

Focus Of The Presentation: Some Models And Theories That Explain The Phenomenon Of Child Sexual Abuse

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Abstract:

The phenomenon of violence is one of the oldest human phenomena, evolving over time and taking different forms due to the diversity of cultures and societies. Sexual harassment is a common form of violence perpetrated against children in all these societies, regardless of factors such as descent, religion, language or others. Recently, the issue of sexual harassment of children has received considerable attention from many countries, international organisations, media and academic circles, highlighting the phenomenon of child sexual abuse due to its alarming prevalence and its integration into the daily lives of children and society.

The consequences of such abuse lead to painful and destructive social and psychological effects on the child, changing his or her life and having a profound impact on him or her. Sexual abuse of children is considered one of the most serious crimes recorded in societies and becomes a social, psychological and legal problem due to its negative impact on the child's life in various psychological, behavioural, social and emotional aspects. In addition, the effects extend to society as a whole, often affecting later stages of an individual's life.

As a result, many researchers have attempted to explain child sexual abuse, with varying interpretations due to differences in cultural, theoretical and epistemological backgrounds. This research paper aims to present and discuss some models and theories that explain the phenomenon of child sexual abuse, specifying their meanings, the implications of sexual abuse, its causes, forms and the resulting effects.

Keywords: violence, childhood, sexual harassment, sexual abuse.

Introduction

Foreword

Sex is an important issue in human life and undoubtedly influences individual and social behaviour. Islam has elevated the value of the sexual instinct, making it a means to a noble end: the flourishing of the earth, as well as man's role in building civilisation. However, this instinct is like a flowing river whose primary function is to irrigate and fertilise the land. But if the flow of this river becomes too great, it can cause floods that destroy crops and offspring. It is therefore essential to build dams around it to regulate its flow and prevent disasters if left unchecked. Unfortunately, this has led to the emergence of deviant sexual phenomena in societies, one of the most common being sexual harassment, which has become increasingly common in recent years. Since the beginning of this century, there has been a clear focus on sexual

harassment, which is considered a form of common violence. Among the most prominent and dangerous crimes is the sexual harassment of children, which affects both boys and girls, regardless of their origin, background, religion or language. This type of abuse is a form of sexual assault and can take different forms: physical abuse, emotional abuse and sexual abuse. Sexual abuse refers to the use of a child for sexual purposes, whether perpetrated by an adult, a teenager or an older child, and can take the form of deception, manipulation, violence or rape. This research paper will attempt to define sexual abuse, followed by a discussion of the concept and definition of sexual abuse, its forms, stages, causes and theories explaining sexual abuse, as well as the consequences of sexual abuse.

1. Definition of sexual abuse

Before discussing the main definitions of sexual abuse, we will define it linguistically and terminologically.

A. Linguistic Definition:

The term “abuse” means to cause harm, ugliness and hatred and is generally opposed to kindness (Ibn Manzur, 2003, p. 553).

According to the Al-Maany dictionary, “to mistreat someone” means to cause him considerable harm.

B. Terminological definition:

Jabarrino and Giliam (1980) define abuse as acts of negligence and criminality committed by parents, guardians or others against the child, which are judged inappropriate and harmful according to social values and expert opinion (Al-Masahar, 2007, p. 6).

The Doctors’ Secretaries define child abuse and neglect as a chronic pattern of emotional and physical violence or neglect inflicted on children by parents or guardians that threatens to cause emotional or physical harm (Ashwi, 2003).

C. Sexual abuse:

Al-Ahdeb (2005) states that sexual abuse refers to the inappropriate sexual use of a child, whether the perpetrator is an adult, adolescent or older child, and whether it takes the form of deception, manipulation, violence or rape. Sexual abuse may be used as a means of sexual arousal or gratification, in whole or in part, for an older person, whether adult or adolescent.

The impact of sexual abuse on the child’s life is devastating, undermining their innocence and altering their natural instincts or sexual drives in ways that are incompatible with the innocence of childhood. These effects are both direct and indirect (Al-Ahdeb, 2005, p. 285).

Brown and Bratman (1977) define sexual abuse as any unusual physical contact with a child that does not conform to the child’s cultural norms (Al-Masahar, 2007, p. 13).

Finch (2009) describes sexual abuse as an unwanted sexual experience with a child, ranging from fondling to sexual intercourse by someone older than the child (Al-Baqri, 2009, p. 46).

Walton (2001) defines sexual abuse as any sexual contact or interaction between a child and an adult in which the child is used for sexual arousal by the perpetrator who is in a position of power and can control the child (Ismail, 2007, p. 56).

The World Health Organization defines sexual abuse as the involvement of a child in sexual activities that the child does not fully understand and is not prepared for, making it impossible for the child to express consent or refusal. These activities are illegal and socially and culturally unacceptable and occur through sexual acts by an adult on a child or between the child and another older child or peer (Jibril, 2012, p. 414).

According to the World Health Organization (2002), cases of sexual abuse can occur at different stages of childhood, from five years of age or younger to fifteen years of age, and affect both male and female children, including those with disabilities. The incidence of abuse is higher among females than males (Al-Ajmi, 2007, p. 40).

In general, abuse is any coercive, deceptive or manipulative contact with a child by an older person for sexual gratification.

Thus, it can be agreed that sexual abuse includes any sexual activity by an adult towards a child or by an older child, ranging from fondling to sexual intercourse. This definition is linked to two main concepts: the abuser and the abused. The perpetrator can be defined as someone who is at least five years older than the victim and can be anyone who interacts with the child, including parents, guardians, relatives, teachers or family friends.

An abused child is any child under the age of eighteen who has experienced sexual abuse, regardless of severity, by a person at least five years older, whether related or not (The Palestinian Centre, 2009, p. 13).

D. Short-term effects of sexual abuse:

- Distorted sense of self.
- Loss of confidence in oneself and others.
- Feelings of guilt and inferiority.
- Social embarrassment and withdrawal.
- Suicidal thoughts (Al-Ahdeb, 2005, p. 286).

E. Long-term effects of sexual abuse:

- Emotional and psychological problems such as paranoia, frustration, depression and various mental illnesses ranging from withdrawal to violence and aggression.
- Social problems such as social adjustment difficulties, social anxiety and academic underachievement.
- Sexual problems, including masturbation, sexual fantasies, sexual deviance and possible future sexual abuse of others.
- Marital failure, particularly on wedding nights, due to psychological anxiety associated with sexual intimacy or concerns about revealing lack of virginity or feelings of guilt for not disclosing to one's spouse.
- Challenges in parenting due to excessive fear of exposing children to similar experiences (Al-Ahdeb, 2005, p. 287).

2. Indicators of sexual abuse

Indicators are warning signs of child sexual abuse:

2.1 Physical indicators:

These may take the form of one or more symptoms, noting that some may be indicative of sexual abuse or other problems in the child's life. It is important to investigate and understand the reasons for their presence, whatever they may be:

2.2 Indicators of sexual abuse

Indicators are warning signs that may indicate child sexual abuse.

Physical indicators:

These may manifest themselves in some or all of the following ways. It is important to note that some may indicate sexual abuse or other problems in the child's life that need to be investigated, regardless of their nature:

- Difficulty walking or sitting.
- Unexplained bruising, redness or bruising (Al-Ahdeb, 2005, p. 287).
- Bleeding from the genitals or mouth.
- Torn clothing.

- Underwear stained or dirty with blood.
- Pain or urge to scratch the genital area.
- Ulcers in the genital area with the presence of milky fluid.
- Recurring infections of the urinary tract or genital area.
- Sexually transmitted diseases.
- Pregnancy, especially if the girl is close to puberty (Al-Ahdeb, 2005, p. 288).

2.2 Psychological and behavioural indicators

Children rarely verbally disclose sexual abuse or their resistance to such abuse. As a result, they often remain confused and anxious about what to do in these situations. There are many reasons for children's reluctance or fear to tell adults what has happened to them, including their relationship with the perpetrator, fear of repercussions if they speak out, fear of retaliation by the perpetrator and fear of being disbelieved by adults.

If any of the following indicators are observed in a child, they clearly suggest either sexual abuse or another issue that requires attention and intervention:

- Displaying discomfort or fear, or refusing to go to a particular place or stay with a certain person (e.g., refusing to stay with a babysitter, relative, or any other adult or child).
- Exhibiting exaggerated or inappropriate emotional responses.
- Engaging in sexual behaviors with toys or other children, such as mimicking sexual acts with dolls or asking other children, including siblings, to perform sexual acts.
- Sudden use of sexual language or new names for private body parts.
- Feelings of discomfort or rejection of traditional parental affection.
- Anxiety, nightmares, refusal to sleep alone, sudden fear of the dark, or other sleep-related issues.
- Eating disorders such as loss of appetite or overeating, difficulty swallowing, and stomach pain without a clear cause.

- Behaviors that regress, such as thumb-sucking, bedwetting, and childish behaviors.
- Excessive attachment or other indicators of fear and anxiety (e.g., fear of monsters).
- Sudden changes in the child's personality, such as an active, talkative child becoming quiet, withdrawn, or distracted upon seeing a specific person (Al-Ahdeb, 2005, p. 289).
- Sudden academic problems and lack of focus.
- Running away from home or school.
- Sudden acquisition of money.
- Talking about a new older friend.
- Sudden or unusual interest in sexual matters, whether in speech or behavior.
- Disclosure by the child of having been sexually abused by someone.
- Inability to trust or love others.
- Aggressive, deviant, or sometimes illegal behavior.
- Mood swings ranging from rage and anger to unexplained excitement.
- Self-destructive behaviors, especially in adolescence.
- Intentional harm to oneself, particularly to the genital areas.
- Suicidal thoughts, often manifesting in expressions, writings, or questions about death.
- Negative behavior or withdrawal from participation in school or sports activities.
- Substance abuse, such as drugs or alcohol, or engaging in seduction and manipulation (Al-Ahdeb, 2005, p. 290).

3. Stages of Sexual Abuse

There are usually several stages involved in transforming a child into a sexual victim.

3.A The Approach:

Sexual abuse of a child is a deliberate act that involves premeditation. The first condition is that the abuser isolates the child.

To achieve this isolation, the abuser usually lures the child into participating in a particular activity, such as playing a game.

It is worth noting that most child sexual abusers are known to the child.

Even in cases of abuse by strangers (i.e. those outside the family circle), the abuser will often make contact with the child's mother or other relative before offering to look after the child or taking the child to a seemingly innocent place such as a playground or public park.

If the first approach comes from a nearby adult, such as a father, stepfather or other relative, and is accompanied by direct reassurance to the child that it is acceptable and not shameful, the child will usually respond positively. This is because children tend to defer to the authority of adults, especially those close to them. In such cases, warnings about strangers are ineffective.

However, this blind trust of the child is diminished by the second attempt. You may try to withdraw and retreat, but the secrecy and the warnings will have been effective and will have been embedded in the child's mind. The abuser will turn the situation into a game, a "little secret" to be kept between them. Attempts at sexual abuse usually begin with the abuser teasing the child, trying to convince them that it is just a fun game and that they will buy some of the child's favourite sweets when the game is over.

Unfortunately, there is another aspect that does not involve any form of tenderness; the more violent and severe abusers tend to use methods of violence, threats and harshness to sexually subjugate the child to their desires.

The child takes their threats seriously, especially if they have witnessed their violence against their mother or other family members. Despite the deep and profound effects of sexual abuse in all its forms, coercive molestation leaves a deep trauma in the child's psyche due to the added elements of fear and helplessness.

3.2 Sexual interaction:

Sexual harassment of children, like any other addictive behaviour, has a steadily escalating nature; it may start with teasing or touching the child, but quickly turns into deeper sexual practices.

3.3 Secrecy:

Secrecy is extremely important for the abuser to avoid consequences and to ensure continued control over the victim. The more the secret remains hidden, the more they can continue their deviant behaviour towards the victim. Knowing that their behaviour is against the law, the abuser will do everything possible to convince the child of the dire consequences if the secret is revealed.

The more violent perpetrators may make personal threats against the child or threaten to harm someone they love, such as a sibling, friend or even their mother, if they reveal the secret. It is not surprising that after all this intimidation and terror, the child will be silenced.

The child usually keeps the secret buried within until the confusion and pain reach a level they cannot bear, or until the secret is revealed accidentally, not intentionally. Many children do not reveal the secret for a lifetime or for many very long years. In fact, for some, the experience reaches a level of shame and pain that causes the child to forget (or bury) it, and the problem does not emerge until many years later, when the child is an adult. The perpetrator may discover through psychological assessment that these painful childhood experiences are at the root of many of the psychological problems they suffer in adulthood.

4. Forms of sexual abuse:

- Verbal: Such as phone calls and discussions about sexual acts.
- Visual: Watching the child change clothes.
- Child prostitution: The child engaging in sexual behaviour for financial gain.
- Obscenity: Taking photographs of the child in indecent positions and forcing the child to watch pornographic films.
- Exhibitionism: Where the perpetrator exposes his or her body to the child.
- Sexual intercourse: By various means, including rape.
- Sexual harassment.

5. Concept and Definition of Sexual Harassment:

Many writings indicate that the term “sexual harassment” did not exist until the mid-1970s, and

that the term began to circulate specifically in 1973 in a report to the President and Counselor of the Massachusetts Institute of Technology on various forms of gender equality issues. Subsequently, women in the United States demanded that harassment be considered a form of sexual discrimination under federal anti-discrimination legislation. Subsequently, women began to use the term “sexual harassment” to describe the violations they experienced in relation to harassment. Researchers and academics then began to take an interest in it as a form of violence against women, because in sexual harassment women are seen first as a sexual object or entity, and then as a working woman or student, and so on. Since then, several reasons have emerged for the growing interest in the concept of sexual harassment.

5.1 Definition of sexual harassment

Mary Khoury defines sexual harassment as a deliberate, intentional act committed by a person with a sexual obsession or desire, in a variety of ways, including auditory, visual, symbolic, and sometimes direct physical methods such as touching and physical closeness, for sexual arousal or gratification. It typically involves direct physical intrusion or invasion of the intimate personal space of about 45 centimetres.

Norbert Sil Lamy defines it as the harassment of a person through inappropriate suggestions, words or signals, characterised by the victim feeling ashamed and in a critical situation, feeling insulted and that their honour has been violated. Sexual harassment causes stress, which can affect the victim’s mental and physical health and create a toxic atmosphere in the workplace.

According to the Oxford Dictionary, it is any behaviour that expresses sexuality, whether it is physical contact, sexual comments, looks or touches directed at a person who does not welcome them, that occurs in the workplace by a colleague.

5.2 Forms and types of sexual harassment of children:

1. Scrutinising the child’s genitals.
2. Removing the child’s underwear.
3. Stripping the offender in front of the victim.
4. Touching the child’s genitals.

5. Sharing pornographic pictures and films with the child.
6. Talking to the child in sexually suggestive language.
7. Encouraging the child to touch the perpetrator's genitals.

6. A group of researchers have classified sexual harassment as follows:

1. Verbal sexual behaviour: Including comments, words, sexual jokes, innuendos, open sexual discussions and comments about individuals by mocking physical attributes.
2. Non-verbal sexual behaviour: Including aggressive or suggestive sexual expressions such as winks, lip biting and suggestive looks focused on a woman's body.
3. Physical sexual behaviour: Including actions such as touching, pinching, kissing and hugging.

7. Causes of Sexual Harassment of Children

The causes of this phenomenon are numerous and varied, and perhaps the most prominent is the lack of parental care in raising children and instilling good religious and social values. Many parents, unfortunately, no longer care about their children's behavior, as they are preoccupied with everything except raising their children. They do not pay attention to what their children do, nor do they monitor them, especially during adolescence, justifying this with modern parenting methods that give adolescents complete freedom without accountability or supervision. In many cases, mothers follow the fathers' path of neglect, so we see the adolescent growing up with feelings and instincts that they cannot understand without help.

Many parents believe that school is a safe environment that contributes to the education of children and that the school administration does everything. This is a misconception because the state of our schools is deplorable. Moreover, if a child is sexually harassed, all a family can do is move him or her to another school. The problem may not end there, especially if the new school is run in the same way as the previous one, indicating that the phenomenon exists in all schools to varying degrees.

The absence of the school's educational, guiding and corrective role, together with the decline of

interest in religious curricula, has made schools a fertile ground for various behavioural deviations. The significant increase in the number of pupils, without a corresponding increase in the number of teachers, has made supervision and control more difficult. The school administration does not take an open approach to problems such as sexual harassment, but resorts to cover-ups, claiming that such crimes are only isolated cases or limited problems. In addition, the child who is the victim of sexual harassment may be reluctant to disclose his or her experience because of fear of the perpetrator or because he or she knows that he or she will not receive adequate support from the school administration, which is supposed to address the problem by activating the role of the psychologist, who is often absent or whose role is minimised to managing the school cafeteria and its profits instead of understanding and addressing the problems of the students.

The lack of religious motivation and failure to follow proper Islamic educational methods is significant because Islam is concerned with protecting the child even in the womb. It prescribes the observance of preventive Islamic methods in the education of young people.

Uncontrolled mixing within the family and between male and female relatives, such as cousins, and living in extended families without separating male and female siblings leads to situations where they sleep in the same room during their early years. Parents ignore the Islamic wisdom of separating children in their beds.

Exposure to Western pornographic media, which has no religious or ethical standards, is alarming. Adolescents at this critical age are exposed to intellectual, moral and religious distortions as these media broadcast rich information content laden with sexual stimulation. This sexual stimulation does not remain in the media; unfortunately, it translates into behavioural patterns and emotional responses that cannot be considered acceptable or expected of young people at such an early age. Moreover, the corruption of the control systems in many Arab and Islamic media has contributed to the dissemination of distorted images and ideas about development and civilisation.

An adolescent who has been abused in childhood tends to practice this behaviour out of revenge. Usually, the sexual abuser was harassed or assaulted as a child and, as an adult, repeats the same behaviour as a form of compensation or

revenge to alleviate the psychological pain they once suffered. They do this with a younger child because they know they have more power over them, whereas they cannot do this with an adult, and find pleasure in subjugating and dominating the child, which is the pleasure they seek.

The mother's work and the need to rely on a maid to look after the children, giving her full authority or placing the children in private nurseries, where such crimes sometimes occur, is worrying. Maids may take revenge on families through the children.

Many parents provide their children with mobile devices without regularly checking that they are not being used in a negative way, leading to exposure to pornographic material, which then spreads and circulates, becoming a means of sexual harassment among students at a young age.

The easy availability of pornographic material to anyone who wants to access it has led to its widespread presence among students, including some members of the educational staff.

Such crimes are often dismissed as isolated incidents or limited problems. In addition, the child victim of sexual harassment may refrain from disclosing her experience because of fear of the perpetrator or because she knows that she will not receive adequate support from the school administration, which is supposed to address the problem by activating the role of the psychologist. However, the psychologist is often absent or his role is minimised to managing the school canteen and its profits instead of understanding and addressing the students' problems.

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8. Theories explaining sexual abuse

Many professionals and researchers have attempted to explain child sexual abuse and their theories and interpretations have varied due to their different backgrounds and theoretical orientations. These theories include

8.1 Biological Theory

Biological theorists focus on organic explanations for individual behaviour, often referring to biological factors such as genetic inheritance and hormones and their influence on behaviour.

Biologists link sexual abuse and violence, particularly in cases of rape, sexual exploitation and incest. They see a direct link between child sexual abuse and increased levels of the male hormone testosterone. As a result, some people may have a tendency to have sexual contact with children, which they see as a response to elevated testosterone levels.

However, several studies have shown that there is no link between high levels of male hormones and child sexual abuse. In fact, many adults have sexually abused children regardless of their hormone levels.

8.2 Psychodynamic Theory

The pioneer of this school is Freud, who believed that humans are born with instinctual energy, primarily driven by sex and aggression. These two drives often intertwine with each other and other motivations, resulting in behavior that harms the child. Proponents of this explanation believe that those who abuse children have specific personality traits that differentiate them from others, with the abuse stemming from the pathological state of the abuser, ranging from severe mental illness to personality disorders. An abuser may experience circumstances and events in their life that lead to suffering and frustration, causing them to harm others. They emphasize the importance of past experiences and trials that both men and women undergo in shaping their personalities. Childhood experiences that the female abuser endures foster false beliefs and behaviors that become part of her personality over time, even into adulthood, leading her to believe she deserves punishment and fear defending herself against those stronger than her, resulting in submission instead of confrontation. Due to their strong feelings of inadequacy and uselessness, men who abuse also have childhood experiences with men that shape their personalities. For men, childhood experiences rooted in abuse—whether as victims or witnesses—have a more profound impact than they do on women. These experiences teach them how to achieve what they want through force, providing a sense of comfort about themselves, resulting in aggressive, disturbed personalities. Thus, the psychodynamic theory links child sexual abuse to internal psychological conflicts associated with early childhood experiences of the abuser, such as the Oedipal conflict and castration anxiety. Freud used the Oedipus complex to explain incest between mother and son as an expression of sexual abuse that

manifests in childhood, reflecting a desire to possess the mother sexually. For girls, there is the Electra complex, where the girl desires to possess her father sexually. Freud concluded that deviant sexual behavior is merely an expression of unresolved problems and conflicts from childhood that the child experiences during their psychosexual development, often overwhelmed by sexual stimuli from the id.

8.3 Behavioral and Cognitive Theory

This theory is based on the patterns of thinking and meanings that the abused child forms from the abusive experiences they endure. Due to these incorrect thoughts and beliefs, the victimized child develops various social, emotional, and behavioral issues. Murphy (1990) indicated that those who sexually abuse children often possess distorted beliefs and negative thinking patterns, which play a significant role in the sexual abuse of children. These include denial and justification of actions against the child. He identified four types of cognitive distortions that contribute to supporting sexually abusive behavior toward children, which include justification. He presented a model of six stages that the abuser goes through, starting with a negative self-image (ignoring childhood abuse), leading to low self-esteem and anticipating rejection as the second stage. This is followed by social isolation and withdrawal, leading to fantasising as a means of compensating for feelings of inadequacy in the third stage. The aim of these fantasies is to evoke the same feelings in the victim's imagination. This is followed by the planning stage and the final stage is the act of sexual abuse. This sexual abuse makes the abuser feel powerful while rejecting feelings of rejection, leading to many cognitive distortions such as justifying their behaviour and diminishing its value. After the abuse, the negative self-image increases, leading to repeated abuse.

8.4 The four factors theory

This theory, proposed by Flecther and Brown, identifies four main factors involved in the occurrence of child sexual abuse, including:

1. The presence of a motive for the perpetrator to sexually abuse the child, which indicates a strong drive resulting from various components, including emotional congruence, sexual arousal and dysfunction in sexual functioning.

2. The ability to deal with the abuser's internal problems and overcome them through the sexual abuse of the child.
3. The ability to cope with and overcome external problems.
4. The abuser's ability to coerce and dominate the child, overcoming the child's resistance.

8.5 Family Systems Theory

This theory suggests that there are characteristics within families that predispose them to abuse and violence against children. These characteristics include the amount of time family members spend together, the intensity of their integration and interaction in decision making, the level of communication between them, and the conflicts that arise within the family that negatively affect children's psyches. Parents who abuse their children or spouses often live in a closed family system. This behaviour is not the responsibility of one individual, but of all family members. Dysfunctional patterns of interaction within the family create ongoing pressures that lead to the occurrence of child sexual abuse. The theory confirms that parents who sexually abuse their children are often socially isolated, lack trust in the outside world and have incongruent relationships with others, leading to feelings of frustration. Abuse becomes a manifestation and result of an emotionally dysfunctional and closed family system.

8.6 Cycle of Violence Theory

The cycle of violence theory identifies whether violent tendencies are inherited from the original family by learning violent behaviour through observing practices within the family, or because the individual has been a victim of such violence. This theory, in addition to being called the cycle of violence, is also known as the theory of the intergenerational transmission of violence. The concept of the cycle of violence suggests that violence is a learned behaviour within the family and is passed on from one generation to the next. This theory suggests that children who are victims of violence directed at them, or who witness violent aggression by one spouse against the other, will grow up to react in the same way towards their children or spouse. Children who survive domestic violence often develop a predisposition and tendency towards violent behaviour towards their future family members. Many important studies

have supported the idea of the cycle of violence, as most research on the theory of domestic violence has been based on case studies, clinical interviews, self-reports and official agency records.

Conclusion

Life is made up of different and distinct stages, each with its own specific requirements. These stages proceed in a harmonious and orderly manner, with childhood being the first and fundamental stage in the formation of an individual's personality. Therefore, it is of great importance in a person's life and requires careful attention due to its clear and precise characteristics.

However, the world has witnessed rapid and profound changes in all political, social, cultural and religious aspects. The emergence of technological and informational progress has led to the rise of pornographic thinking, moral degradation and ethical dissolution, resulting in notable psychological and social disorders. Among these disorders, one that has unfortunately affected children is sexual abuse, especially in the form of sexual harassment, which is one of the most dangerous manifestations and which goes against natural instincts and noble ethics.

As a result, all indicators and studies show that the phenomenon of child sexual abuse has become a worrying and costly problem, with alarming statistics at both national and international levels. This has led many specialists and researchers in the social and human sciences to attempt to understand and explain the phenomenon of child sexual abuse from various perspectives. Their aim is not only theoretical, but also to develop clear and precise strategies to prevent and combat this escalating problem, which is driven by multiple psychological, social and media-related factors. The ultimate goal is to guarantee the safety of childhood, allowing children to live in psychological and social security, and to strive for a society free from these modern diseases and deviations.

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