Preventive Parental Methods against Sexual Abuse of Kindergarten Children from the Mothers' point of view

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Abstract

The study aimed to identify parental preventive methods against sexual abuse of kindergarten children from the Point OF View of Mothers, The study relied on the qualitative approach; Based on grounded theory, where information was collected using interviews and applied to a group of mothers of children were enrolled in kindergartens, included (22) mothers, The results showed the diversity of sources of information that mothers use to protect their children from sexual abuse, including reliable sources (Specialists in psychology or kindergartens; training courses in kindergartens) and scientifically unreliable sources (social networking sites and YouTube channels).

The results also revealed the diversity of practices used to protect children from sexual abuse, including discussion and dialogue, the use of stories; Use of videos It turns out that one of the most important ways to benefit from kindergarten activities is following up on the activities at home, Review the information with the child after he returns from kindergarten and evaluate the extent of his understanding of it. The results also revealed that the most important obstacles that hinder mothers from practicing preventive methods with their children Include (obstacles related to the mother's personality, obstacles related to the environment, and obstacles related to the child's personality).

Keywords: *preventive parental methods - sexual abuse - kindergarten child.*

Introduction

Childhood is one of the most important stages of development that a child goes through psychologically. It is the basis for building a personality, and it determines the main features and features that his personality will have in the future. Therefore, the child at this stage needs care and attention, and the fulfillment of his physical, psychological, and social demands and needs. In order to grow healthy, and free of psychological disorders and crises.

Despite the interest in children as the future of nations and peoples, the rights of the child affirmed by divine laws, international laws, and conventions were violated. Children are not spared from abuse of all kinds (physical, sexual, psychological...) in various countries, regions, and cultures of the world. (Soleimani and Boujmelin, 2017)

Sexual abuse is considered one of the most dangerous types of abuse to which a child is exposed. Therefore, it must be confronted and worked seriously to reduce it, because of its negative effects that extend to all stages of life, starting from childhood through adolescence, adulthood, and even old age. One of these effects is fear of the future. Low

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self-confidence: An internal conflict that leads to depression or obsessive-compulsive disorder. (Alimat, 2019)

You see (Abdul Rahman et al., 2022) that sexual abuse leaves a deep psychological impact on the child and negatively affects the building of his personality, especially if he does not find in the environment in which he lives sufficient support to protect him and overcome his ordeal, so a negative image of the self and others is formed, which makes him very sensitive and in need. To special treatment.

(Al-Kandari, 2019) indicates that a child who is exposed to sexual abuse may suffer from some psychological problems, behavioral problems, and educational problems, in addition to social problems. Therefore, families must be made aware of what sexual abuse is, its types, ways to prevent it, and provide support through appropriate awareness programs.

She believes (Sharaf and Ahmed, 2022) that the family has a fundamental and important role in protecting the child from sexual abuse by educating him in a simple and gradual manner appropriate to his level. However, parents are often ashamed to disclose to their children some important matters such as how to preserve and protect themselves; How to prevent anyone from touching him; Or get close to him.

Parents' lack of interest in sexual education for children as a result of their shyness to dialogue with their children, their ignorance of the appropriate way to communicate, or fear of the repercussions of sexual knowledge may actually expose children to danger, and from here comes the role of parents in sexual education for their children and its impact on many aspects, including the concept of The self of these children, their awareness and their attitudes towards sexual culture, which contributes to protecting children from sexual exploitation and abuse. (Al-Hamalawy, 2013).

Daro (1994) sees the importance of designing and implementing intervention plans in order to solve the problem of lack of knowledge and skills among parents, with the aim of increasing awareness and achieving good social standards for raising and educating children.

(Morgan, 2010) emphasizes the necessity of supporting and assisting families of children by providing educational awareness programs for these families that revolve around the principles and methods of providing sexual education to children, because when parents are unable to provide sexual information in a correct manner, children lack a credible source, which prompts them to search for Other sources to satisfy their need for knowledge on this subject, and the result is false information, which may lead to them falling prey to exploitation or sexual deviance.

Therefore, (Kashik, 2012) recommended the necessity of activating the role of partnership between the family and teachers in providing preventive educational programs, providing appropriate support, cooperation, and integration among them, and holding periodic meetings between teachers and families to discuss the best ways to teach their children the correct sexual matters, in order to reduce the phenomenon of abuse. Nationality.

The current research attempts to identify the preventive methods that parents use to protect their children from the risk of sexual abuse.

Study problem

The problem of sexual abuse in general, and of children in particular, is at the forefront of the attention of all institutions working in the field of children's rights around the world. Everyone agrees on the necessity of confronting these violations and fighting all their forms. Supporting and protecting the rights of children and young people has become the two basic principles of On which the universal system of rights is based The human being. (Al-Deeb, 2014).

The phenomenon of sexual abuse of children is considered one of the contemporary issues that has emerged globally in the past period, as it occurs in all societies, and in various social and economic classes, regardless of religion, race, or culture (Ahmed, 2018). International studies have revealed that 1 in 5 women ; And 1 in 13 men report childhood sexual abuse (WHO, 2022)

In the Kingdom of Saudi Arabia, the phenomenon of sexual abuse is considered one of the issues that has emerged on the scene and has been widely talked about in the past period, after it was one of the issues that was kept quiet about. Social developments and the technological revolution contributed to the exacerbation of this phenomenon until it emerged in amazing numbers. (Al-Ajlan, 2016, 212)

The study of (Al-Afifi et al., 2021) indicated that sexual assault on children represents 18% of the total incidents related to children, and the study indicated that in 53% of incidents the perpetrator is related to the child victim, and this requires protecting children and spreading awareness of sexual culture to maintain health. Psychology for future generations.

Statistics also indicate that one-third to half of the cases of victims are under the age of seven, and there are other statistics that indicate that the rate of harassment and abuse increases at the age of four years and at the age of 14-15 years. (Al-Hattat and Mahriya, 2021)

Given that the family is the basic unit in building society, parents must be prepared to carry out the task of sexual education for the child, and must realize the importance and seriousness of parental methods and practices in directing their children's behavior. However, mothers and fathers view them as thorny and embarrassing topics. (Al-Ashry and Al-Deeb, 2013)

The study (Al-Tayyar, 2015) emphasized the importance of the preventive and developmental role of the family through activating awareness and guidance programs and ways to use correct and positive educational methods to introduce the phenomenon of sexual abuse and its devastating effects, while working to meet and satisfy the child's needs, and providing a safe environment, especially in the stages of primary education.

The study (Al-Afifi et al., 2021) emphasizes the importance of providing children with some information that helps him distinguish between right and wrong, and informs him of the sensitive and prohibited areas of his body that no one is allowed to touch or reveal, and thus we help protect them from sexual abuse and harassment.

She believes (Al-Hattat and Mahriya, 2021) that pre-school children are able to learn concepts related to sexual abuse and personal safety by providing practical and sensory activities using cognitive-behavioral methods such as modeling and role-playing, and these activities are used as an early preventive method to protect the child from the risk of sexual abuse. In addition to the need to provide appropriate programs to guide and educate parents about the culture and sexual development of the child in order to protect him and prevent abuse.

(Al-Sayed, 2005) emphasizes that protecting our children from sexual abuse begins in the family, where directed education and correct information, both of which will only take place in an intimate atmosphere of friendship with the child, giving him self-confidence, and making him feel safe to ask, know, and discuss all topics with his parents. This is in contrast to the special times that the father and mother must allocate separately for each child, so that each of them can talk to him about his fears and problems without barriers.

The World Health Organization (WHO, 2022) has emphasized the need to protect children from abuse by providing effective programs that support parents and teach them the positive skills necessary to raise and care for children. These programs include educating parents, often in groups, to improve their child-rearing and care skills, improve

their knowledge in child development, and encourage them to adopt positive child management strategies; In addition, nurses visit parents and children in their homes in order to support, educate, and provide them with the necessary information.

The study (Al-Khalifa and Al-Otaibi, 2020) indicated that 85.7% of mothers did not attend any training courses or lectures in the field of raising their awareness of topics related to sexual abuse and that 49.6% of mothers would like to attend but do not know where to find such courses or lectures.

From the above, it is clear that the phenomenon of sexual abuse is widespread and its danger to our children. Therefore, it is necessary to confront it and develop appropriate solutions to reduce it, provided that this begins in the family and at an early age to reduce it.

Study questions

The problem of the current study is determined by answering the following main question:

What are the preventive parental methods against sexual abuse of kindergarten children from the point of view of mothers?

The following questions arise from it.

1. What are the sources of information that mothers use to protect their children from sexual abuse?

2. What practices does a mother practice to protect her children from sexual abuse?

3. How does the mother benefit from relevant kindergarten activities in protecting children from sexual abuse?

4. What are the obstacles that prevent mothers from practicing preventive methods with their children from sexual abuse?

Study objectives

The current study aims to:

1. Identify the sources of information that mothers use to protect their children from sexual abuse

2. Identifying parental methods to prevent sexual abuse from the mothers' point of view

3. Disclose the practices you practice ensuring that the child benefits from the relevant kindergarten activities.

4. Conclude the obstacles that hinder mothers from practicing preventive methods against sexual abuse with their children.

Study significance

• The study derives its importance from the importance of the age group it addresses, which is the early childhood stage, because of its importance in building and shaping the personality and achieving psychological health for the individual and society.

• Highlighting the phenomenon of sexual abuse

• Arab studies - as far as the researchers know - lack studies clarifying the preventive methods used by parents to reduce child sexual abuse.

• The results of the current study can contribute to drawing the attention of those responsible for raising children to the role of the preventive approach in protecting children from sexual abuse.

- Providing parents and those raising the child with the best appropriate methods to protect the child from sexual abuse.

- The results of the study may contribute to building counseling and treatment programs that may contribute to reducing the spread of the phenomenon of sexual abuse.

Study limits

- Objective limitations: Objective limits were determined by preventive parental methods - sexual abuse - kindergarten children - mothers

- Human limitations: The current study was limited to mothers of government kindergarten children.

- Locational limitations: Kingdom of Saudi Arabia.

- Time limitations: The study tool was applied during the first semester of the year 2022.

Terminology of study

Sexual abuse

It is defined procedurally as the involvement of a child in sexual activities that he does not fully understand, is not developmentally prepared for, is unable to express his rejection or acceptance, and is in violation of the laws and culturally, morally, religiously, and socially unacceptable, and may cause physical, psychological, or social harm.

Preventive parenting methods

These are the preventive methods and practices that parents use with the aim of modifying children's behavior and instilling preventive behavioral, cognitive, and emotional patterns to protect children from exposure to sexual abuse.

Theoretical framework

First: The concept of sexual abuse

There are many definitions of sexual abuse of children, according to the psychological, social, and legal points of view, and they all agree that sexual abuse is the involvement of a child in a sexual act that he is not aware, and of which he is unable to give consent, with an adult or a child older than him, and the goal is to satisfy the requirements of the aggressor. It is a moral and legally criminal act. Below are some of these definitions:

(Al-Behairi et al., 1994) defines the term sexual abuse as the use of children in sexual activities that they do not fully understand and cannot consent to, and that violate generally accepted cultural rules. The aggressor is usually known to the victim, as he is a relative or a family member.

It is a sexual act imposed on a child who has a lack of cognitive and emotional development and maturity, and it means the ability of an adult to entice the child into a sexual relationship based on the difference in age and strength between the aggressor and the victim, as the aggressor is older than the victim in age, and is distinguished by the difference in age and strength between the aggressor and the victim. With authority and force so that the aggressor can subdue and force the child to submit sexually to him (Al-Qawasmi, 2012)

(Al-Hazmi, 2019) defines sexual abuse as exposing a child to any sexual activity or behavior by another person with the aim of achieving sexual satisfaction or desire.

It is usually between two unequal people, where the child is exposed to an attack by someone for the purpose of satisfying his sexual desires, and the child is in a state of

inability to defend himself, which puts him in a state of terror and fright, and he also becomes ashamed. From expressing and disclosing to his parents what happened for fear of blaming him and reprimanding him further. The problem is complex. (Sharaf and Ahmed, 2022)

It is a form of physical violence that causes harm to those on whom it falls and appears in various forms, including direct verbal hints or hints through signs and movements with sexual gestures or touch. (Muhammad and Al-Sabwa, 2019)

Second: Models and theories explaining sexual abuse

1. Finkelhor precondition model

The model specified four conditions for abuse to occur: A. Availability of motivation for sexual abuse, 2. Failure to overcome internal stimuli such as self-control and impulse control, exposure to stress, and impulsive disorders, or due to social tolerance for sexually harmful behavior, 3. Overcoming external environmental stimuli. Among the environmental conditions that contribute to abuse is the presence of a child. On its own, emotional distance between the child and the parents, poor parental supervision, 4Overcoming the child's resistance occurs once the child is motivated to engage in abuse such as giving the child gifts, lack of knowledge about sexual matters, or using threats and violence.

(Ward, Polaschek, & Beech, 2008) (Ward & Hudson, 2001)

2. The psychoanalytic approach

Freud believes that the individual is always in conflict between his various motives; (Between what he wants and motives that are not accepted by the group) He considered that sexual behavior is the basis of the individual's vital energy and this energy is what lies behind every behavior he performs. The individual enjoys psychological health when the ego is strong and able to achieve harmony between the demands of the id and the superego and controls that. Education and the external environment. However, if the ego is weak, there is a possibility that the id will control aspects of the personality and thus the personality will be deviant. Freud also indicated that society has a strong influence and is the reason for the occurrence of many deviations and psychological diseases. (Mahmoud, 2019)

3. Hall and Hirschman Quadripartite model

The model focused on four main factors that lead to the occurrence of sexual abuse, which are: physiological factors, which are the main motivation for abuse, cognitive factors, which include cognitive distortions represented by justifying the abusive behavior and that sexual abuse of children is acceptable, blaming the victims, factors related to lack of control, lack of emotional regulation, Which leads to problem behaviors, excessive use of sex to cope with negative emotions such as anger, anxiety, depression, and personal factors resulting from painful experiences in childhood, which are socialization, poverty, and anti-social behavior (Ward, Polaschek, & Beech, 2008).

4. Marshall and Barbaree integrated theory

The integrative theory explained child sexual abuse as being due to factors related to insecure childhood development, poor family upbringing, distrust of others, low self-esteem, and fear of expressing feelings, which form ideas that sex with children is normal, and that traumatic childhood experiences lead to a deficit in developing skills. The social necessity to develop or maintain friendly relations between individuals. For the abuser, abuse relieves him of psychological tension, increases the feeling of control, and increases his self-esteem and feelings of masculinity. (Ahmed, 2018)

Third: Protecting children from sexual abuse

Under the concept of protection, there are many terms and skills that should be developed in the child: the difference between safe and unsafe touch, body image in children, secrets in the light of child protection, feelings and warning signs to protect the child, risk-taking, and decision-making. Beware of temptation and threats. The World Health Organization has added a number of skills, which are: the skills of distinguishing, processing, and regulating emotions, the skill of dealing with anxiety, and the skills of distinguishing and changing incorrect concepts. Problem-solving skills. (Al-Jaafra, 2018)

Fourth: Preventive methods to protect children from sexual abuse

(Al-Damour, 2011) identified preventive methods to protect children from sexual abuse in:

•	Building bridges of mutual trust with the child and listening carefully to what concerns and worries him.

•	Educate the child sexually so that he becomes aware that there are parts of his body that no one should see or touch.

•	Cooperating with the kindergarten and school in educating the child to prevent sexual abuse.

Al-Hazmi (2019) believes that one of the most important preventive methods to protect against sexual abuse is:

•	Educating families about the danger of sexual abuse against children, and its impact on their psychological, social, and health conditions, by organizing courses, seminars, and lectures for parents.

•	Encouraging dialogue between family members, which encourages opening the way for dialogue and discussing with children what is going on inside them and identifying their problems.

•	Intensifying awareness campaigns through the media, social media, neighborhood centers, summer clubs, and school activities, which aim to educate parents and children and raise their sexual awareness in a way that suits the characteristics of the age stage.

Fifth: Programs for protection from sexual abuse

Many protection and prevention programs have been developed in recent years. Among the goals of preventive programs to protect against sexual abuse are the following:

1- Teaching children how to avoid sexual abuse.

2- Encouraging children to report cases of abuse to which they may be exposed.

3. Providing children with the necessary skills, information, and knowledge, such as providing information about the difference between safe and unsafe touches.

4- Identifying children's private and sensitive body parts.

5- Teaching children how to behave if they are exposed to an unsafe situation. (Al-Jaafra, 2018)

Methodology

The qualitative approach was used to collect data for this study because it produces in-depth information that leads to a greater understanding of social phenomena. (Creswell, 1998) Grounded theory was used in collecting data due to its suitability to answer the study questions. The theoretical perspective on which this theory was founded

emphasizes constructivism. An important premise of constructivism is that individuals are viewed as active agents who acquire knowledge about the world through experiences with their environments (Crotty, 1988). Constructivism aligns well with agent-action theory (Melinda & Mary, 2011).

Expected challenges.

At the beginning of the research idea, the biggest challenge was in the mothers' consent to conduct interviews, especially on a topic such as sexual abuse, as well as the challenge of the element of familiarity, which is considered the basic condition for the emergence of the largest amount of data, and the element of their permission to record the interviews. These challenges were faced by defining the importance of the topic and the role of scientific research in serving society, and regarding familiarity, a good friendly, and professional relationship was built through hosting and visits as well as individual communication. A few participants also had a good relationship with the two researchers, and this helped to break the barrier between the two researchers and the mothers. It was also an initial experience for the two researchers who applied qualitative research. The knowledge was theoretical knowledge, so the fear was whether it would be enough to arm yourself with this amount of theory in conducting interviews and coding data. In all, the challenge was whether using qualitative tools to collect data comparable to what quantitative tools might collect for such a phenomenon.

The biggest and most unusual challenge is setting aside assumptions and driving data through what mothers say.

Study tool

The interview tool was used through open and closed questions. Individual and group interviews were also combined with the participants, and this was according to the participants' desire. Note that the number of individual interviews was more than the group interviews, as the group interview was to answer the third question only. The group interview lasted an hour, while the individual interviews were 20. one minute.

Data analysis

To analyze parental practices to prevent sexual abuse, the primary objectives of data collection were to identify categories within the data, to determine the dimensions of these categories, and how the categories relate to each other (Strauss & Corbin, 1998). Comparisons were made during the data collection process and during the data analysis process to further verify the coding process.

Coding procedures

According to the grounded theory, the coding procedures were divided in a gradual manner, and each coding stage depended on the results of the previous coding stage and were used respectively: open coding, axial coding, and selective coding. In open coding, the data collected from the participants were divided into detailed units, that is, deriving concepts from the data collected inductively from the participants, and giving them meanings and connotations by referring to the participants' interview texts and the notes that were recorded during the interview, and making a comparison of the similarities and differences in the concepts and connotations that The two researchers found it. Concepts and meaning units that were conceptually similar were extracted and grouped into more abstract concepts or classifications, and a label was assigned to each category, and also to each subcategory, so that the characteristics and dimensions of each could be explored during axial coding.

In the axial coding stage, more general main categories were set by classifying the data under them as categories. Axial coding led to tentative hypotheses that were further reiterated.

Selective coding is the process of merging and purifying categories into a larger theoretical scheme. Once the initial set of categories was identified and the relationships among them were explored, the single category that represented the central phenomenon of interest was explored, and the central category had to determine the focus of the study. Strauss and Corbin (1998) point out that the central category must have explanatory power, that is, it must be able to pull all the other categories together to form a complete explanation. It became clear from an in-depth examination of the data that preventive parental practices in their entirety arise from a variety of sources that are supported by kindergarten activities and that their effectiveness is reduced by obstacles. Therefore, the diversity and selection of preventive parental practices is considered the selective category, which gives an integrated perspective on the practices and what they will lead to in light of this process of balancing between the sources of practices. And the activities that enhance it in kindergarten and among the multiple obstacles.

Credibility

To verify credibility, conducting and recording the appetizers took turns between the two researchers. After completing the final draft of the results, four participants were asked to read it, and their comments were considered regarding refining the results.

Participants

The participants are mothers of kindergarten children whose educational level is not less than high school. They were chosen randomly. A request for participation was sent to (60 mothers), explaining the objectives of the study and the ethics of the research followed, in addition to the means of communication with the research team. The number of (22 mothers) responded with approval. They have a boy or girl in kindergarten, and their written consent has been obtained. They are mothers interested in raising children in general, with a focus on correct sexual education.

Study results and discussion

The first question: What are the sources of information that mothers use to protect their children from sexual abuse?

The data showed that the sources of information that mothers benefited from can be divided into reliable sources and scientifically unreliable sources, as all mothers agreed that social networking sites and YouTube channels helped them obtain simplified and in-depth information in general, without worrying about the validity of this information, which is one of the reasons. Specialists or official channels, except for 12 mothers. One of the most important criteria for obtaining information was that it be from specialists in psychology or kindergartens, such as Dr. Sarah Abdel Karim or Dr. Jassim Al-Mutawa. Also, Umm Rusayl, Umm Muhammad, and Umm Hanadi, their sources of information were an in-person training course from which they benefited greatly, as Umm Hanadi mentions that the course is important and the trainer explained the method of protecting children from sexual abuse, while Umm Rusayl mentions that when she attended the course she benefited more from dialogue. Individually the trainer about how to talk to her daughter about how to protect herself from sexual abuse.

As for Umm Ahmed and Umm Salem, their sources of information were diverse, but they only benefited from a meeting with parents in their children's kindergarten, which included a lecture on sexual abuse and how to protect children from it, in addition to communicating individually with the kindergarten teacher, A. Fatima

Where Umm Ahmed mentions that A. Fatima made it easy for her to talk to her son Ahmed about sexual abuse because it was an embarrassing topic.

Where Umm Layan mentioned, "My concern was knowing how to talk to my child about this embarrassing topic," and Umm Ali confirms, "The most important thing I was wondering about was how he would understand me if I talked to him."

From here we conclude the diversity of sources between electronic and traditional, as well as between scientifically reliable and unreliable sources.

It can be limited to (social media - training courses - kindergarten teachers - individual consultations - awareness lectures through parents' councils).

This result is consistent with the study (Al-Ajlan, 2016), which emphasized the importance of providing guidance programs to reduce the phenomenon of abuse and organizing training courses for children's families to raise their awareness about the issue, and when children are exposed to harassment, they should be psychologically and socially rehabilitated through specific programs.

The study (Al-Deeb 2007) emphasized the necessity of educating mothers and conveying information to families to prevent sexual assault and harassment through scientific educational programs that provide information in a simplified manner, along with distributing brochures to mothers and fathers to educate children about correct behaviors and behaviors that are rejected religiously, morally, and socially.

The results of the current study are also consistent with the study of (Al-Tayyar, 2015), the interest in schools organizing developmental, preventive, and therapeutic programs for families to confront behavioral problems, especially sexual harassment, and informing parents of appropriate educational methods to deal with the requirements of children's physiological, psychological, and social stages of development, with the need for the school and family environment to be an environment Safe for children, especially in the early stages of education.

The results of the study (Sassi, Belhaj, 2017) are consistent with the results of the current study, as it emphasized the necessity of activating the role of visual educational media to increase the awareness of families and individuals about the phenomenon of sexual abuse, while holding educational meetings in schools to clarify how to deal with this phenomenon and take proper measures regarding it, in addition to the necessity Educating families about the indicators of children's exposure to abuse so that they can be observed in the child if he is exposed to it. Al-Hamalawy (2013) stresses the need to increase mothers' awareness of some sound sexual information, experiences, and attitudes in a correct manner and in a way that is commensurate with the child's awareness, provided that this information is provided in accordance with moral and religious values. Social education aims to educate the child sexually, achieve psychological compatibility, and make him able to protect himself from the risk of being exposed to sexual abuse. She believes (Morgan, 2010) that families of children need support and assistance in providing sexual education programs for their children, which doubles the responsibility of educational institutions in providing educational awareness programs for these families that revolve around the principles and methods of providing sexual education to children, because when parents are unable to provide sexual information in a Correct. Children lack a credible source, which prompts them to search for other sources to satisfy their need for knowledge on this subject. The result is false information, which may lead to them falling prey to exploitation or sexual deviance.

The results of the current study are consistent with the results of the study (Al Saad, 2022), which concluded the effective role of social media in informing families of the dangers of child sexual harassment through awareness campaigns that clarify some preventive measures to protect children from the dangers.

The second question: What practices does a mother practice to protect her children from sexual abuse?

Data analysis showed the multiplicity and diversity of the mother's protective practices with her child with the aim of preventing his exposure to sexual abuse.

It was noted that mothers do not rely on only one practice, but rather have a variety of practices.

Among these practices were repeated by all mothers according to the following order:

 1- It is discussion and dialogue in private with the child, while Elaf's mother says (to talk to her with her sisters so that the guidance is for everyone)

As for Umm Salem and Umm Nasser, they indicated that they do not use conversation with their children, but rather ask the father to do so, while Umm Huda says, "I talk to her sisters, and they teach her. Only my sisters taught me."

Everyone agreed that it was a calm conversation, without intimidation or threats, and in a polite manner, without going into many details.

As for Batal's mother, she says, "I teach him even the vulgar, colloquial words that he might hear, and I teach him that their meaning is shin," and Rima's mother says, "When I talk to her, my facial expressions are disgusted by the topic, to frighten her and increase her attention."

2- Using the story and giving examples:

Data analysis showed that mothers do not use the direct method of speaking, but rather give proverbs or tell a story where Umm Hanadi says (I tell him, I saw our neighbor's boy had such-and-such...) and Umm Soha adds that she tells her a story (There was a girl who went with A man they did not know, and she did not hear what her mother said.)

3- Using video clips from TV:

Data analysis showed that several mothers benefited from YouTube clips, which are shown to children and then discussed and debated with them about their content. Among these videos is what Umm Ahmed refers to (the video "Don't Touch Me" explained and clarified everything. I just told him, "Do you understand it or not?")

As Umm Rasil says, "Spacetoon Channel showed the clip Don't Touch Me, and it was an opportunity for me to talk to her."

4- Use of drawing and colors:

Data analysis also showed that a small number of mothers used drawing and drawing with their children to prevent exposure to sexual abuse, as Lama's mother mentioned: "I drew her body and colored red in the wrong places so that no one could see it." Umm Faisal mentions: "Drawing and coloring made it easy for him to explain the places that were forbidden to be touched."

5- Asking for help from others: This is what the data showed in Practice No. (1), where the mother asks the father or brothers to either talk to the child or participate with the mother in raising awareness about preventing sexual abuse.

We conclude from this that there are multiple parental practices to prevent their children from being exposed to sexual abuse, with everyone participating in using more than one practice. There is no doubt that diversity in practices is better, and this is consistent with taking into account the individual differences of the mother and the child as well.

Hence, we notice the keenness of mothers to protect their children from sexual abuse through general information, most of which deals with correct and incorrect touch only, without addressing some of the vulgar words that the child may hear except for Umm Battal, as mentioned previously.

There is also a weakness in teaching a child what to do if he is exposed to sexual abuse in detail. Umm Ahmed only touched on that, saying, "The most important thing to me is

screaming, running away, and threatening him with the police, but don't teach people, but I taught me."

As for raising the child's awareness of his private body parts and preserving them, only Umm Lama addressed it, saying, "First, I must teach him his body parts, then the private parts and how to maintain them."

The results of the current study are consistent with the study (Ali, 2019), which sees the necessity of exploiting the means that have the most influence on the child, such as stories, games, and drawings, in educating the child, while encouraging the child to dialogue, express opinions, discuss, and welcome the child's inquiries related to the sexual aspect, while emphasizing the role of the kindergarten in preparing evidence. An illustrated guide to raise awareness of health and sexual aspects, such as (My body is mine, safe and unsafe touches, ...)

The study (Abu Zaid, 2019) confirmed that all printed and read educational media (picture books - comic stories), visual and audio educational media (children's theater - songs and chants), technological educational media (computer programs), and recreational educational media (playing) is the most common media. Educational information is appropriate to introduce preschool children to the phenomenon of sexual harassment and its risks.

(Al-Adari, 2018) emphasizes the importance of educating the child about his right to be safe, and to know the correct and incorrect forms of touch, in addition to teaching the child training skills such as the skill of escaping and dealing with the perpetrator.

Question Three: How does the mother benefit from kindergarten activities related to protecting children from sexual abuse?

Data analysis showed that the mother's benefit from kindergarten activities related to protecting children from sexual abuse can be summarized as follows:

1. Follow up on the activities at home and discuss them before discussing them with the kindergarten teacher.

2. Review the information with the child after he returns from kindergarten evaluate the extent of his understanding and expand his awareness.

3. Ensure that the child attends these activities and does not miss them due to their importance.

4. Communicate with the class teacher thank her through the WhatsApp group and ask her to contact the mother if she notices any behavior in the children.

We conclude from this that the mothers' benefit from the relevant kindergarten activities came in terms of following up and reviewing the information provided in the kindergarten's activities without benefiting from the partnerships between the kindergarten and the mother, as well as the role of the kindergarten in educating the mother through seminars and meetings, except for Umm Ahmed and Umm Salem who emphasized the importance of activating guardians' councils. Things to raise family awareness.

The results of the current study are consistent with the results of the study (Al-Hatta and Mahriya, 2021), which emphasized the importance of providing practical and sensory activities to teach the concepts of sexual abuse, with the importance of using cognitive methods (modeling and role-playing) as early preventive methods to protect the child and maintain his personal safety, with a focus on It is necessary to provide useful programs for families, such as (parental guidance programs, individual and group therapy programs, programs to provide children with personal safety skills, and appropriate sexual education programs for pre-school children).

The results of the current study are consistent with the results of the study of Sule et al (2015), which emphasized the importance of kindergarten in providing appropriate and purposeful educational programs to educate children and parents about the dangers of sexual abuse and the rules related to preventing sexual abuse in all its forms.

The study (Alimat, 2019) emphasized the importance of preventive programs provided to the child and the family, in addition to the importance of providing educational and awareness lectures to children, activating family participation and parental care programs, and providing specialized training guides on ways to protect children from sexual abuse.

Question Four: What are the obstacles that prevent mothers from practicing preventive methods with their children from sexual abuse?

Data analysis showed that the obstacles can be divided into a number of categories that are linked by a relationship and all of these obstacles cause weakness in the role of the mother, especially if they are combined. These obstacles are divided into:

Mother character	Environmental	Child's character
One of the most important of these factors is the way of thinking, as some mothers had the wrong thinking that, as Umm Faisal states, "This talk opens the child's mind to ruin."	Lack of training courses where required or rare (I wish there were distance courses)	The most important of which is the child's lack of trust in his mother.
As Umm Nasser says, "It is impossible to explain to my son because this opens his brain to corruption."	Inappropriate meeting times with the kindergarten and attending mothers' councils.	This is a problem, as Hanadi's mother says, "If my daughter does not trust me, she will not teach me anything."
As for Umm Lama (our family did not teach us, and I raised my daughter to be modest).	There is no support from society, as Rama's mother says, "You improve your child and others ruin him."	Fear and loss of a sense of security, especially if there is a threat during awareness-raising, as Umm Ahmed mentions (If the mother does not reassure her child, he will not talk to her and will continue to suffer alone).
In addition to the mother's lack of interest in raising awareness to prevent sexual abuse, she neglected to think that this was the role of kindergarten and school.	Weak relationship and interaction between the family and the kindergarten	
	There is also the weakness of the media in raising awareness, especially with technological openness.	The child also does not feel that there is a problem or that this sexual abuse is normal, especially if it is from an elder close to him.
Likewise, some mothers feel ashamed and embarrassed, as Renad's mother says, "It is impossible for me to talk to my daughter, where is school? Embarrassment, embarrassment."	Where Umm Rayan says (the media is destroying and we are building).	Umm Salem says: "The child does not know that these behaviors are wrong and that he must be informed."
Some mothers believe that this is the role of the father, especially if he has a boy and not a girl.	One of the reasons for the environment is the mother's distance from her child, for example, a divorced woman or a working woman who only meets with her child one day a week.	The presence of a threat to the child if he reports the person who sexually abuses him.
	Weak cooperation between the mother and father, as Umm Sultan says (what is the benefit of the mother teaching when the father is sabotaging, or at least he laughs at the mother because she is teaching him)	

From here we conclude that the obstacles are multiple and intertwined. There are mothers who suffer from personal obstacles that are due to the components of the mother's

personality, such as thinking and feelings, as well as to the environment, in addition to the factors that are due to the child's personality and his interaction with the environment.

This is consistent with the study (Opera et al, 2010), which emphasized the importance of the mother's role in educating the child about sexual matters to enable them to protect their children from being exposed to the risk of sexual assault or exploitation.

. Walker & Jan, 2006. Educating the child contributes to developing self-confidence in speaking and expressing feelings and forming a positive self-concept. It contributes to developing children's ability to protect themselves from sexual abuse and encourages them to seek help and support when needed.

Scholes et al, 2012)) Sexual education for children contributes to teaching children the concepts of personal safety, acquiring knowledge and skills that help avoid sexual abuse, and their ability to make decisions that help them protect themselves from abuse and harassment.

The results of the current study are consistent with the results of the study (Al-Hamalawy, 2013), which emphasized the importance of educating mothers through guidance programs, which include information and cognitive facts that contribute to modifying their attitudes and ideas about educating children in order to protect them from the risk of sexual abuse and harassment. The guidance program has contributed through lecture techniques. Discussing and refuting illogical ideas to modify mothers' attitudes and stimulate their motivation to learn about ways to protect children from the danger of sexual exploitation, especially after the spread of incidents that sexually abused children. The guidance program provided some helpful means such as cartoon films and picture dictionaries that teach children how to protect themselves from Sexual abuse.

The study (Al-Afifi, 2021) confirms that some parents do not discuss information related to sexual education with their children because of isolation sometimes, or because of religious and moral considerations, or because of shyness, or they refuse to discuss it because of traditions, customs, and values, and others because they are ignorant of the information or do not have the skill to communicate it. Providing information in the correct and timely manner, contributed to the spread of sexual abuse and harassment.
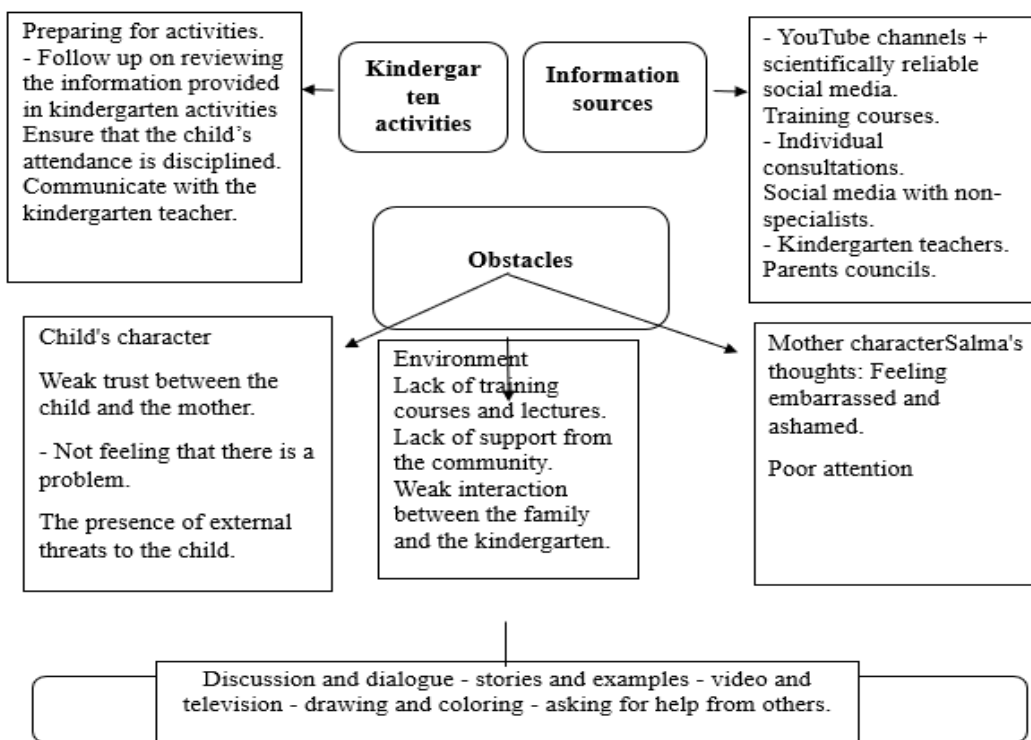
Summary of results

1. The diversity of sources of information that mothers use to protect their children from sexual abuse, including reliable sources (psychology or kindergarten specialists; training courses in kindergartens) and scientifically unreliable sources (social media sites and YouTube channels).

2. The diversity of practices used to protect children from sexual abuse, including discussion and dialogue; Using stories and giving examples; And videos, using drawing and colors, asking for help from others.

3. One of the most important ways to benefit from kindergarten activities is following up on the activities at home and discussing them with the child. Reviewing the information with the child after he returns from kindergarten and evaluating the extent of his understanding of it.

4. The most important obstacles that hinder the mother from practicing preventive methods with her children, including (obstacles related to the mother's personality, obstacles related to the environment, obstacles related to the child's personality)

Recommendations

 study recommend:

•   Family awareness of the importance of positive parental treatment methods and providing the appropriate environment because of its significant impact in protecting the child from sexual abuse.

•   Developing kindergarten curricula and including various concepts and skills to protect children from sexual abuse in a way that suits the changes and challenges of the current era.

•   Holding educational seminars and training courses on the importance of following positive preventive methods in dealing with children, which in turn is reflected in them.

•   The need for educational institutions and the media to pay attention to their role in disseminating mechanisms to protect children from sexual abuse.

Suggestions

•   A proposed vision for including the concepts of sexual abuse in kindergarten curricula.

•   A counseling program for mothers to develop skills to protect kindergarten children from sexual abuse.

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