the training)

**O5:** Retention test scores of the experimental group (receiving the training)

**X1:** The independent variable applied to the experimental group (the Training Program to Promote Preservice Preschool Teachers' Knowledge and Awareness of Emotional Neglect and Abuse)

The presence of pre-tests in a pre-test post-test control group design helps determine the level of pre-test similarity between groups and accordingly correct post-test results. In this model, pre-test and post-test results are combined to determine the extent to which "X" is effective (Karasar, 2006).

### 2.1. The Study Group for the Training Program to Promote Pre service Preschool Teachers' Knowledge and Awareness of Emotional Neglect and Abuse

This study uses the concepts training group and non-training group to refer to the study group instead of experimental and control groups due to ethical rules that should be considered in studies with people.

Among 153 pre service teachers in the study group, 120 pre service teachers willing to participate in the study were involved in the second phase of the study. 120 participants were equally divided into two groups (each involving 60 participants) to reflect a similar distribution of scores.

**Table-1.** Demographical Data of the Participants in the Study Group for the Training Program to Promote Pre service Preschool Teachers' Knowledge and Awareness of Emotional Neglect and Abuse

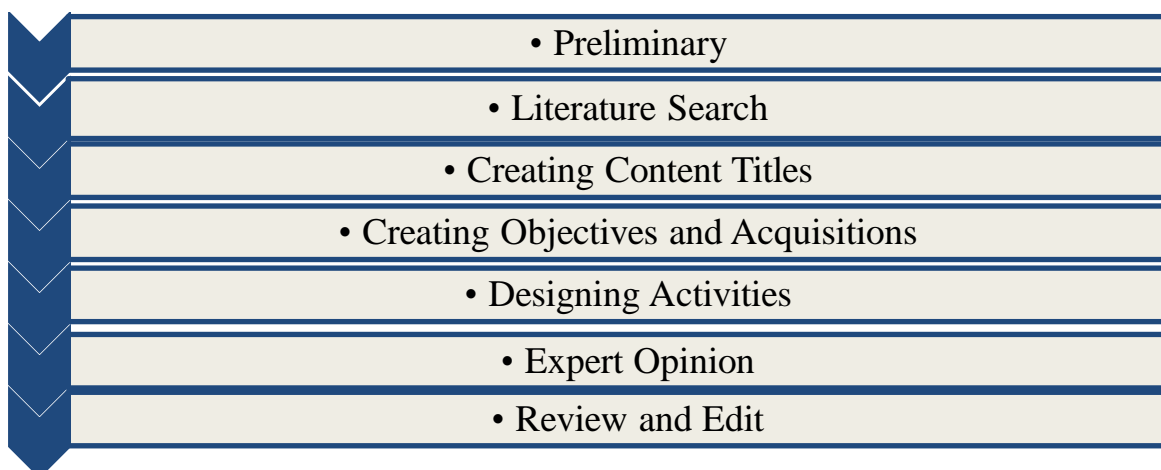
Variables	Subcategories	Training group *		Non-training group*	
		f	%	f	%
Sex	Female	51	85	49	81,6
	Male	9	15	11	18,4
Age	21 and under	44	78,3	50	83,3
	22	16	26,7	8	13,4
	23	-	-	2	3,3

As seen in Table, 85% participants in the training group are female and 15% are male. 81.6% participants in the non-training group are female and 18.3% are male.

Considering the age distribution of participants in the training group, 1.7% are 20 years old, 76.7% are 21, and 26.7% are 22. Considering the age distribution of participants in the non-training group, 3.3% are 20 years old, 80% are 21, 13.3% are 22, and 3.4% are 23.

### 2.2. Data Collection Tools

The data was using the "Knowledge and Awareness of Emotional Neglect/Abuse Scale (KAENS)". As a result of the exploratory factor analysis (EFA), the KAENS reached a structure consisting of 4 sub-scales and 38 items. This measurement tool was designed as vignettes (short scenarios). As a result of the varimax rotation, the Cronbach's alpha coefficients were calculated 0.82 for the total scale and 4 sub-scales



The training program employed in this study is designed to foster preservice preschool teachers' knowledge and awareness of emotional neglect and abuse they often encounter in daily life and in educational settings. Before the development of the program, a need analysis was conducted and preliminary data was collected to design activities based on preservice teachers' views. The research participants hold the view that current debate techniques they previously did not have the opportunity to implement would keep program involvement alive. The program primarily involves the most demanded active learning methods and techniques such as four corners, mock court, Socratic method, letter invitation, and speech circle. The training program aiming to promote preservice teachers' knowledge and awareness of emotional neglect and abuse involves 37 objectives and 169 acquisitions in total. After the program was presented to three child development and education specialists and one program

development specialist to deliver their opinions, it was given the final shape. The program was applied to three different groups through focus-group interviews for nine weeks. Each week’s session involves three activities and the average time allocated for each activity is 50 minutes. The program was applied to the participants in the training group (focus groups) for a period of two months.

### 3. Data Analysis

SPSS 20 software was used to analyze the data collected through the “Knowledge and Awareness of Emotional Neglect/Abuse Scale (KAENS)”. To determine the statistical method to be used for testing the effectiveness of the “Training Program to Promote Preservice Preschool Teachers’ Knowledge and Awareness of Emotional Neglect and Abuse”, the normality distributions were first examined. For this purpose, histograms with skewness-kurtosis values and normal distribution curve were drawn (Büyüköztürk, 2009). Considering the pre-test and post-test scores of the non-training group and the pre-test, post-test and retention test scores of the training group on the “Knowledge and Awareness of Emotional Neglect/Abuse Scale (KAENS)”, the skewness value ranges from -1.105 to -932 and the kurtosis value ranges from .862 to .360 for the non-training group; the skewness value ranges from -1.114 to -1.358 and the kurtosis value ranges from .378 to 1489 for the training group; and the skewness value is -873 and the kurtosis value is .107 for the retention test. The fact that these values are within the accepted range of -2 – +2 shows the normal distribution of the data (Büyüköztürk, 2009).

Parametric statistical methods were used assuming that the distribution is normal based on the skewness-kurtosis values. The independent samples t-test was performed to determine whether there is a difference in pre-test scores of the training and non-training groups on the “Knowledge and Awareness of Emotional Neglect/Abuse Scale (KAENS)”. In order to determine the difference in the pre-test and post-test scores of both the training and non-training groups, the “difference score” was calculated by subtracting the pre-test scores from the post-test scores to check the effect of the pre-test scores on the final test. The difference scores were compared using t-test.

The paired sample t-test was performed to analyze the pre-test, post-test and retention test scores of the participants in the training group. One-way ANOVA for repeated measures was used to statistically support the results in multiple comparisons. This technique tests whether there is a statically significant difference in the mean scores of two or multiple related measurement sets (Büyüköztürk, 2002). Prior to the analysis, the assumption of homogeneity of variances was tested. As the assumption was not met, the degree of freedom was adjusted by the epsilon value and ANOVA F values were used. The epsilon values were less than 0.75 [ $\epsilon < 0.75$ ]. Based on this conclusion, the results of the Bonferroni multiple comparison Post-test and Greenhouse-Geisser correction are included in the ANOVA table (Can, 2014).

### 4. Results and Discussion

The following results were found in the study investigating the effect of the Training Program to Promote Preservice Preschool Teachers’ Knowledge and Awareness of Emotional Neglect and Abuse:

- Tables show the t-test and ANOVA results of the mean pre-test, post-test and retention test scores obtained by the training and non-training groups on the “Knowledge and Awareness of Emotional Neglect/Abuse Scale (KAENS)”.

#### 4.1. The Results of the Pre-test Scores of the Participants in Training and Non-training Groups on the KAENS

This study seeks answer to the question “Is there a significant difference in the pre-test scores of the training and non-training groups on the “Knowledge and Awareness of Emotional Neglect/Abuse Scale (KAENS)” before the implementation of the Training Program to Promote Preservice Preschool Teachers’ Knowledge and Awareness of Emotional Neglect and Abuse.

The independent samples t-test was performed to compare the mean pre-test scores of training and non-training groups.

Table-2. Participant’s KAENS Pre-Test Scores

Sub-Scale	Group	N	$\bar{X}$	SS	sd	t	p
Rejection and Ignorance	Training	60	6,42	,512	118	1,351	,179
	Non-training	60	6,25	,856			
Humiliation and Witnessing the Child	Training	60	6,33	,508	118	1,916	,058
	Non-training	60	6,08	,856			
Isolation and Threatening	Training	60	5,85	,508	118	-,263	,793
	Non-training	60	5,89	,841			
Comparison and Discrimination	Training	60	6,03	,574	118	1,254	,212
	Non-training	60	5,87	,829			
KAENS Total	Training	60	6,15	,344	118	1,447	,151
	Non-training	60	6,01	,638			

p>.05

As seen Table 2, there is no statistically significant difference in the mean pre-test scores obtained by the training and non-training groups on the KAENS’ sub-scale RI [ $t(118)=1.351, p>.05$ ], the sub-scale HWC [ $t(118)=1.916, p>.05$ ], the sub-scale IT [ $t(118)=-.263, p>.05$ ], the sub-scale CD [ $t(118)=1.254, p>.05$ ], and the total KAENS [ $t(118)=1.447, p>.05$ ].

Considering the pre-test scores of the training and non-training groups on the total KAENS and the sub-scales, the mean scores of the participants in both groups are close. This result indicates that the participants in the training and non-training groups have similar traits before the implementation of the training program. In a pre-test post-test control group research designs, pre-test scores of experimental and control groups should be close

(Kaptan, 1998). The closeness of the pre-test scores of the experimental (training) and control (non-training) groups is important for the effectiveness of the training program.

The pre-test study identifies preservice teachers' knowledge and awareness of emotional neglect and abuse. As this study has no intention to give a comment on preservice teachers' current level of knowledge and awareness, it involves no indication that their level is low or high.

#### 4.2. The Results of the Effect of the Training Program to Promote Preservice Preschool Teachers' Knowledge and Awareness of Emotional Neglect and Abuse

This study seeks an answer to the question "Is there a significant difference in the pre-test and post-test scores of the training group on the KAENS after the implementation of the Training Program to Promote Preservice Preschool Teachers' Knowledge and Awareness of Emotional Neglect and Abuse. The comments on the effectiveness of the training program will be presented as a whole after the tables and figures.

The paired sample t-test was used to analyze whether there is a significant difference in the pre-test and post-test scores of the training group.

**Table-3.** Comparison of the Mean Pre-test and Post-test Scores of the Training Group on the KAENS

Sub-Scale	Group	N	$\bar{X}$	SS	sd	t	p
Rejection and Ignorance	Pre-test	60	6,42	,512	59	-7,165	,000
	Post-test	60	6,88	,174			
Humiliation and Witnessing the Child	Pre-test	60	6,33	,508	59	-7,123	,000
	Post-test	60	6,84	,188			
Isolation and Threatening	Pre-test	60	5,85	,508	59	-14,710	,000
	Post-test	60	6,81	,178			
Comparison and Discrimination	Pre-test	60	6,03	,574	59	-8,423	,000
	Post-test	60	6,74	,292			
KAENS Total	Pre-test	60	6,15	,344	59	-13,727	,000
	Post-test	60	6,82	,173			

p<,001

As seen in Table 3, there is a statistically significant difference in the mean scores obtained by the training group on the KAENS' sub-scale RI [ $t(59) = -7.165$ ,  $p < .001$ ], the sub-scale HWC [ $t(59) = -7.123$ ,  $p < .001$ ], the sub-scale IT alt [ $t(59) = -14.710$ ,  $p < .001$ ], the sub-scale CD [ $t(59) = -8.423$ ,  $p < .001$ ], and the total KAENS [ $t(59) = -13.727$ ,  $p < .001$ ]. The difference in the mean pre-test and post-test scores of the training group on the total KAENS and sub-scales was found significant for the post-test.

**Table-4.** Comparison of the Mean Pre-test and Post-test Scores of the Non-Training Group on the KAENS

Sub-Scale	Group	N	$\bar{X}$	SS	sd	t	p
Rejection and Ignorance	Pre-test	60	6,25	,856	59	-1,703	,094
	Post-test	60	6,41	,474			
Humiliation and Witnessing the Child	Pre-test	60	6,08	,890	59	,258	,798
	Post-test	60	6,05	,787			
Isolation and Threatening	Pre-test	60	5,89	,841	59	-,146	,884
	Post-test	60	5,91	,897			
Comparison and Discrimination	Pre-test	60	5,87	,829	59	,133	,895
	Post-test	60	5,86	,863			
KAENS Total	Pre-test	60	6,01	,638	59	-,398	,692
	Post-test	60	6,05	,528			

p>,05

As seen in Table 4, there is no statistically significant difference in the mean scores obtained by the non-training group on the KAENS' sub-scale RI [ $t(59) = -1.703$ ,  $p > .05$ ], the sub-scale HWC [ $t(59) = .258$ ,  $p > .05$ ], the sub-scale IT [ $t(59) = -.146$ ,  $p > .05$ ], the sub-scale CD [ $t(59) = .133$ ,  $p > .05$ ], and the total KAENS [ $t(59) = -.398$ ,  $p > .05$ ].

**Table-5.** Comparison of the Participants' Post-test Scores on the KAENS

Sub-Scale	Group	N	Mean dif.	SS	sd	t	p
Rejection and Ignorance	Training	60	0,46	,498	101,346	2,479	,015**
	Non-training	60	0,16	,766			
Humiliation and Witnessing the Child	Training	60	0,51	,504	118	3,680	,000*
	Non-training	60	-0,33	1,002			
Isolation and Threatening	Training	60	,958	,504	84,479	6,195	,000*
	Non-training	60	,020	1,059			
Comparison and Discrimination	Training	60	,710	,652	118	5,525	,000*
	Non-training	60	-0,13	,776			
KAENS Total	Training	60	,669	,377	94,110	6,492	,000*
	Non-training	60	,033	,657			

\*p<,001 \*\*p<,05

As seen in Table 5, there are statistically significant differences in the mean post-test scores obtained by the training and non-training groups on the KAENS' sub-scale RI [ $t(101.346)=2.479, p<.05$ ], the sub-scale HWC [ $t(118)=3.680, p<.001$ ], the sub-scale IT [ $t(84.479)=-6.195, p<.001$ ], the sub-scale CD [ $t(118)=5.525, p<.001$ ], and the total KAENS [ $t(94.110)=6.492, p<.001$ ]. These differences are in favor of the training group.

As seen in the Table, it is expected that the mean scores of the training group on the total KAENS and sub-scales are higher than those of the non-training group and this difference is significant in the total scale and sub-scales. According to the research findings, the participants in the training group obtained higher scores than those in the non-training group.

Thus, it seems that the "Training Program to Promote Preservice Preschool Teachers' Knowledge and Awareness of Emotional Neglect and Abuse" fosters the participants' knowledge and awareness of emotional neglect and abuse. The literature search indicates several studies reporting similar results. Hebert *et al.* (2001) administered a child sexual abuse prevention program to 133 children of first to third grades and found that children involved in the prevention program showed greater preventive knowledge and skills compared to children not participating. According to Ko and Merith (2001) high school students attending the school-based abuse prevention program showed a visible increase in the level of knowledge about abuse concepts. Peterson *et al.* (2003) reported that participants, after the child maltreatment prevention program reduced their use of spanking and violence towards children and lessened their unrealistic and dangerous beliefs about children by increasing their use of temperate discipline and skills. These results show that such preventive interventions have both cognitive (beliefs) and behavioral (spanking and violence) effects. Campbell and Wigglesworth (2005) argue that teachers can properly perform their role in detecting abuse only when they are equipped with the relevant skills. They highlight the importance of in-service training in child protection for teachers noting that teachers' knowledge of the indicators of child abuse was reasonably good after the training.

Walsh *et al.* (2005) reported that 93% of teachers received training in child abuse and after this training they assumed responsibility to report suspicions of child abuse although they did not feel confident of defining neglect and abuse. In a critical study on the impact of prevention programs, MacMillan *et al.* (2005) hold the view that prevention programs have positive outcomes but are not very effective in domestic physical abuse, neglect and crime. Their view disagrees with the results of this study. Sari (2010) reported a significant decrease in the potential abuse scores of the experimental group after the training. This result was associated with the effectiveness of the implemented training program.

The likelihood of child abuse and violence has declined significantly and these training activities are tremendously useful to children. Çeçen-Eroğul and Kaf-Hasırcı (2013) administered a sexual abuse prevention psychoeducation program to elementary school fourth-grade students and proved the effectiveness of the program through the higher scores of children attending program compared to those not attending. Uçar (2014) noted that the training program designed based on a cognitive process approach was effective in helping participants acquire the skill to prevent sexual abuse.

These research results comply with the present study that finds a positive change in the total KAENS and sub-scale scores after the training and indicates the effectiveness of the training program.

Preservice teachers' high level of participation in activities using the mock court and Socratic seminar techniques and their oral feedbacks have a considerable role in the effectiveness of the program. Among the main features of the training program, the balanced distribution of the activities seems to positively contribute to the active participation of preservice teachers in the program and to the effectiveness of the program. It is also an expected result that there is no visible difference between the pre-test and post-test scores of participants in the non-training group. This result was influenced by the fact that participants in the non-training group receive no training in or information on child abuse within the scope of their undergraduate education simultaneously with this experimental research.

#### 4.3. The Results of the Permanence of the Effectiveness of the Training Program to Promote Preservice Preschool Teachers' Knowledge and Awareness of Emotional Neglect and Abuse

Table-6. Comparison of the Post-test and Retention Tests Scores of the Training Group on the KAENS

Sub-Scale	Group	N	$\bar{X}$	SS	sd	t	p
Rejection and Ignorance	Post-test	60	6,88	,174	59	1,125	,265
	Retention	60	6,87	,171			
Humiliation and Witnessing the Child	Post-test	60	6,84	,188	59	,905	,369
	Retention	60	6,83	,216			
Isolation and Threatening	Post-test	60	6,81	,178	59	,173	,864
	Retention	60	6,81	,188			
Comparison and Discrimination	Post-test	60	6,74	,292	59	,565	,574
	Retention	60	6,73	,278			
KAENS Total	Post-test	60	6,82	,173	59	1,145	,257
	Retention	60	6,80	,160			

$p>.05$

As seen in Table 6, there is no statistically significant difference in the mean scores obtained by the training group on the KAENS' sub-scale RI [ $t(59)=1.125, p>.05$ ], the sub-scale HWC [ $t(59)=.905, p>.05$ ], the sub-scale IT [ $t(59)=.173, p>.05$ ], the sub-scale CD [ $t(59)=.565, p>.05$ ] the total KAENS [ $t(59)=1.145, p>.05$ ].

The results show that the effect of the program is retained. According to the results of the retention test performed four weeks after the post-test, the "Training Program to Promote Preservice Preschool Teachers' Knowledge and Awareness of Emotional Neglect and Abuse" administered to the training group has a permanent effect. The literature includes a limited volume of research on the retention of informative training in abuse. Leventhal (2001) investigated the effectiveness of preventive interventions and argued that parental programs

including home visits were useful for families due to their effects lasting for many years. Çeçen-Eroğul and Kaf-Hasırcı (2013) noted that the arising change was retained according to the follow-up study conducted eight weeks after the experimental program. These research results support the result of the present study indicating the permanent effect of the training program. The use of everyday life examples in the program seems to be influential the permanence of participants' increased level of knowledge and awareness.

**4.4. The ANOVA Results of the Effectiveness and Retention of the Training Program to Promote Preservice Preschool Teachers' Knowledge and Awareness of Emotional Neglect and Abuse**

Tables 7 and 8 show the results of one-way ANOVA for repeated measures as a more powerful statistical method used to statistically support t-test results for the multiple comparisons of the mean pre-test, post-test and retention test scores of the participants in the training group.

**Table-7.** Distribution of the Pre-Test, Post-Test, Retention Scores of the Training Group

Sub-Scale	Group	N	$\bar{X}$	SS
Rejection And Ignorance	Pre-test	60	6,42	,512
	Post-test	60	6,88	,174
	Retention	60	6,87	,171
Humiliation And Witnessing The Child	Pre-test	60	6,33	,508
	Post-test	60	6,84	,188
	Retention	60	6,83	,216
Isolation And Threatening	Pre-test	60	5,85	,508
	Post-test	60	6,81	,178
	Retention	60	6,81	,188
Comparison and Discrimination	Pre-test	60	6,03	,574
	Post-test	60	6,74	,292
	Retention	60	6,73	,278
KAENS Total	Pre-test	60	6,15	,344
	Post-test	60	6,82	,173
	Retention	60	6,80	,167

p>.05

**Table-8.** ANOVA Results of the Pre-Test, Post-Test, Retention Scores of the Training Group

Sub-Scale	Source	Sum of Square	sd	Mean square	F	p	Mean dif.*
Rejection And Ignorance	Conditions	8,548	59	,145			
	Subjects	8,286	1,036	7,998	46,726	,000	2-1, 3-1
	Error	10,463	61,127	,171			
	Total	27,297	121,163				
Humiliation and Witnessing the Child	Conditions	8,014	59	,136			
	Subjects	10,171	1,071	9,496	49,434	,000	2-1,3-1
	Error	12,140	63,193	,192			
	Total	30,325	123,264				
Isolation and Threatening	Conditions	8,121	59	,138			
	Subjects	36,609	1,119	32,722	194,158	,000	2-1,3-1
	Error	11,125	66,008	,169			
	Total	55,855	126,127				
Comparison and Discrimination	Conditions	11,901	59	,202			
	Subjects	19,657	1,235	15,922	67,441	,000	2-1,3-1
	Error	17,197	72,839	,236			
	Total	48,755	133,074				
Total	Conditions	4,744	59	0,080			
	Subjects	17,583	1,080	16,283	187,040	,000	2-1,3-1
	Error	5,546	63,711	0,047			
	Total	27,873	123,791				

1 Pre-test, 2 Post-test, 3 Retention

As seen Table 8, there is a significant difference in the mean pre-test, post-test and retention test scores of the training group on the KAENS' sub-scale RI (F=46.726; p<0.05). According to the results of Bonferroni multiple comparison post-test to determine from which test scores this difference stems, there is a significant difference between the mean pre-test and post-test scores and between the mean pre-test and retention test scores of the training group. However, there is no statistically significant difference between the mean post-test and retention scores.

There is also a significant difference between the mean pre-test, post-test and retention test scores of the training group on the KAENS' sub-scale HWC (F=49.434; p<0.05). The results of Bonferroni multiple comparison post-test indicate a significant difference between the mean pre-test and post-test scores and between the mean pre-test and retention test scores of the training group. However, there is no statistically significant difference between the mean post-test and retention scores.

There is also a significant difference between the mean pre-test, post-test and retention test scores of the training group on the KAENS' sub-scale IT (F=194.158; p<0.05). According to the results of Bonferroni multiple comparison post-test, there is a significant difference between the mean pre-test and post-test scores and between the mean pre-test and retention test scores of the training group. However, there is no statistically significant difference between the mean post-test and retention scores.

There is also a significant difference between the mean pre-test, post-test and retention test scores of the training group on the KAENS' sub-scale CD (F=67.441; p<0.05). The results of Bonferroni multiple comparison post-

test indicate a significant difference between the mean pre-test and post-test scores and between the mean pre-test and retention test scores of the training group. However, there is no statistically significant difference between the mean post-test and retention scores.

There is also a significant difference between the mean pre-test, post-test and retention test scores of the training group on the total KAENS ( $F=187.040$ ;  $p<0.05$ ). According to the results of Bonferroni multiple comparison, there is a significant difference between the mean pre-test and post-test scores and between the mean pre-test and retention test scores of the training group. However, there is no statistically significant difference between the mean post-test and retention scores.

As a result of the one-way ANOVA for repeated measures, a significant difference is expected in the mean pre-test, post-test and retention test scores of the training group. It is an expected result that this difference occurs between the mean pre-test and post-test scores and between the mean pre-test and retention test scores since it indicates that the Training Program to Promote Preservice Preschool Teachers' Knowledge and Awareness of Emotional Neglect and Abuse is effective and its effect is permanent. Accordingly, the aforesaid results of the total scale and sub-scales confirm that the Training Program to Promote Preservice Preschool Teachers' Knowledge and Awareness of Emotional Neglect and Abuse is effective and permanent.

## 5. Conclusion

This study conducted to analyze the effect of the Training Program to Promote Preservice Preschool Teachers' Knowledge and Awareness of Emotional Neglect and Abuse has found the following:

There is a significant difference in the mean pre-test scores of the training group and non-training group.

There is also a significant difference in the mean pre-test and post-test scores of the training group.

There is no significant difference in the mean pre-test and post-test scores of the non-training group.

There is a significant difference in the mean post-test scores of the training group and non-training group.

There is no significant difference in the mean post-test and retention test scores of the training group.

According to the results of one-way ANOVA for the multiple comparisons of the pre-test, post-test and retention test scores, there is no significant difference in the scores.

There is a significant difference in the pre-test, post-test and retention test scores of the training group on the total scale. According to the results of Bonferroni multiple comparison, there is a significant difference between the mean pre-test and post-test scores and between the mean pre-test and retention test scores of the training group. However, there is no statistically significant difference between the mean post-test and retention scores.

### 5.1. Suggestions

All in all, the study analyzing the effect of the Training Program to Promote Preservice Preschool Teachers' Knowledge and Awareness of Emotional Neglect and Abuse has found a post-training increase in the training group's level of knowledge and awareness compared to the non-training group. This results evidence the effectiveness of the training program administered to the training group. According to the results of the retention test conducted on the training group four weeks after the post-test, the training program seems to have a permanent effect.

The present study has revealed that preservice preschool teachers' knowledge and awareness of emotional neglect and abuse can be fostered through the training program. When preservice preschool teachers are aware of emotional neglect and abuse, it is a major step in preventing abuse at an early age. Accordingly, this study offers the following suggestions:

- The Training Program to Promote Preservice Preschool Teachers' Knowledge and Awareness of Emotional Neglect and Abuse can be provided to in-service teachers working in schools affiliated to the Ministry of National Education.
- The Training Program to Promote Preservice Preschool Teachers' Knowledge and Awareness of Emotional Neglect and Abuse can be introduced in faculties of education in universities. The training program can be generalized to preservice teachers of other branches besides preservice preschool teachers and administered within the scope of a course.
- This study uses a pre-test, post-test and retention test control group design and further research can employ a single group design.
- The Training Program to Promote Preservice Preschool Teachers' Knowledge and Awareness of Emotional Neglect and Abuse can be adapted for parents and further research can investigate the effect of the training program on parents.

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