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Exploratory factor analysis and psychometric evaluation of the Teachers Reporting Attitude Scale for Child Sexual Abuse.

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Exploratory Factor Analysis of the Teachers Reporting Attitude Scale for Child Sexual

Abuse

Abstract

This paper presents an evaluation of an instrument to measure teachers' attitudes towards reporting child sexual abuse and discusses the instrument's merit for research into reporting practice. Based on responses from 444 Australian teachers, the *Teachers' Reporting Attitude Scale for Child Sexual Abuse* (TRAS - CSA) was evaluated using exploratory factor analysis. The scale isolated three dimensions: commitment to the reporting role; confidence in the system's response to reports; and concerns about reporting. These three factors accounted for 37.5% of the variance in the 14-item measure. Alpha coefficients for the subscales were 0.769 (commitment), 0.617 (confidence), and 0.661 (concerns). The findings provide insights into the complexity of studying teachers' attitudes towards reporting of child sexual abuse, and have implications for future research.

Introduction

Teachers and other professionals who are required by State laws to report suspected child sexual abuse bring significant proportions of child sexual abuse cases to the attention of authorities. In so doing, they contribute substantially to the targeted prevention of a major public health and criminal justice problem. In the United States (US) in 2007, reports by mandated reporters led to 74.0% of all 56,460 sexual abuse substantiations. Reports by educational personnel (comprising teachers), in particular, led to 11.2% of all sexual abuse substantiations, numbering 6,301 individual victims (US Department of Health and Human Services, Administration on Children, Youth and Families, 2009). In Canada, the 2003 National Incidence Study (NIS) data showed that reports by mandated reporters led to 62.0% of all 2,936 sexual abuse substantiations, with reports by school personnel leading to 19% of all sexual abuse substantiations, numbering 559 individual cases (Trocmé *et al*., 2005). Published data in Australia is less detailed but shows that school personnel are the second most common sources of notifications to statutory child protection authorities accounting for approximately 12-20% of notifications of all maltreatment subtypes across the country's eight jurisdictions (Australian Institute of Health and Welfare, 2011). Teachers, therefore, are a group of professionals whose reporting practices make an appreciable contribution to the overall functioning of child protection systems, including the detection of child sexual abuse.

Despite teachers' strategic role in child protection, it is also known that significant numbers of teachers have, in their career, failed to report suspected cases of sexual abuse in circumstances where a report should have been made (Beck, Ogloff, & Corbishley, 1994; Crenshaw, Crenshaw & Lichtenberg, 1995; Goebbels, Nicholson, Walsh, & DeVries, 2008; Kenny, 2001; Mathews, Walsh, Rassafiani, Butler, & Farrell, 2009; Sedlak & Broadhurst, 1996). Failure to report suspected child sexual abuse is problematic because, where sexual

abuse is occurring, it leaves victimized children vulnerable to further abuse, precludes provision of medical and psychological treatment, prevents apprehension of offenders, and may make individual teachers and/or educational authorities liable for damages in negligence (Butler, Mathews, Farrell, & Walsh, 2009; Mathews & Bross, 2008). It is not surprising that, in previous research, questions have been raised regarding the relationship between teachers' attitudes towards reporting and their actual reporting behavior (Walsh, Rassafiani, Mathews, Farrell, & Butler, 2010).

Research into the relationship between teachers' attitudes towards reporting, and their reporting behavior has yielded mixed findings. In studies using bivariate analyses, positive attitudes towards reporting have been strongly associated with greater willingness to report (Hawkins & McCallum, 2001a, 2001b) and with reporting consistency (Goebbels et al., 2008). Negative attitudes have been associated with poorer accuracy in report decision-making (Rodriguez, 2002). In studies using multivariate analyses, relationships are less clear. Attitude components, specifically, those concerned with the advantages and disadvantages of reporting, appear to be unrelated to past reporting practice (Goebbels et al., 2008). Attitudes and beliefs about reporting (specifically, those involving assessment of the benefits of reporting, problems for the teacher, problems for the child, problems for the teacher's reputation, fear associated with reporting, evaluation of child protection services, and evaluation of the police) have been found to exert a negligible effect on hypothetical case reporting (O'Toole, Webster, O'Toole, & Lucal, 1999). Based on previous research, therefore, it is difficult to draw meaningful conclusions about the influence of attitudes on reporting behavior.

A recent structured literature review has identified several important methodological problems with the measurement of teachers' attitudes towards reporting, shedding light on

the problems with the existing research (Walsh et al., 2010). This review points out that teachers' attitudes towards child maltreatment reporting have been defined and measured in very different ways raising questions about the rigour of attitude measurement and the comprehensiveness of the instruments used. For example: the number of items used in attitude measures varied widely; attitude valence was rated inconsistently; and attitude indices tended to be compiled during data analysis by a process of aggregating questionnaire items *post hoc*, that is, after data collection, meaning the scales used were not subject to rigorous pre-testing required to establish construct validity (Walsh et al., 2010).

Furthermore, Walsh and colleagues (2010) note that although some studies have explored the relationship between teachers' attitudes and child maltreatment reporting generally, little research has focused on teachers' attitudes towards reporting suspected *child sexual abuse*, specifically. In their review of 58 studies, Walsh et al. (2010) found no studies focusing specifically on teachers' attitudes toward reporting child sexual abuse. Instead, studies investigated teachers' attitudes towards a range of other target constructs including child protection services (see for example Hinson & Fossey, 2000; Kenny, 2001, 2004; Kenny & McEachern, 2002; Tite, 1994), corporal punishment (Abrahams, Casey & Daro, 1992; Kenny 2001, 2004), child maltreatment in general (Beck et al., 1994; Bishop, Lunn & Johnson, 2002; Rodriguez, 2002), child sexual abuse generally (Ferrara, 1996), and sex offenders (Sanghara & Wilson, 2006). These studies must be understood as distinct from studies about teachers' attitudes towards *reporting* suspected child maltreatment, in general, or attitudes towards *reporting* suspected child sexual abuse, in particular (Walsh et al., 2010). This distinction is theoretically important because, in attitudes research, it is crucial to be able to distinguish between an *attitude towards an object* (such as child sexual abuse) and an *attitude towards a behavior* (such as the making of a child protection notification). Therefore, careful

definition of attitudes is an important precursor to attempts to measure attitudes more rigorously.

The analysis presented in this paper has two purposes: (i) to test the feasibility of reducing a long and complex set of pre-tested questionnaire items measuring teacher attitudes towards reporting child sexual abuse to a simpler, more parsimonious list (i.e. a scale); and (ii) to generate theory regarding the underlying factor structure of teachers' attitudes towards reporting suspected child sexual abuse. The current study used exploratory factor analysis to investigate the latent drivers of teachers' attitudes towards reporting suspected child sexual abuse and to evaluate a newly developed scale to measure teachers' attitudes towards reporting child sexual abuse. The findings provide insights into the nature and complexity of these attitudes. The findings have implications for the study of attitudes towards statutory reporting for teachers and other professionals, and for reporting of suspected child sexual abuse and other maltreatment subtypes.

Method

Definitions

An enduring methodological problem in the study of child maltreatment is that researchers have used different definitions of child sexual abuse, thus making consistent measurement difficult (Chalk, 2006; Trickett, 2006). In this study, child sexual abuse was defined as unwanted sexual experiences prior to 18 years of age, encompassing a range of behaviors such as exposure or exhibitionism, unwanted touching or fondling, oral-genital contact, attempted and actual rape, and the use of children for prostitution or pornography (Putnam, 2003; World Health Organisation, 2006)[1].

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[1] Child sexual abuse was defined in this way because the study was primarily concerned with victimisation of children by adult perpetrators. Therefore, references to peer sexual victimisation and harassment are omitted in the definition.

In this study an *attitude* was defined as "a psychological tendency that is expressed by evaluating a particular entity with some degree of favour or disfavour" (Eagly & Chaiken, 1993, p.1). An attitude can be directed towards either an object (e.g. attitude towards child sexual abuse) or behavior (e.g. attitude towards *reporting* child sexual abuse). In this case, the target construct was defined as *teachers' attitudes towards reporting child sexual abuse*.

Context

Legislative duties for teachers to report known or reasonably suspected child sexual abuse exist in all Australian States and Territories, with slight variations (Mathews, Goddard, Lonne, Short, & Briggs, 2009; Mathews & Kenny, 2008). In most jurisdictions, failure to report may technically render the teacher liable to a fine (Mathews & Kenny, 2008).

Measure

The *Teachers' Reporting Attitude Scale for Child Sexual Abuse* (TRAS - CSA) is a 21-item self-administered scale that was constructed via a systematic literature review and a five-phase validation and preliminary testing process to assess teachers' attitudes towards reporting suspected child sexual abuse (Walsh et al., 2010). Response choices consist of a 5-point Likert-type format ranging from 1 (strongly agree) to 5 (strongly disagree), with a neutral mid-point. Items were both positively and negatively worded. The scale took approximately 5 minutes to complete and displayed preliminary evidence of construct validity in pre-testing (Walsh et al., 2010).

The TRAS-CSA in the current study constituted one part in a longer 8-part questionnaire, known as the *Teacher Reporting Questionnaire* (TRQ) (Mathews, Walsh, Rassafiani, Butler, & Farrell, 2009) which was administered in a cross-sectional study designed to gather information about primary (elementary) school teachers' suspected child sexual abuse

reporting practice, knowledge of reporting duties, and attitudes towards reporting. In addition, the TRQ captured demographic data about teachers' individual characteristics (e.g., age, gender, qualifications, length of experience and teaching position) and training in child sexual abuse recognition and reporting (in initial teacher education programs, and on-the-job training). A full description of the study's design and theoretical basis can be found in Mathews et al. (2009), and Mathews et al. (2010).

Research ethics

The study was approved by the Queensland University of Technology Human Research Ethics Committee (Approval Number 0700000298). Approval to conduct the research was also obtained from 20 separate government and non-government school authorities in New South Wales, Queensland, and Western Australia. All authorities who were approached granted approval, with the exception of the New South Wales Department of Education.

Sampling

Data were collected in the Southern Hemisphere's 2008 academic school year (February to November 2008). A proportionate random sample of government and non-government primary (elementary) schools for children aged 5-12 years, stratified across rural and urban areas in three Australian States, New South Wales, Queensland, and Western Australia, were invited to participate in the study. School principals provided consent for their schools' participation and teachers were recruited as study volunteers via convenience sampling (Babbie, 1990) at their schools.

Participants

A total of 850 TRQs were distributed and 470 were returned (response rate of 55.3%). The majority of respondents were female (84.2%) with a mean age of 42.4 years (Range= 21-66;

SD=10.7). Respondents were classroom teachers from the lower primary school (P-Year 3) (47.0%), upper primary school (Years 4-7) (22.9%), specialist/support teachers (17.5%), and principals and deputy/assistant principals (12.6%), with a mean of 16.9 years of teaching experience (Range=0.0 - 45.0; SD=10.65). They had undertaken training at preservice level (29.2%) and inservice level (63.9%), with approximately 31.3% of respondents having attended training in the past 12 months. Of the respondents, 31.7% had *suspected* child sexual abuse at some point in their career. Of these, 60.0% claimed to have always reported their suspicions, while 22.8% never reported their suspicions and 17.2% had reported sometimes but not always.

Data analysis

Data were entered using a custom-made Microsoft Access database developed for the study. For the attitude scale, recalling that a score of 1 represented a response of *strongly agree*, all positively-worded items were reverse scored to ensure that higher scores matched more positive attitudes. The Access database was imported into PASW 18.0.0 (IBM, 2010)[2] for data cleaning and for generating descriptive statistics.

Exploratory factor analysis is a frequently used multi-step statistical technique applied to situations where researchers seek to explain a larger set of measured variables with a smaller set of latent constructs and to determine if a data set, for example a multi-item scale, can be reduced into a smaller set of factors or components and a more convenient size (Field, 2005; Hair, Anderson, Tatham, & Black, 1998; Henson & Roberts, 2006). In the analysis presented here, we employed principle axis factoring with iterated oblique rotation. We used Hair and colleagues (1998) and Thompson (2004) as guidelines for factor analysis decision-making, Conway and Huffcutt (2003), Henson and Roberts (2006), and Costello and Osborne (2005)

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[2] PASW is the name given to SPSS for a period during its acquisition by IBM.

as practical guides for best practices in reporting factor analyses, and Field (2005) for specific issues relating to factor analysis using SPSS.

Results

Multivariate outliers were identified by computing a Mahalanobis Distance (MD) for each case using the standard method with robust estimation of the parameters in the MD (Hair et al., 1998). Using a threshold value of $\chi^2 =46.80$, $\alpha=0.001$, and df=21, 26 cases which were considered to be multivariate outliers or extreme cases were removed from the subsequent factor analysis (5.5% of the total sample). Hence, the analysis in this paper includes 444 of the 470 cases.

The frequency of each of the 21 items was examined and found to be within acceptable ranges; that is, no items had skewness or kurtosis over ± 2. Sampling adequacy and factorability of the data was assessed using the Kaiser-Mayer-Olkin (KMO) measure (0.811) and Bartlett's test of sphericity ($\chi^2=1387.6$, df=91, $p=0.000$) demonstrating the sample size was adequate for this analysis. Sampling adequacy for individual variables was further confirmed using an anti-image correlation matrix which revealed no correlations less than 0.6.

An iterated oblique rotation method known in PASW (IBM, 2010) as direct oblimin oblique rotation was used because the factors were assumed to be correlated with each other and because the purpose of the analysis was to generate theoretically meaningful constructs (Field, 2005). Items were retained in the analysis if the rotated factor loading weight was greater than ± 0.3 (Hair et al., 1998). On this basis, seven items were removed.

Because of the large number of items in the scale, there was a tendency for this analytical method to deliver a conservative number of factors; therefore, strategies were applied to the

process of determining the optimum number of factors that should be retained and rotated. To test the soundness of an initial three-factor solution, several additional three- and four-factor trial solutions were also computed in parallel analyses using equivalent factors derived from random data. The interpretability of all models was discussed within the research team by comparing and contrasting the best representation of the data to arrive at the simplest solution explaining the greatest percentage of total variance (Conway & Huffcutt, 2003; Hair et al., 1998; Thompson, 2004). This process confirmed the conceptual strength of a three-factor model. The three factors were labelled as: commitment to the reporting role (six items); confidence in the system's response to reports (three items); and concerns about reporting (five items). This solution explained 37.5% of the total variance on the attitude scale item inter-correlations. Individual items retained in the model and factor loadings for this sample are presented in Table 1, along with subscale inter-correlations indicating that the subscales were relatively independent of each other (factor 1/factor 2, r=0.2; factor 1/factor 3, r=-0.32; factor 2/factor 3, r=-0.42)[3].

<Insert Table 1 about here>

Factor 1, labelled *commitment*, was comprised of six items accounting for 16.49% of the scale variance. The items in this factor (m, f, e, l, a, and i) were concerned with aspects of teachers' attitudes relating their commitment to and understanding of their professional role and responsibility as reporters. Factor 2, labelled *confidence*, was comprised of three items accounting for 11.65% of the scale variance. These three items (r, p, n) related to teachers' confidence in the system's response to reporting and perceptions of the effectiveness of child protection systems' responses to their notifications. Factor 3, labelled *concerns*, consisted of

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[3] Using Cohen's (1988) guide of 0.10 for small effect, 0.30 for medium effect, and 0.50 for large effect.

five items accounting for 9.37% of the scale variance. The items comprising this factor (c, b, o, t, and q) were related to teachers' concerns about reporting.

Reliability for each of the three TRAS-CSA subscales was estimated using Cronbach's α. Subscale homogeneity was in the moderate range: Factor 1 (0.769), Factor 2 (0.617), and Factor 3 (0.661) indicating that the subscales identified in this analysis hold suitable internal consistency.[4] Teachers' (n=444) mean scores on each of the subscales indicate that they have generally positive attitudes towards reporting child sexual abuse. Their attitudes are most positive on the structural feature of attitudes relating to factor 1 (Range=3.17-5.00, mean=4.51, SD=0.65692), but less so for attitudes relating to factor 2 (Range=1.0-0.00, mean=3.33, SD=0.38809) and factor 3 (Range=1.40-5.00, mean=3.32, SD=0.66482). These data are presented in Table 2.

<Insert Table 2 about here>

Although the alpha estimate for the whole 14-item scale was moderate (α=0.761), and the average inter-item correlation was 0.21, falling within the recommended acceptable range of 0.15–0.50 (Clark & Watson, 1995; Watson, 2006), the strong independent factor structure indicated that the 14-item scale was comprised of separable factors or sub-scales, and should not be used as a holistic measure as the three components measure different dimensions of teachers' attitudes towards reporting child sexual abuse.

Discussion

Teachers in primary schools make a significant contribution to reporting suspected child sexual abuse via their reports to statutory child protection authorities. In this way, they contribute to the targeted prevention of a significant public health and criminal justice

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[4] Cronbach's α of 0.8 is generally accepted to be the appropriate value for claims of reliability in cognitive tests, and 0.7 for ability tests. With other psychological constructs values of below 0.7 can be expected (Field, 2005, p.668).

problem (Felitti et al., 1998; Gilbert, Widom, Browne, Fergusson, Webb, & Janson, 2009; Hammond, 2003; Renk, Liljequist, Steinberg, Bosco, & Phares, 2002). This study used exploratory factor analysis to better understand the underlying factor structure of the TRAS-CSA, a 21-item scale designed to assess teachers' attitudes toward reporting of suspected child sexual abuse. The analyses make three important advances. First, the findings uncover an underlying three-factor structure for teachers' attitudes towards reporting suspected child sexual abuse for this sample of Australian teachers. Second, the findings reveal the relative independence of the three factors making it inappropriate to use either the full 21-item scale or the reduced 14-item scale as holistic measures of teachers' attitudes towards reporting child sexual abuse. Third, the findings highlight the complexity of studying attitudes towards a behavior, such as reporting child sexual abuse, and the need for future research to pay careful attention to attitude definition and measurement.

Three-factor structure of teachers' attitudes

The findings demonstrated strong support for the presence of three distinct attitude components: commitment to the reporting role; confidence in the system's response to reports; and concerns about reporting. This result is noteworthy because it contributes to theory building in an area hitherto primarily focussed on drivers of failure to report (Zellman, 1990; Zellman & Bell, 1990), barriers to reporting (VanBergeijk, 2007), and report decision-making broadly (e.g. Brosig & Kalichman, 1992; Warner & Hansen, 1994), rather than attitudes towards reporting (e.g. Goebbels et al., 2008; Hawkins & McCallum, 2001a, 2001b; Haj-Yahia & Attar-Schwartz, 2008; Rodriguez, 2002). The findings of the current study show that teachers' attitudes towards reporting are very closely aligned with other features of the statutory child protection environment, such as their belief in the system's capacity to deliver positive outcomes for children when reports are made.

Previous research on professionals' reporting of child maltreatment provides support for this theory. Zellman (1990), found three "attitude indices" (p.49) in her study of US school principals' reporting of all maltreatment subtypes: *personal consequences*, *efficacy of child protection services*, and *child consequences*. Principals orientation towards negative personal consequences (such as time lost from normal work, risk of legal action, reputational risk) significantly predicted their consistent or discretionary reporting. Also, Haj-Yahia and Attar-Schwartz (2008) who studied reporting by Palestinian preschool teachers in Israel found four "attitude dimensions" (p.383): *responsibility to report child abuse and neglect*; *beliefs about the effectiveness of reporting*; *personal issues related to reporting*; and *consistency of reporting with social norms and values*. Teachers with higher scores on the responsibility subscale were significantly more willing to report to child protection services or police.

Attitude theories provide further support for the notion that attitudes towards reporting have outcome-evaluative dimensions. According to Ajzen (2005), one of the foremost attitude theorists, an attitude towards a behavior is shaped by beliefs about the consequences of the behavior (termed *behavioral beliefs*). In practice, these beliefs link a behavior, such as reporting child sexual abuse, to outcomes of performing the behavior, such as personal costs, consequences for the child, or system-derived effects. Hence, as is reflected in the current study, it is likely that teachers' attitudes towards reporting child sexual abuse are moulded by their evaluation of the outcomes associated with the making of reports. This makes it very difficult to measure attitudes precisely.

Independence of three factors

The findings provide useful data for critically evaluating the utility of the TRAS-CSA given that attitudes towards reporting appear important to reporting practice, yet have been poorly measured in the past. Results suggest that the TRAS-CSA cannot be used as a 21-item or 14-

item aggregate measure of teachers attitudes towards reporting child sexual abuse because the exploratory factor analysis revealed that the scale does not measure a single target construct. The measure's subscales, however, can be used to assess specific *dimensions* to teachers' attitudes. Further validity checks are warranted including an assessment of test-retest reliability for each of the sub-scales to determine their consistency from one administration time to another, separated by a reasonable interval.

Attitude complexity

The findings of the current study highlight the complexity of studying attitudes towards a behavior, such as reporting child sexual abuse. From this study, it is clear that the TRAS-CSA does not provide a "clean" measure of teachers' attitudes towards reporting child sexual abuse despite it having been thoroughly pre-tested to establish construct validity (Walsh et al., 2010). Based on this finding, it is important to consider other means by which these attitudes may be measured more precisely and accurately.

In future studies, it will be important to test the efficacy of measuring attitudes towards reporting using direct rather than indirect methods. In the current study we used an *indirect* measure, using multiple statements with evaluative dimensions (strongly agree to strongly disagree) to quantify a single attitude. In contrast, *direct* measures ask respondents to report directly on their own attitudes (Ajzen, 2005). The simplest and best known method for obtaining a direct measure is the semantic differential method (Osgood et al., 1957). The semantic differential consists of a short stem statement such as "*Reporting child sexual abuse is...*", followed by a set of bipolar adjective pairs (e.g., *good-bad*, *beneficial-harmful*, *wise-foolish*). Adjective pairs are placed at opposite ends of a series of 7-point evaluative scales (scored as -3 to +3) with respondents asked to mark each one, as a representation of their

evaluation of *reporting child sexual abuse* (see for example Ajzen, 2005; Krosnick, Judd, & Wittenbrink, 2005).

A positive design feature of the semantic differential is its capacity to focus respondents on attitudes towards a very specific behavior thus avoiding the methodological problem of participants orienting their attitude towards child sexual abuse generally, or reporting systems. The study's findings suggest that an indirect measure, although well-intentioned, may not be suitable for accurately measuring attitudes towards reporting child sexual abuse: a behavior that is subjected to multiple proximal and distal influences that may contaminate attitude measurement.

Limitations

While all possible efforts were made to generate randomness and representativeness of the sample, this study is based on data from individuals who were not a true random sample. This is a common methodological challenge in research with teacher populations in Australia. Although the sampling frame included a stratified random sample of *schools* from government and non-government school systems across rural and urban areas, access to participants at the individual teacher level can seldom be truly random. Although the sample was found to be representative of the primary school teaching population, according to age, gender, length of experience, and full-or part-time teaching status, it is possible that the sample was positively biased towards those respondents who were interested in or concerned about the study topic. Such response bias precludes making generalisations to entire teaching populations such as all Australian primary school teachers.

Conclusion

Measuring teachers' attitudes towards reporting child sexual abuse has been fraught with difficulty and imprecision. Further work is needed to develop and test different attitude measures. Developing an effective tool for measuring teachers' attitudes towards reporting child sexual abuse is important for several reasons. First, it provides a rigorous way of assessing teachers' attitudes that can be used in future multivariable studies of teachers' actual reporting practice and future reporting tendency (both accurate reporting and failure to report). Second, it may provide a way for school systems to gauge teachers' attitudes in schools, districts and States, and thereby ascertain the need for strategic training interventions and direct future training efforts. Third, it may provide a diagnostic tool in pre- and post-test training interventions. As a diagnostic tool it may provide greater insight into the effectiveness of different types of training in improving attitudes towards reporting with the broader aim of securing compliance with reporting duties and improving the quality of reports made to statutory child protection services. Fourth, it provides a way to track teachers' attitudes over time so that an understanding can be developed of their malleability in response to social and environmental factors within education and child protection systems.

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Acknowledgements

TRAS-CSA Factor Analysis

Tables

Table 1: Pattern matrix for oblique three-factor solution

Attitude Items	Factor Weights		
	1	2	3
m) It is important for teachers to be involved in reporting child sexual abuse to prevent long-term consequences for children.	**0.72**	-0.05	-0.10
f) Reporting child sexual abuse is necessary for the safety of children.	**0.70**	0.04	0.04
e) I would like to fulfil my professional responsibility by reporting suspected cases of child sexual abuse.	**0.65**	-0.09	-0.20
l) Child sexual abuse reporting guidelines are necessary for teachers.	**0.64**	-0.04	0.12
a) I plan to report child sexual abuse when I suspect it.	**0.48**	0.03	-0.28
i) Reporting child sexual abuse can enable services to be made available to children and families.	**0.38**	0.27	0.04
r) I lack confidence in the authorities to respond effectively to reports of child sexual abuse.	-0.04	**0.88**	0.07
p) It is a waste of time to report child sexual abuse because no one will follow up on the report.	0.06	**0.47**	-0.10
n) I believe that the current system for reporting child sexual abuse is effective in addressing the problem.	-0.05	**0.43**	-0.10
c) I would be reluctant to report a case of child sexual abuse because of what parents will do to the child if he/she is reported.	-0.09	0.03	**-0.64**
b) I would be apprehensive to report child sexual abuse for fear of family/community retaliation.	0.03	-0.02	**-0.55**
o) Teachers who report child sexual abuse that is unsubstantiated can get into trouble.	-0.01	0.02	**-0.50**
t) I would find it difficult to report child sexual abuse because it is hard to gather enough evidence.	0.03	0.11	**-0.50**
q) I would still report child sexual abuse even if my school administration disagreed with me.	0.09	0.01	**-0.40**
% of variance accounted for	16.49	11.65	9.37
Factor inter-correlations:			
With Factor 2	0.20		
With Factor 3	-0.32	-0.42	

Note: Factor loadings of greater than ±0.3 are shown in bold.

TRAS-CSA Factor Analysis

Table 2: Scale and factor descriptives: overall scale and factor means (minimum and maximum) and standard deviations

	N	Minimum	Maximum	Mean	Std. Deviation
Attitude_Whole_14	444	2.36	4.93	3.83	.40526
Attitude_Commitment_6	444	3.17	5.00	4.51	.38809
Attitude_Confidence_3	444	1.00	5.00	3.33	.65692
Attitude_Concerns_5	444	1.40	5.00	3.32	.66482