

**RELATIONSHIP BETWEEN SELECTED FORMS OF CHILD ABUSE AND SOCIAL
BEHAVIOUR IN SELECTED JUVENILE SCHOOLS IN KIAMBU COUNTY, KENYA**

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DECLARATION

This research project is my original work and has not been presented for any examination in any other university.

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DEDICATION

I dedicate this project to my husband Mwaura Kinuthia. To my little ones Jade, Joy, Leo and Lewis for their continued support and cheers. To my lovely mother Wanjiku Njoroge for always being there for me.

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TABLE OF CONTENT

DECLARATION.....	ii
DEDICATION.....	iii
ACKNOWLEDGEMENTS	iv
TABLE OF CONTENT.....	v
LIST OF TABLES	x
LIST OF FIGURES	xi
OPERATIONAL DEFINATION OF TERMS	xii
ABBREVIATIONS.....	xiii
ABSTRACT.....	xiv
CHAPTER ONE	1
INTRODUCTION.....	1
1.0 Introduction.....	1
1.1 Background to the Study.....	1
1.2 Statement of the Problem.....	5
1.3 Objectives of the Study.....	6
1.4 Research Hypotheses	7
1.5 Assumptions of the Study	7
1.6 Justification and Significance	7
1.7 Scope and Limitations of the study.....	9
CHAPTER TWO	10
REVIEW OF RELATED LITERATURE	10
2.0 Introduction.....	10

2.1 Empirical Literature Review.....	10
2.1.1 Physical Abuse and Social Behaviour	10
2.1.2 Emotional Abuse and Social Behavior	14
2.1.3 Sexual Abuse and Social Behaviour	16
2.2 Theoretical Literature Review	19
2.2.1 Social Disorganization Theory	19
2.2.2 General Strain Theory	21
2.3 Summary of Literature Review.....	23
2.4 Conceptual Framework.....	24
CHAPTER THREE	26
METHODOLOGY	26
3.0 Introduction.....	26
3.1 Research Design	26
3.2 Study Variables.....	26
3.3 Location of the Study.....	27
3.4 Target Population.....	28
3.5 Sample and Sampling Techniques	28
3.5.1 Sampling Technique	28
3.5.2 Sample Size.....	28
3.6 Research Instruments	29
3.7 Pre-testing	30
3.7.1 Validity of the Research Instrument	30
3.7.2 Reliability of Research Instruments.....	31

3.8 Research Assistants.....	32
3.9 Data Collection Techniques.....	32
3.10 Data Analysis and Presentation	33
3.11 Ethical Considerations	34
CHAPTER FOUR.....	36
RESEARCH FINDINGS AND DISCUSSION.....	36
4.0 Introduction.....	36
4.1 Rate of Response	36
4.2 Demographic Information.....	37
4.2.1 Gender Representation.....	37
4.2.2 Number of Siblings	38
4.2.3 Parents Status (Alive or Deceased).....	39
4.3 Empirical Findings.....	41
4.3.1 Social Behaviour among Children in Juvenile Schools.....	41
4.3.2.1 Physical Abuse among Children in Juvenile Schools.....	42
4.3.1.2 Relationship between Physical Abuse and Social Behaviour Hypothesis Testing...	44
4.3.3 Emotional Abuse and Social Behaviour	46
4.3.3.1 Emotional Abuse among Children in Juvenile Schools.....	46
4.3.3.2 Relationship between Emotional Abuse and Social Behaviour Hypothesis Testing	47
4.3.4 Sexual Behavior and Social Behavior among Children in Juvenile Schools.....	49
4.3.4.1 Sexual Abuse among Children in Juvenile Schools in Kiambu County.....	49
4.3.4.2 Relationship between Sexual abuse and social Behaviour Hypothesis Testing	51
4.4 Discussion of findings	53

4.4.1 Relationship between Physical Abuse and Social Behavior of Children in Juvenile Schools in Kiambu County Kenya	53
4.4.2 Relationship between emotional abuse on the social behavior of children in juvenile schools in Kiambu County Kenya.....	55
4.4.3 Relationship between sexual abuse on the social behavior of children in juvenile schools in Kiambu County Kenya.....	57
CHAPTER FIVE	59
SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS.....	59
5.0 Introduction.....	59
5.1 Summary of the Findings.....	59
5.1.1 Relationship between Physical Abuse and social behavior	59
5.2.2 Relationship between emotional abuse and social behavior of children in juvenile schools in Kiambu County Kenya.....	60
5.2.3 Relationship between sexual abuse and social behavior of children in juvenile schools in Kiambu County Kenya.....	60
5.3 Conclusions.....	61
5.4 Recommendations.....	62
5.4.1 Mitigation.....	62
5.4.2 Recommendation for Further Studies	63
REFERENCES.....	66
APPENDICES	73
Appendix I: Introduction Letter	73
Appendix II: Consent Form for Interviewees	74

Appendix III: Research Questionnaire	75
Appendix IV: Introduction Letter from Graduate School, Kenyatta University	80
Appendix V: Research License (NACOSTI).....	81

LIST OF TABLES

Table 3.1: Reliability Results.....	32
Table 4.1: Response Rate.....	36
Table 4.2: Social Behaviours of Children in Selected Juvenile Schools	41
Table 4.3: Physical Abuse among Children in Juvenile Schools.....	43
Table 4.4: Correlation Analysis between Physical Abuse and Social Behavior.....	44
Table 4.5: Model Summary for Physical Abuse on Social Behavior	45
Table 4.6: Regression Coefficients for Physical Abuse.....	45
Table 4.7: Emotional Abuse among Children in Juvenile Schools	46
Table 4.8: Correlation Analysis between Emotional Abuse and Social Behavior	47
Table 4.9: Model Summary for Emotional Abuse and Social Behavior	48
Table 4.10: Regression Coefficient for Emotional Abuse	49
Table 4.11: Sexual Abuse among Juvenile Children	50
Table 4.12: Correlation Analysis between Sexual Abuse and Social Behavior	51
Table 4.13: Model summary for sexual abuse and social behavior	52
Table 4.14: Regression Coefficients for Sexual Abuse	52

LIST OF FIGURES

Figure 2.1: Conceptual Framework among selected forms of child abuse and social behavior of children in Juvenile schools	24
Figure 4.1: Gender of Respondents	37
Figure 4.2: Number of Siblings	38
Figure 4.3: Parents Alive	40

OPERATIONAL DEFINATION OF TERMS

Child abuse: Any harmful behavior by a parent or caregiver, including physical, emotional, or sexual abuse. This may involve name-calling, humiliation, physical violence, threats, or unwanted sexual acts.

Emotional abuse: A pattern of behavior intended to control, humiliate, or instill fear in an individual, leading to emotional distress and self-doubt.

Juvenile: A person below the legal age of majority, typically under 18 years old in Kenya.

Physical abuse: Intentional use of physical force, such as hitting, slapping, or kicking, causing harm to a child.

Sexual abuse: Any non-consensual sexual act forced upon a child, woman, or man, often by someone in a position of power.

Social behavior: Actions that influence relationships. Social behaviour appears in a continuum from lower scale going to higher scale. Social behaviour as used in this study is also known as antisocial behaviour and prosocial behaviour in other words. Social behaviour in the lower scale is that which may affect relationships negatively and higher scale may affect relations positively. These include aggression, lack of empathy, disrespect for authority and violent tendencies. The higher scale is that which may affect relationship positively which include empathy, respect for authority, non-violence and compassion.

ABBREVIATIONS

ACEs	:	Adverse Childhood Experiences
GST	:	General Strain Theory
NACOSTI	:	National Commission for Science Technology and Innovation
SPSS	:	Statistical Package for the Social Sciences
SSA	:	Sub-Saharan Africa
UNICEF	:	United Nations Children's Fund
US	:	United States

ABSTRACT

Kiambu County has been witnessing a rise in offenses committed by juvenile children. The highest numbers of recorded cases are committed by young school children (KNBS, 2019). Likewise, abuse of children is a concern among the Kenyan communities. The objective of this study was to examine and determine whether different types of child abuse had a significant relationship with social behaviours of children in selected juvenile schools in Kiambu County, Kenya. Specifically, it assessed whether physical, emotional, and sexual abuse significantly influenced social behavior. The study was anchored on Social Disorganization Theory and General Strain Theory. A correlational research design was adopted, targeting 2,500 children in juvenile schools. Using Yamane's formula, a sample of 344 children was selected through simple random sampling. Data collection was conducted using questionnaires. A pilot study involving 19 respondents from Kabete Rehabilitation Center was conducted but excluded from the main study. In analyzing data, the study applied descriptive statistics to describe the variables and inferential statistics to tell the nature of relationship between the variables. Descriptive statistics applied were percentages, frequency, mean as well as standard deviation. To test the hypotheses the researcher used Pearson Correlation and regression analysis. Findings revealed that child abuse was highly prevalent in juvenile schools, with physical abuse (54.01%–96.91%), emotional abuse (54.32%–82.41%), and sexual abuse (50.62%–78.46%). All three forms of abuse were found to have a strong, positive, and significant relationship with lower-scale social behavior. The study concluded that physical, emotional and sexual abuses are commonly experienced by children in juvenile schools and that the physical, emotional and sexual abuse on children may make them vulnerable to lower scale social behaviours. The study recommended adoption of positive discipline strategies and caregivers' empowerment through psychoeducation and sound policies.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

Under this section background information regarding the variables of the study and how they relate was explored. The chapter also provides a problem statement which highlights the problem regarding child abuse and the social behavior among children in juvenile schools. The chapter further provides the purpose, the objectives as well as the hypotheses that guided the study. Subsequently, the study is justified, and its significance is also discussed. Also discussed are scope, limitations of research and finally research assumptions.

1.1 Background to the Study

Child abuse is a pervasive global issue with long-term psychological, social, and economic consequences (Bacchini & Esposito, 2020). According to the World Health Organization (2021), approximately three out of four children aged 2–4 years' experience some form of psychological or physical abuse by their caregivers. Additionally, one in five women and one in thirteen men report having experienced sexual abuse during childhood. Furthermore, an estimated 120 million girls worldwide have been subjected to forced sexual acts before the age of 20. Despite these alarming statistics, existing literature does not adequately explore the relationship between child abuse and social behavior, creating a gap that may hinder the formulation of effective policies to mitigate child abuse and its broader social implications.

In Africa, child abuse remains a significant challenge, with prevalence rates reaching up to 64% (Meinck, Cluver, Boyes, & Mhlongo, 2015). Badoe (2017) emphasizes that child abuse in Africa

hinders the attainment of Sustainable Development Goals (SDGs), given its far-reaching consequences. Reports indicate that in South Africa, 34% of children aged 15–17 years have experienced physical abuse, 16% have suffered mental abuse, and 20% have been subjected to sexual abuse (Burton, Ward, Artz, & Leoschut, 2015). Similarly, in Sub-Saharan Africa, Meinck et al. (2016) report a lifetime child abuse prevalence rate of 56.3%, with physical abuse at 18.2%, emotional abuse at 35.5%, and sexual abuse at 9%. However, there is limited empirical evidence on how the increasing cases of child abuse in the region impact social behavior, particularly among children in juvenile schools (Schulz & Eden, 2016). Understanding this relationship is crucial for informing research and policy interventions.

In Kenya, juvenile delinquency has been on the rise, with increasing cases of conduct disorders among minors (Kenya Crime & Safety Report, 2019). Naomi and Munene (2017) report that Nairobi Juvenile Court handles 45% of all juvenile offenses, with Shimo la Tewa in Mombasa and Shikutsa each handling 30.4%. The Annual Crime Report (2018) highlights a 32.04% increase in juvenile offenses, rising from 7,284 cases in 2017 to 9,618 in 2018. Specifically, offenses committed by minors in schools increased from 2.3% in 2017 to 3.2% in 2018. Factors such as peer approval of delinquent behavior, peer attachment, bullying, and harsh disciplinary measures have been linked to juvenile delinquency (Naomi & Munene, 2017). Common crimes among delinquents in Kenya include truancy, vandalism, substance abuse, burglary, and sexual offenses (Rwengo, 2017). However, these studies primarily imply a link between child abuse and delinquent behavior without explicitly exploring the nature of this relationship.

In Kiambu County, juvenile crime has been on the rise, increasing from 234 reported cases in 2019 to 278 in 2020, representing a 19.2% rise (Annual Crime Report, 2021). Reports indicate that over 30% of primary school children in the county engage in some form of juvenile delinquency

(Annual Crime Report, 2018). To address this, several juvenile rehabilitation centers have been established in Kiambu. The Ministry of Labour and Social Protection (2020) reported progress in reducing childhood violence since the first Violence Against Children Survey in 2010. However, despite an overall decline in physical and sexual violence against children, cases of sexual and physical abuse among teenage girls aged 13–17 have increased. While these reports highlight trends in child abuse and delinquency, they do not clarify how different forms of abuse influence social behavior among juveniles. With increasing cases of juvenile offenses (Kenya Crime & Safety Report, 2019) and reports of rising child abuse, there is a need to establish whether a significant relationship exists between child abuse and social behavior among children in juvenile schools.

The 2019 Violence Against Children Survey highlights that nearly half of all girls and over half of all boys experience childhood violence, with physical abuse being the most prevalent form. Caregivers, parents, and guardians are reported as the main perpetrators. Psychological violence and corporal punishment are also common, affecting over half of all girls and 40% of boys. Additionally, one in every six girls and a smaller proportion of boys report experiencing sexual violence (Ministry of Labour and Social Protection, Kenya, 2020). While these findings indicate that child abuse negatively impacts children's mental health, its effect on social behavior among juvenile delinquents remains unclear. Examining the backgrounds of children in juvenile schools may provide insights into how child abuse influences their behavioral development.

Child abuse manifests in various forms, including physical abuse (e.g., beating, defilement, and burning), sexual abuse (e.g., fondling and pornography), emotional abuse (e.g., rejection and neglect), and exposure to domestic violence. Additionally, economic exploitation, such as child labor and child soldiering, further exacerbates abuse (World Health Organization, 2020). Despite

existing literature on these abuse forms, there is insufficient research on how they influence social behavior, particularly among children in juvenile schools. This study seeks to bridge this gap by examining the effects of different types of child abuse on the social behavior of juveniles in rehabilitation schools.

Social behavior refers to the actions and attitudes exhibited by individuals in interactions with others, which conform to the norms and expectations of society (Dhiman, 2023). It encompasses both lower and upper scale social behaviours that influence interpersonal relationships and societal functioning. Negative social behaviors, often a subject of concern, include aggression, peer relationship difficulties, social processing deficiencies, and delinquency (Hashmani & Jonason, 2017; Xie, Bi, Du, Kou, & Yang, 2020). According to Clark, Vanyukov, and Cornelius (2002), negative social behaviors are those that violate societal norms and infringe upon others' rights, such as violence, vandalism, and truancy. These behaviors are often seen in juvenile delinquency and may stem from underlying issues like child abuse.

Several studies have established a link between child maltreatment and social behavior. Álvarez-García, González-Castro, Núñez, Rodríguez, and Cerezo (2019) found a correlation between child abuse and delinquent behaviors among 3,199 teenagers in Spain. However, these findings are not specific to children in juvenile schools, necessitating further investigation in the Kenyan context. Similarly, Lippard and Nemeroff (2020) conducted a longitudinal study on child maltreatment and mood disorders, revealing that physically abused children exhibited higher impulsivity and reactive aggression. However, this study did not focus on juvenile delinquents, who often display heightened behavioral issues.

Milaniak and Widom (2015) examined the link between child abuse and delinquency in the United States, finding that 32.5% of abused boys later engaged in criminal behavior. While this supports other research findings, it was not conducted among juvenile delinquents. Pingley (2017) observed that physically abused children demonstrated withdrawal and violent tendencies in peer interactions. Similarly, Dodge, Pettit, Bates, and Valente (1995) found that early childhood abuse was associated with externalizing behaviors in later years. However, these studies focused on general populations, highlighting the need to examine how these behaviors manifest among children in juvenile schools.

Njendu (2014) investigated antisocial behavior among school-going children in Kiambaa Constituency, identifying neglect, poor parental relationships, and substance abuse as key contributing factors. While some of these factors indicate child abuse, the study did not explicitly examine its impact on social behavior. Additionally, Mutavi et al. (2016) found that defilement negatively affected children's social relationships in Nairobi suburbs, but their study did not focus on juvenile children. Therefore, this study aims to explore the relationship between child abuse and social behavior among juveniles in Kiambu County to bridge this knowledge gap.

1.2 Statement of the Problem

Child abuse is a growing issue globally, and it remains a significant concern in Kenya, particularly in Kiambu County. Abuse hinders healthy development in children, often resulting in the emergence of negative social behaviors. Kiambu County has witnessed a rise in offenses committed by juvenile children (Annual Crime Report, 2021; KNBS, 2019), and such behaviors can obstruct their ability to meet developmental needs, further complicating their growth. Instead of healing, these children may experience lasting effects that hinder their social functioning.

Negative social behaviors, including aggression, violence, and delinquency, are common among juveniles affected by abuse. These behaviors can disrupt the individual's social interactions and may lead to long-term consequences, as these children grow into adults who may contribute to societal challenges. The increasing rates of both child abuse and negative social behavior highlight the need for focused research to understand their relationship and identify effective mitigation strategies.

While various organizations, such as international bodies, government agencies, and local researchers, have worked to reduce child abuse and negative social behaviors, challenges persist. Despite some successes, reports continue to show rising abuse rates and worsening social behavior in areas like Kiambu County. Understanding the connection between these issues is crucial for developing better policies, strategic plans, and interventions. This research aims to explore the relationship between child abuse and social behavior in children in juvenile schools in Kiambu County, with the goal of informing policy and improving interventions to address these challenges.

1.3 Objectives of the Study

The study was guided by the following objectives:

- i. To investigate the relationship between physical abuse and social behavior of children in juvenile schools in Kiambu County Kenya.
- ii. To assess the relationship between emotional abuse and social behavior of children in juvenile schools in Kiambu County Kenya.
- iii. To examine the relationship between of sexual abuse and social behavior of children in juvenile schools in Kiambu County Kenya.

1.4 Research Hypotheses

- i. H₀₁: There is no significant relationship between physical abuse and the social behavior of children in juvenile schools in Kiambu County Kenya.
- ii. H₀₂: Emotional abuse has no significant relationship with social behavior of children in juvenile schools in Kiambu County Kenya.
- iii. H₀₃: There is no significant relationship between sexual abuse and the social behavior of children in juvenile schools in Kiambu County Kenya.

1.5 Assumptions of the Study

This study assumed the following: that participants would provide honest and truthful information concerning study objectives. The study also made an assumption that the sample population used was a representative of the target population. In addition, the study instrument which included questionnaire and interview guide were most suitable in the triangulation of study findings.

1.6 Justification and Significance

Child abuse is a significant issue not only in Kenya but globally. When abuse occurs, it disrupts the healthy development of children, increasing the likelihood of negative social behaviors. This study examined the relationship between selected types of abuse experienced during childhood and social behavior in children in Kiambu County, Kenya. The findings may provide valuable insights on forms of abuse meted on children, social behaviours as experienced by children and association between abuse and social behaviours. parenting practices and the quality of care provided to children not only in Kiambu County but across Kenya. This knowledge is crucial for

healthy development of children, deliberate positive parenting behaviours as well as formulation of effective policies and informed childcare practices, which may help address the rising cases of juvenile delinquency in Kiambu County.

The study may benefit both children and parents. By revealing the relationship between child abuse and social behavior, it may raise awareness among parents about the negative consequences of various forms of abuse. This awareness may encourage parents to be more vigilant in protecting their children from external abuse and to manage their own emotional reactions, reducing the risk of abuse within the home. Such changes can provide children with a safer and more supportive environment for growth. Children who experienced abuse at some point in development may seek help from knowledgeable people to avoid delinquent behaviours.

Juvenile school administrations may also benefit from the findings. The study offers evidence-based knowledge that may be used in choosing effective strategies to address the psychological needs of children, which may help in understanding and managing changes in social behavior. Additionally, the guidance and counseling departments in juvenile schools may use the findings to tailor interventions that support children who have experienced abuse during their development.

The Ministry of Labour and Social Protection may apply the study's findings to understand the association between child abuse and social behavior. These insights may inform the development of policies on child discipline and the effective management of juvenile schools, enhancing support systems for at-risk children across the country.

1.7 Scope and Limitations of the study

The focus of the study was to evaluate the relationship between selected forms of abuse during childhood and the social behavior of children in juvenile schools in Kiambu County, Kenya. The data was collected from the children in juvenile schools using questionnaires. The limitations of the study may include lack of resources, a limited sample size and flawed technique among other things. This was mitigated by using stratified random sampling in obtaining the 344 respondents from the population. The study would be limited by children's capacity to provide the required information due to fear. To make it easy for the children and improve on objectivity, closed ended statements were used in the questionnaire with "Yes" and "No" choices to pick from by ticking based on their experiences. To minimize fear and increase chances for genuine engagement with the questionnaire the researcher involved their caregivers in data collection. The caregivers were well conversant with the language they used to break the barrier and maintain trust. In the case of re-traumatization respondents were debriefed and encouraged to seek further psychological support even after the research. Recommendations for future research were made where it was practically not possible to adequately cover the limitations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

In this chapter empirical literature and relevant theories are reviewed. The empirical review of the research is first discussed as guided by the objectives and then theories linked to the research are highlighted. Consequently, reviewed literature is summarized and the conceptual framework diagrammatically illustrated.

2.1 Empirical Literature Review

This sub section highlights a review of empirical research as guided by the objectives. It comprises of physical abuse and social behaviour, emotional abuse and social behaviour and sexual abuse and social behaviour.

2.1.1 Physical Abuse and Social Behaviour

Several studies have examined the effects of physical abuse on children's social behavior. A study by Jung et al. (2015) explored the connection between physical abuse and self-reported criminal behavior among 356 individuals aged 30 and above. The researchers used a 5-point scale to assess physical abuse and antisocial behavior, finding that physical abuse in childhood predicted criminal behavior in adulthood, with antisocial behavior serving as a mediator. This study, however, differs from the methodology of the current research, as it used path analysis, whereas the present study will employ a correlational research design. This difference in methodology may provide distinct insights into the issue.

A longitudinal study by Lansford et al. (2002) in the United States followed 500 children over a 10-year period to assess the impact of early physical abuse on later social interactions. The study found that children who experienced physical abuse in their early years exhibited higher levels of aggression, poor conflict resolution skills, and reduced empathy in their teenage years. The findings suggest that physical abuse not only influences behavior at the time of abuse but also has long-term implications for social interactions. However, the study focused on children in general rather than those in juvenile institutions, which is a specific gap this study aims to address.

Similarly, a study conducted by Dodge, Pettit, and Bates (1997) examined the social outcomes of physically abused children in Canada. The researchers found that abused children were more likely to misinterpret social cues as hostile, leading to increased aggression in peer interactions. This study provides insight into how physical abuse affects children's perception of social environments, reinforcing aggressive tendencies rather than fostering positive social engagement. However, like many studies, it does not specifically focus on children in juvenile schools, an aspect that the current study aims to explore.

Another study by Gershoff (2016) investigated the long-term social and behavioral consequences of physical punishment among children in Australia. The study, which analyzed data from 3,000 children, found that harsh physical discipline was strongly associated with reduced social competence, increased aggression, and lower academic performance. The study highlights the adverse effects of physical abuse on children's ability to function in social environments, but it does not directly examine how these outcomes manifest in children placed in juvenile institutions.

Afifi, Fortier, Sareen, and Taillieu (2019) examined the links between punishments that are physical and harsh and maltreatment of child and harsh physical punishment as a kid and antisocial

behavior as an adult. Cross-sectional research via the information from the National Survey on Alcohol and Related Conditions Wave 3 (April 2012 to June 2013) on general US population. Participants were 18-year-old civilians who were not institutionalized. A design of multistage probability sampling was adopted in this study (rate of response, 60.1 percent). The study adopted cross sectional design as opposed to correlational study design that is adopted in this study. Adult antisocial tendencies were linked to harsh physical punishment and child abuse. Physical abuse goes beyond physical punishment. A focus on physical abuse in its broader sense would give a better understanding of its association with social behaviour more so among the juvenile population rather than the adults.

Egeland, Yates, Appleyard, and Van Dulmen (2002) used data which are longitudinal from childhood via late adolescence to investigate the process of development by which maltreated children join an externalizing behavior pathway that eventually causes adolescent delinquency and antisocial behavior. The research adopted structural equation modeling to look at association between early childhood mistreatment and middle childhood externalizing behavior, as described by dysregulation of physical and emotional behaviors and alienation the caregiver that is primary in the period of preschool. A total of 140 children of high risk and children were included in the study, who were tracked from birth to age 12-17. Early childhood physical abuse and emotional neglect resulted in preschool alienation eventually leading to antisocial behavior in adolescence. While longitudinal data provided valuable information on the process of developing antisocial behaviour in adolescence after early childhood physical abuse, following a study from a variety of respondents once may capture abuse beyond early childhood and antisocial behaviours engaged into below adolescence.

Al Majali and Alsrehan (2019) explored the effects of violence in the family on a child's social and psychological development. A total of 456 UAE University students volunteered for the survey, with 156 females and 300 males ranging from 18 to 29 years old. The study data was collected using an already developed questionnaire. The study outcomes revealed that children in households are subjected to a high level of physical and emotional abuse. Learners who have a high level of violence at home present a high level psychological and social adaptation according to the findings (less than 20 percent). Antisocial behaviours among university students may reflect negative behaviours within the normal range. There is need to focus antisocial behaviours within the problematic range as portrayed by juvenile delinquent children.

A study in Nigeria by Onwuachi-Saunders and Oloruntimehin (2018) examined the role of physical punishment in shaping children's social behavior. The research surveyed 600 children in Lagos and found that those who experienced frequent physical punishment were more likely to develop either aggressive or submissive social behaviors. The study highlighted the cultural perceptions of corporal punishment in African settings, where physical discipline is often normalized, making it difficult to differentiate between acceptable discipline and outright abuse. However, the study did not explore how these effects translate into behavior within structured environments such as juvenile correctional facilities.

In a previous study by Meinck (2014) in South Africa, the lifetime prevalence of abuse was found to be 54.5% for physical abuse, 35.5% for emotional abuse, 14% for sexual harassment, and 9% for contact sexual abuse. The study also revealed past-year prevalence rates of 37.9% for physical abuse, 31.6% for emotional abuse, 12% for sexual harassment, and 5.9% for contact sexual abuse. Additionally, a significant proportion of children experienced frequent abuse (monthly or more regularly), with 16% reporting frequent physical abuse, 22% frequent emotional abuse, 8.1%

frequent sexual harassment, and 2.8% frequent contact sexual abuse. These findings highlight the widespread and recurring nature of child abuse victimization in the studied population.

2.1.2 Emotional Abuse and Social Behavior

Gomis Pomares and Villanueva (2020) wanted to see if Adverse Childhood Experiences (ACEs) had an effect on social conduct in young adults aged 18 to 20 (specifically with altruistic and deviant behavior). Participants in the study were 490 young adults, with an average age of 18.90 years ($SD = .77$). The ACEs questionnaire, Deviant Behavior Scale, and Altruistic Scale were voluntarily completed by all participants. ACEs were revealed to be strong and positive predictors of deviant behaviors in linear regression models. Furthermore, emotional trauma had an impact on altruistic conduct. The study focused on ACEs and not child abuse where some ACEs may not be forms of child abuse. The study was conducted among adults who may portray different behavior from children.

Degli Esposti, *et al.* (2020) looked at the relationships between children maltreatment and antisocial behavior over the course of their lives. This study employed longitudinal data spanning 50 years from 1958 British birth cohort ($n = 8088$) to track neglect, abuse, and antisocial behavior spanning from childhood to adulthood. In all the seven time points across life-course, child maltreatment was associated to increased levels of antisocial behavior (7-50years). This data was for a long time period. This study will collect a one-time data. Individuals who were emotionally abused exhibited more antisocial behavior during childhood and adulthood. While the study linked maltreatment to antisocial behavior, it did not focus on children in juvenile schools.

Research in South Africa by Mathews, Jamieson, Lake, and Smith (2018) examined the effects of emotional abuse on adolescents' social adjustment. The study, conducted among 600 teenagers in Cape Town, found that emotionally abused adolescents exhibited higher levels of social anxiety, distrust, and difficulty maintaining friendships. The findings suggest that emotional abuse impairs

a child's ability to form healthy social connections, increasing the risk of social isolation. However, this study did not focus on children in juvenile schools, nor did it explore potential interventions to mitigate the effects of emotional abuse.

A study conducted in Nigeria by Aluede, Imhonde, and Eguavoen (2019) investigated emotional abuse among secondary school students in Lagos. The study surveyed 450 students aged 12-18 and found that those who experienced emotional abuse were more likely to exhibit aggressive behaviors, struggle with self-esteem, and have difficulty forming friendships. The researchers emphasized that cultural perceptions of discipline often normalize emotional abuse, making it a less recognized but highly damaging form of maltreatment. While this study provides important insights into the prevalence of emotional abuse, there is need to focus on how emotional abuse relates to social behaviour. This may shift focus to motivation for action on both past and current experiences of emotional abuse with a focus on mitigating antisocial behaviours among the juvenile delinquent. The study does not address the relationship between emotional abuse and social behavior in the unique context of juvenile schools.

A study by Wambugu and Mugo (2021) examined the effects of emotional abuse on school-going children in Nairobi County. The study, which surveyed 300 children aged 10-16, found that emotionally abused children exhibited higher rates of social withdrawal, low self-esteem, and difficulty expressing emotions. The researchers noted that emotional abuse often goes unnoticed due to its intangible nature, leading to long-term social challenges. The findings from the study observed issues of withdrawal, esteem and emotional expression which signal vulnerability for antisocial behavior. Therefore, the question begs whether social behaviours by delinquent children are related to emotional abuse.

Another local study by Kamau and Njuguna (2022) explored the link between emotional abuse and behavioral adjustment among children in rehabilitation centers in Kiambu County. The study, involving 200 children aged 11-17, found that emotional abuse significantly contributed to aggressive behavior, social anxiety, and reduced trust in authority figures. The findings suggest that emotional abuse not only affects individual behavior but also impacts group dynamics and social cohesion within institutional settings. However, the study did not comprehensively explore how emotional abuse influences peer relationships and coping mechanisms among juvenile offenders.

2.1.3 Sexual Abuse and Social Behaviour

Cubellis, Peterson, Henninger, and Lee (2018) investigated the relationship existing between sexual abuse in childhood and violence between intimate partners. They focused on role of behavior and antisocial traits in mediating intimate relationship, as well as the disparities in these interactions between males and females. Using hierarchical linear modeling, evaluation of hypotheses was from a sample of 13,659 campus students from 68 sites in 32 nations. The hierarchical linear modeling was adopted which is opposed to the linear regression that will be adopted for this study. For females, antisocial qualities and behaviors totally moderated the linkage between abuse of children sexually and physical violence of intimate partner. They focused on the role of behavior and antisocial traits in mediating intimate relationship, as well as disparities in these interactions between males and females. Using hierarchical linear modelling evaluation of hypotheses was from a sample of 13659 campus students from 68 sites in 32 nations. The hierarchical linear modeling was adopted as opposed to linear regression that will be adopted for this study. For females, antisocial qualities and behaviours totally moderated the linkage between

abuse of children sexually and physical violence of intimate partner perpetration, but partially for males. However, the study was conducted among the university students not juvenile children.

In a big sample of adolescents Bergen, *et al.* (2004) used logistic regression and population average model to assess gender-specific sexual abuse. A cross-sectional design was used on students ranging from 13 years (n=2596), 14 years (n=2474) and 15 years (n=2290). Bergen, *et al* found out that sexual abuse was highly connected to social behavior to the low scale with elevated chances of 3 to 8 times for boys who were sexually abused and 2 to 3 times for girls who were sexually abused compared to those who were not abused. The study by Bergel *et al* focused on focused on sexual abuse only even though sexual, physical and emotional abuse are somehow intertwined. While a focus on one form of abuse would allow in-depth analysis any form of abuse hardly happens in isolation. A focus on different forms of abuse together would allow a look into complex context of abuse yielding to antisocial behaviours that eventually land them to juvenile schools.

Ramirez, Jeglic and Calkins (2015) studied male adult offenders (n=571) who were charged of physically abusing children to see whether there was a link between sexual abuse, rage and violent behavior. Overall Ramirez *et al* discovered that angry sex offenders were more likely to employ violence in executing their crime and were probably more likely to have been sexually abused. Furthermore, while these associations were found to exist independently for both molesters of children and rapists, rapists were established to be enraged than molesters of children. Lastly anger had no effect on the association between the offenders' bad childhood and his or her willingness to perpetrate a violent sex offense. The study was however conducted among adult population and not among children.

In a study to investigate whether psychopathy and traumatic childhood experiences resulted to criminal behaviours, Heiring (2020) carried out a survey on a sample of 320 males and females who were under the custody of the Iowa Department of Corrections. Negative binomial regression and logistic regression with odds ratios were used to evaluate the data. Psychopathy was significantly correlated with childhood experiences. Childhood experiences are broader in perspective and therefore study by Heiring could only point out at association between childhood abuse and criminality. Childhood sexual abuse may lead to trauma hence the need to specifically evaluate the relationship between sexual abuse and social behaviours among delinquent children.

In South Africa, Richter, Mathews, Kagura, and Nonterah (2018) investigated the impact of childhood sexual abuse on adolescent social behavior in Cape Town. The study, which involved 500 adolescents aged 12-18, found that victims of sexual abuse were more likely to experience social anxiety, have difficulty trusting others, and engage in high-risk behaviors such as substance abuse and early sexual activity. The researchers noted that cultural perceptions of abuse and inadequate support systems further exacerbated these effects, reinforcing negative social behaviors. If a clear linkage of childhood sexual abuse to social behaviour is established among delinquent children their effective rehabilitation would focus on sexual abuse trauma.

In agreement with Richter et al (2018) Nsubuga, (2019) as well observed that childhood sexual abuse made children vulnerable to antisocial behaviours. In their study in Uganda among 400 sexually abused children between the ages 9-17 years, Nsubuga et al indicated that abused children exhibited low self-confidence, struggled with school participation, and had difficulty maintaining friendships. The study highlighted the critical role of family and community support in shaping post-abuse social behavior. However, the researchers did not investigate the long-term effects of

these behaviours among delinquent children, leaving a gap in understanding the lasting social impact of childhood sexual abuse on social behaviours among delinquent children.

Locally, studies on sexual abuse and social behavior among children in Kenya remain limited. However, research by Kithinji and Wangari (2021) explored the effects of sexual abuse on school-going children in Nairobi County. The study, which surveyed 250 students aged 10-15, found that victims of sexual abuse displayed higher levels of aggression, social withdrawal, and reluctance to participate in school activities. The researchers emphasized that societal stigma and inadequate support structures worsened the social challenges faced by these children. A focus on social behaviours rather than generalized social challenges specifically may greatly contribute in rehabilitation of delinquent children with past experiences with sexual abuse.

2.2 Theoretical Literature Review

Social disorganization theory and the general strain theory anchored this research. These theories are further explained in this chapter.

2.2.1 Social Disorganization Theory

This theory came out of the study done in 1942 by McKay and Shaw in Chicago. Through spatial maps to determine locations of residents of juveniles called Chicago courts, McKay and Shaw revealed that crime rates were not evenly distributed in the context of time and space (Bursik, 1988), instead rate of crime was only in one place of the city and significantly stable relatively within various regions despite continual changes in the community that stayed in the region (Kubrin & Weitzer, 2003).

They summarized that crime was probably of neighborhood components. Due to lack of behavioral regulations, neighborhoods cause criminal cultures and traditions that could be inherited by the next youth generation (Gabbidon, 2015). This buildup of pro-delinquency behaviors is easily

learned by young teenagers via their normal interaction with senior juveniles (Weisburd, 2015). Neighborhood that has no social organization enables the environment for delinquency and crime in two different ways: through passing of undesired values and mechanisms of behavioral.

According to Social Disorganization Theory, the place an individual is matters, someone's residence is more significant than features like race, gender and age in forming the probability that one will take part in activities that are illegal (Cavan, 1983). Znaniecki and Thomas (1918–1920) came up with the process of thinking as well as attitude are made by the association of situation of the person and his or her characters. Attitude stems from the procedure of acculturation and not innate (Bernard, Snipes & Gerould, 2010). Any action that is put forward will have some social significance to someone's life as it is linked to the situation linked to the subject and since it has been made by attitudes due to experience of culture and social life experience (Thomas & Znaniecki, (1920).

The Social Disorganization Theory is relevant in understanding behavioral change of children arising from emotion, physical as well as sexual abuse. This emphasizes the significance of modeling, observing and copying other characters, reactions of emotions as well as attitude. The juvenile children will tend to adjust their character and behaviour based on how they are treated in the society. Abuse arising from physical, emotional and sexual abuse will result to resentment, low self-esteem and hate.

The relevance of Social Disorganization Theory to the current study lies in its ability to explain how environments marked by abuse whether physical, emotional, or sexual can contribute to the behavioral changes observed in children. Juvenile offenders who experience abuse may exhibit behavioral changes such as resentment, low self-esteem, and hatred. These emotions, when

coupled with a lack of social support or regulation, may create fertile ground for the development of negative social behaviors. Children raised in abusive environments are often conditioned to model the negative behaviors they observe, which leads to the internalization of maladaptive attitudes and coping mechanisms.

This theory is crucial for understanding the ways in which abused children may adjust their social behavior based on the treatment they receive within their communities. The abuse they experience can act as a catalyst for the development of negative social behaviors, influenced by the absence of social organization and the presence of harmful cultural norms. Therefore, the Social Disorganization Theory informs this study by providing a framework for understanding how the environment specifically the abuse children endure shapes their social behavior and contributes to the perpetuation of delinquency.

2.2.2 General Strain Theory

General Strain Theory was proposed by Robert Agnew. The theory has been globally adopted as a theoretical foundation for comprehending mechanisms that link abuse and delinquency. According to this theory, being born in an environment that is aversive is an important source of strain for people who are young and have limited skills to adapt successfully (Broidy & Agnew, 1997). Such events have a severe negative impact on children, who will probably react to adversity with frustration, anger and bad conduct (Broidy & Agnew, 1997). Going by Agnew (1992) explanation of how abuse leads to antisocial behavior, abused children develop negative emotions from abuse, their level of perceived hurt increases, they develop a desire for retaliation or revenge which energize them towards action and decreases inhibitions against restricted behaviours hence engaging in unlawful activities.

The attempts of maladaptive adolescents to deal with or even escape from maltreating settings may result in delinquent behavior. Furthermore, the negative effects of these disruptive behaviors on peer relationships and parent–child, reduced professional and educational possibilities, and an increased difficulties of taking part in problem behaviors throughout adulthood contribute to the stress (Haynie, Petts, Maimon & Piquero, 2009). Several studies have supported this notion, demonstrating that undesirable impact is both a common result of trauma as well as a predictor of delinquency (Brezina, 1998; Aseltine, Gore & Gordon, 2000; Maschi, 2006; Haynie et al.,2009).

General Strain Theory as well explain the disparity in rates of delinquent behaviours across gender (Broidy & Agnew, 1997). The theory attributes the disparity to different patterns of emotional expression and reaction among people of the same gender. Agnew, (1992) argued that after experiencing anger, girls are more likely to experience shame, despair and anxiety. As negative emotions, shame, despair and anxiety demotivate girls from hostility and aggression, lowering their chances many other related crimes. This is different from boys who are socially inclined to expressing anger hence high chances of hostility and aggression.

This theory states that delinquency is caused by an inability to achieve one’s goals: becoming frustrated. This research identifies another source of delinquency as well as frustration, the pain blockage behaviour of avoidance. Juvenile children with no option are forced to be in a specific environment, such as school and family if these environments are not good, there is nothing that juvenile children can do to escape.

The relevance of Social Disorganization Theory to the current study lies in its ability to explain how environments marked by abuse whether physical, emotional, or sexual may contribute to the behavioral changes observed in children. Juvenile offenders who experience abuse may exhibit

behavioral changes such as resentment, low self-esteem, and hatred. These emotions, when coupled with a lack of social support or regulation, create fertile ground for the development of antisocial and delinquent behaviors. Children raised in abusive environments are often conditioned to model the negative behaviors they observe, which leads to the internalization of maladaptive attitudes and coping mechanisms.

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2.3 Summary of Literature Review

The section provides review of related literature. The theories that were discussed included social learning theory, and general strain theory which are explained herein to help explain the effect of abuse on social behaviour. Further, a review of empirical studies revealed existing gaps in terms of knowledge methodology and the contexts for which the studies were conducted. Most of the studies were conducted outside of Kenya and hence the findings may not be applicable in Kenya as family set ups and cultural contexts differ. More so the studies were conducted outside of the juvenile contexts hence the need to extend the studies among children in juvenile schools. It can therefore be concluded that there exists a knowledge gap that was filled by conducting the current study.

2.4 Conceptual Framework

The linkage between the study factors was predicted as in Figure 2.1 below. The independent variable was child abuse which had the following sub variables physical child abuses, emotional child abuses and sexual child abuses. The dependent variable was social behavior. A relationship was expected to exist between study dependent and independent determinants.

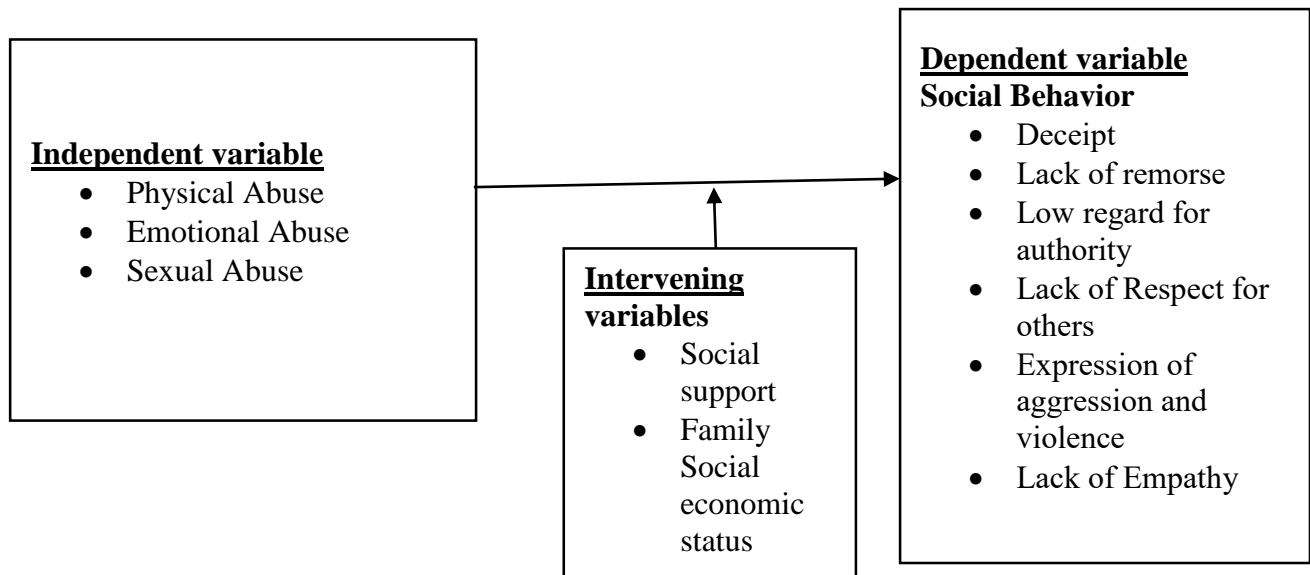


Figure 2.1

Conceptual Framework among selected forms of child abuse and social behavior of children in Juvenile schools

The independent variable of the research was child abuse which was further broken down into three sub variables namely physical child abuse, sexual child abuse, and emotional child abuse. The study had social behavior as the dependent variable and it was contextualized into behavior like deceit, lack of remorse, low regard for authority, lack of respect for others, expression of aggression and violence tendencies, and lack of empathy. These are behaviours that people take part in and may have undesirable outcomes linked to society and interpersonal conflict. It was

hypothesized that physical child abuse, sexual child abuse and emotional child abuse have significant relationship with behavior of children in juvenile schools.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This section of the study will discuss various methods of study that were applied. The chapter constitutes of design of the research, the targeted population, size of the sample and sampling techniques, research tools, process of gathering information methods of data analysis and eventually ethical considerations in the process of research.

3.1 Research Design

This study adopted a correlational research design, which is appropriate for examining the relationship between child abuse (physical, emotional, and sexual abuse) and social behavior among children in juvenile schools in Kiambu County, Kenya. The correlation research design measures and analyzes relationships between variables without manipulating them (Leedy & Ormrod, 2001). Since child abuse is an existing condition that cannot be ethically manipulated, a correlational approach allows the researcher to study its natural effects on social behavior. This design enables the researcher to determine whether associations exist between different forms of abuse and specific social behavior patterns, thereby providing insights into the impact of abuse on children's behavioral outcomes (Orsini, 2015).

3.2 Study Variables

In this study the independent variable was selected forms of child abuse being physical abuse (Slapping, Pinching, Choking, Kicking and Shoving), emotional abuse (name calling, criticizing, withholding affection, humiliation and threats) and sexual abuse (Unwanted touching, defilement,

sodomy, coerced nudity, and Sexually explicit photographing). The dependent variable is social behavior. The dependent variable is contextualized into forms of social behaviours which include deceit, lack of remorse, low regard for authority, lack of respect for others, expression of aggression and violence tendencies, and lack of empathy. On the other hand, intervening variables are social support and social economic status.

3.3 Location of the Study

This research was done in Kiambu County Kenya. Kiambu County is located to the north of Nairobi city, bordering Nairobi City and Kajiado counties to the south, Machakos County to the east, Murang'a to the north and Nyandarua County to North West and Nakuru County to the west. It is within the Coordinates 1° 10'S, 36° 50'E. Kiambu County was chosen because it has high cases juvenile offenses. Juvenile offenses in committed by youth and school going children in Kiambu County was the highest in Kenya ((KNBS, 2019). The number of juvenile crime cases rose from 234 in 2019 to 278 in 2020 representing 19.2% increase (Annual Crime Report, 2021). In comparison, Nairobi County, despite being Kenya's capital and most populous city, reported a lower increase in juvenile crime cases during the same period, with cases rising from 198 in 2019 to 215 in 2020, a 8.6% increase. Other counties, such as Nakuru and Mombasa, also reported lower juvenile crime rates compared to Kiambu. Nakuru recorded a 12.3% increase, while Mombasa saw a 10.5% rise in juvenile offenses between 2019 and 2020. These statistics highlight Kiambu County's unique position as a hotspot for juvenile delinquency, necessitating focused research and intervention strategies to address the underlying causes of this trend.

3.4 Target Population

This is described as a specific group that shares common characteristics and it is usually identified as the sure audience of a study (Lavraks, 2008). The study population were children in juvenile schools within Kiambu County. The target population was 2500 children in the juvenile schools in Kiambu County. Both male and female children in juvenile schools were targeted. They were booked in juvenile schools because of their unlawful acts with the aim of being rehabilitated. They are all below the legal adult age of 18 years. The juvenile children were targeted in the study because of their experience with social behaviours on a lower scale.

3.5 Sample and Sampling Techniques

3.5.1 Sampling Technique

This is the process of getting data from the only part of the group that is large so as to understand the whole population (Levy & Lemeshow, 2013). Simple random sampling was utilized to select a sample of 344 children's representatives from selected schools. Using simple random sampling is advantageous as it avoids bias when choosing representatives from the population. All the people in the population had an opportunity of being chosen. First, the names of all juvenile schools to be included in the study were randomly selected from a container. Consequently, from the selected juvenile schools 344 children were selected proportionately from a list of alphabetically ordered names. This method of sampling reduced researcher bias in arriving at the respondents.

3.5.2 Sample Size

Malone, Nicholl, and Coyne (2016), state that a sample is a representative number of objects or individuals in the population being studied. Yamane formula was adopted to calculate sample size

of these juvenile children included in the study. The use of Yamane formula is suitable if the target population is less than 10,000 observations (Israel, 1992). The Yamane formula is as below:

$$n = \frac{N}{1 + N(e)^2}$$

Where;

N is population size

n is sample size

e is precision level which is 0.05

The target population was 2500 children in the juvenile schools in Kiambu County. Hence the sample size for the study was computed as follows:

$$n = \frac{2500}{1 + 2500(0.05)^2}$$

$$n = \frac{25000}{1.915}$$

$$n = 344 \text{ children in the juvenile schools}$$

The study's sample size was therefore 344 children in the juvenile schools.

3.6 Research Instruments

Structured questionnaires and an interview guide were used in collecting primary data for the study. The questionnaire was divided into five sections; demographic information, physical abuse, emotional abuse, sexual abuse and social behavior. The questionnaire was structured on two-point

Likert scaling with weight assigned to “Yes” or “No”. According to Armstrong and Bull (2006) questionnaires systematically collect data to provide answers on opinions and issues requiring exploration. Armstrong and Bull (2006) notes that to obtain answers on areas that need to be explored such as opinions and issues, a questionnaire can guide in systematic data collection. According to Cooper, Schindler and Sun (2006), a questionnaire that is self-administered is advantageous as they cost less than personal interview.

3.7 Pre-testing

The section describes how research instruments worth was tested using pilot sites deliberately chosen in view of addressing their validity and reliability. A pilot research was conducted to test whether tools were valid and reliable and to improve the questionnaire where necessary to improve on data validity and reliability (Morin, 2013). The pilot study used 19 (10%) participants from Kabete rehabilitation Centre. The institution was not participating in the final study. The questionnaires for pilot research were distributed to the 19 respondents who filled in the questionnaires. The questionnaires were then collected and analyzed for validity and reliability Morin (2013). A Cronbach alpha of 0.7 and above was considered reliable.

3.7.1 Validity of the Research Instrument

Validity refers to the extent to which a research instrument accurately measures what it is intended to measure (Kimberlin & Winterstein, 2008). It ensures that the instrument captures the theoretical constructs under investigation with precision (Kothari, 2004). To enhance the validity of the questionnaire used in this study, several measures were undertaken.

1. Content Validity:

To ensure that the questionnaire adequately covered all aspects of child abuse and social behavior, experts in the field, including child behavior specialists, were consulted. They evaluated whether the questions effectively addressed the key study variables, ensuring that they were relevant and exhaustive. Their feedback was used to refine the questionnaire by improving clarity, coherence, and logical flow.

2. Construct Validity:

The study ensured that the questionnaire accurately measured the theoretical constructs of child abuse (physical, emotional, and sexual abuse) and social behavior. This was done by aligning each question with the conceptual framework and theoretical underpinnings of the study. The instrument was pre-tested to confirm that it effectively captured the relationship between different forms of child abuse and social behavior among juveniles.

These measures ensured that the research instrument was comprehensive, relevant, and accurately measured the intended variables, thereby enhancing the overall validity of the study.

3.7.2 Reliability of Research Instruments

The instrument of study is considered reliable if similar research results can be achieved using similar technique (Golafshani, 2003, Singh, 2017). Cronbach's alpha test was applied in assessing reliability coefficient of different sections of the questionnaire. Pilot research was carried out and the data obtained used for testing each variable's Cronbach's alpha. A Cronbach's alpha more than 0.7 was considered reliable

Table 3.1

Reliability Results

Variables	Cronbach's Alpha	Number Of Items	Conclusion
Social Behaviour	0.845	6	Reliable
Physical Abuse	0.867	9	Reliable
Emotional Abuse	0.883	5	Reliable
Sexual Abuse	0.840	6	Reliable

From table 3.1 the Cronbach's alpha for variables was equal to or above 0.7. The questionnaire was therefore deemed adequately reliable for data collection.

3.8 Research Assistants

Research assistants aided in the procedure of gathering the relevant data. The research assistants were recruited based on their passion for research and social skills. They were to be undertaking undergraduate studies in related field of psychology. After recruitment, the recruited research assistants were trained on data collection process and ethical standards to be observed during data collection. The research assistants helped in distributing the questionnaires to the study respondents.

3.9 Data Collection Techniques

The researcher obtained an introductory letter from Kenyatta University Graduate School. The letter was used in obtaining research permit and introducing the team to the Kiambu County Government and juvenile schools' authorities for permission to carry out research in their areas jurisdiction. Research assistants were recruited and briefed on the topic, data collection procedures, ethical considerations and all sections of the questionnaire. Once the necessary permits were

obtained the research assistants were provided with questionnaires for distribution. Research assistants then visited the selected schools and distributed the questionnaires to the sampled participants. The drop and pick technique was used to give out questionnaires to participants. Then the researcher followed up on the progress of the filling up of the questionnaire through a call to the representative teachers. After the researcher was satisfied that the questionnaires had been completed, they were collected for data examination, entry and analysis.

3.10 Data Analysis and Presentation

The empirical information from the field was examined for completeness and accuracy. The properly filled questionnaires were used for actual data analysis. The incompletely filled questionnaires were discarded. Obtained data was quantitative hence quantitative method of data analysis was applied for the study.

In analysis of quantitative data SPSS version 23.0 was used. Descriptive statistics such as frequency, mean, standard deviation and percentages were generated. These descriptive statistics simplified interpretations and explanation of quantitative data. As well descriptive statistics made the data meaningful hence ease of identifying patterns from the information. The study used Pearson correlation and linear regression analysis for the inferential statistics. Through the inferential statistics hypothesis were tested to explain the linkage between the selected forms of child abuse and social behavior among the children in juvenile schools in Kiambu County. Pearson moment correlation coefficient assessed the strength direction and significance of the relationship between variables. Linear regression analysis helped to explain the relationship. Level of significance was set at $p < 0.05$. The findings were presented in graphs, charts and tables for easier interpretation of the findings. The design for the research was:

Y = the dependent variable social behavior of children in juvenile schools

β_0 = a constant

X_1 = physical abuse

X_2 = emotional abuse

X_3 = sexual abuse

ε = error term

3.11 Ethical Considerations

The researcher obtained approval from the appropriate authorities. The researcher started by obtaining an introduction letter from graduate School Kenyatta University. The researcher then sought approval permit to conduct the study from NACOSTI. This permit from NACOSTI facilitated the researcher to obtain a consent letter from the Kiambu County Government, heads of juvenile schools and respondents respectively. Upon acceptance to engage in the study the respondent signed the consent form. All these permits and approvals assured security for both the respondents and researcher and his team.

The acquired data was applied for academic reasons and was treated with privacy. There was no information that was disclosed to any third party. Any disclosure was supposed to happen in accordance with the agreement being only after the respondent consented in writing. Respondents were advised not to their names or any other identifiable details on the questionnaire to assure anonymity. Feedback from respondents was kept private under key and lock.

In the process of data collection, teachers who took care of participants were involved to protect the participants from being re-traumatized by the study. The process was conducted in a gentle manner, using gentle language and being sensitive to the emotions of the participants. Moreover, they were alerted that the information would be used to improve their welfare. As well they were advised to seek psychological support during and after the research process if need be. All cited works were acknowledged and properly referenced in respect to copyrights.

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSION

4.0 Introduction

In this chapter four results from the field are analyzed and subsequently presented in tables, figures and text, after which they are interpreted and discussed. Results for demographic information of respondents are presented first to assess the extent the sample represented the population. The main findings will then be presented and interpreted objective by objective. Consequently, the findings will be discussed.

4.1 Rate of Response

All selected respondents from a juvenile school were gathered together and then issued with the questionnaires. However, respondents were free to engage with the questionnaire or even withdraw. After the questionnaires were responded to, the research assistant handpicked them with the aim of improving the response rate. In total, 344 questionnaires were administered to the respondents. See table 4.1 below for response rate results.

Table 4.1

Response Rate

Response	Frequency	Percent
Returned	324	94.19%
Unreturned	20	5.81%
Total	344	100%

From Table 4.1 above 324 (94.19%) of the 344 questionnaires issued 324 were returned and properly filled. A response rate of 94.19% is good enough to represent the population. Bailey (2000) rated 50% response as satisfactory and 70% and above as good hence the response rate was good for the study. The high rate of response could be attributed to drop and pick up method of collecting data.

4.2 Demographic Information

In this section the demographic information results are presented. The data included gender, number of siblings and parents' status (alive or deceased) respectively. The demographic information was important in assessing demographic characteristics of the population in the sample hence whether the sample was representative or not.

4.2.1 Gender Representation

To confirm gender representation, participants reported on their gender. They were to tick between “Mal” and “Female” choices. Results were summarized in figure 4.1

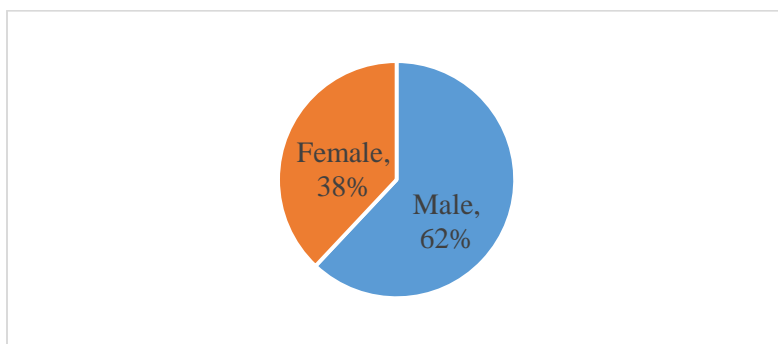


Figure 4.1

Gender of Respondents

Figure 4.1 shows that 62% of juveniles in juvenile schools in Kiambu County were males while 38% were females. This implies that male juveniles were more than the female juveniles. This indicates that more boys in the study area have been involved in criminal activities more than girls. This finding suggests that there is a gender disparity in the involvement of juveniles in criminal activities in the study area. It implies that a higher proportion of boys are involved in such activities compared to girls. Doe and Smith (2016) longitudinal study also found that throughout early adolescence, boys consistently exhibited a higher rate of involvement in criminal activities compared to girls. The research followed a diverse sample of juveniles over several years, strengthening the robustness of the findings.

4.2.2 Number of Siblings

Respondents were to report the number of siblings they had. Results were categorized into three categories: less than 5, 5-10 and more than 10. See Figure 4.2 for the results

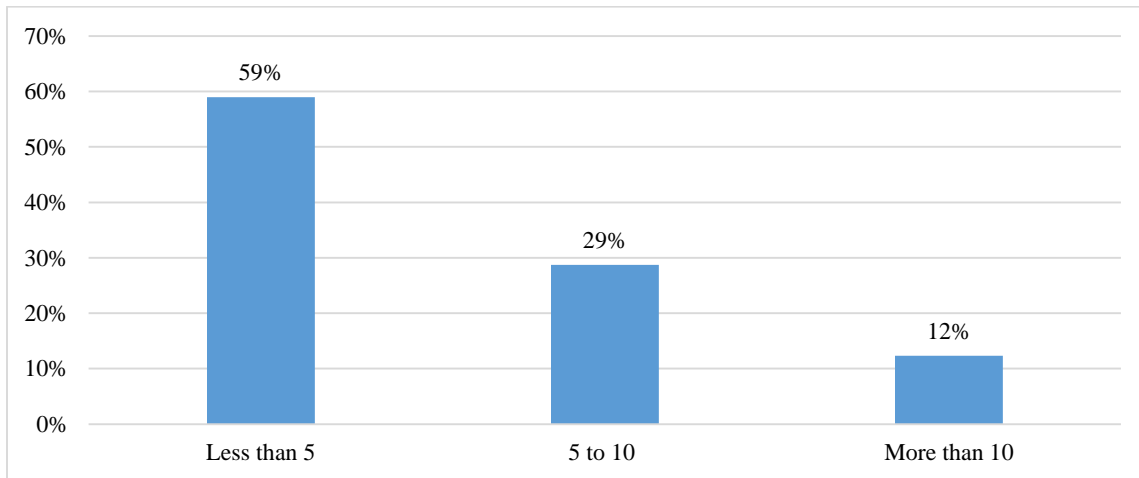


Figure 4.2

Number of Siblings

Majority of the juvenile delinquents in juvenile schools in Kiambu County (59%) had less than 5 siblings. Only 12% had more than 10 siblings. The finding suggests that family size may indeed be a factor influencing juvenile delinquency. With a fertility rate of 2.9% Kiambu County has more than 50% of households with less than 5 children (KNBS, 2022). This is to imply that the number of siblings' characteristic among juvenile delinquents reflects the general population in the County. In this context, it implies that the number of siblings may not be associated with an increased likelihood of engaging in delinquent behaviors. This differs from the findings by Leban and Gibson (2020) which showed that adolescents from families with three or more siblings exhibited a higher prevalence of involvement in delinquent activities compared to those from families with one or two siblings.

4.2.3 Parents Status (Alive or Deceased)

Respondents were required to report the status of their parents in terms of alive or deceased. The responses were as shown in Figure 4.3.

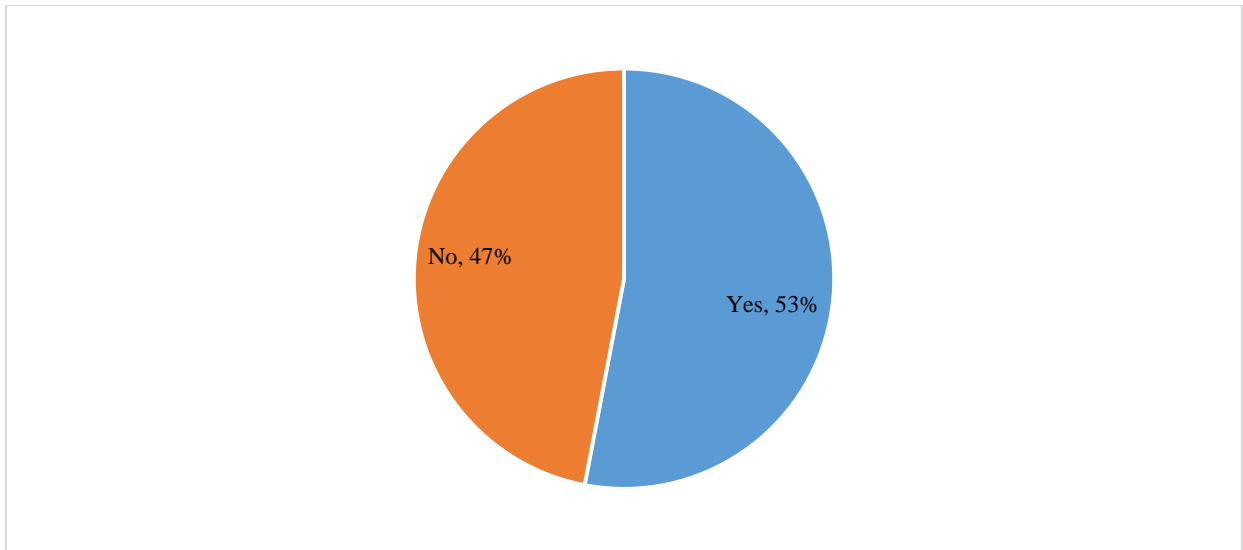


Figure 4.3:

Parents Alive

Figure 4.3 indicates that 53% of the children in juvenile schools lived with both parents, while 47% indicated that they did not have both parents alive. According to the 2019 Kenya Population and Housing Census Report, families without both parents rose by an average of 31% annually from 25.2% in 2009 to 38.2% in 2019. With the same growth rate, the families without both parents may be estimated to be over 43.44% in 2023. This ratio tends to agree with our finding. For the 47% of juveniles who do not have both parents alive, there may be implications related to bereavement and coping with parental loss leading to juvenile delinquency. The study by Williams and Brown (2018) in Nigeria showed that adolescents who had lost one or both parents practiced a range of coping mechanisms in response to their bereavement experience. The use of certain coping strategies, such as avoidance or aggressive behaviors, was associated with a higher likelihood of engaging in delinquent activities. In contrast, adolescents who had access to supportive networks and healthy coping mechanisms were less likely to display delinquency.

4.3 Empirical Findings

Under this title results from the four objectives were presented. The section starts with results for the dependent variable the social behaviours by juvenile respondents. Then the results for the effects of child abuse prevalence of different aspects of the selected forms of abuse are presented (physical, emotional and sexual abuses respectively) were presented together with inferential analysis for proposed hypothesis of existing relationship between the variables based on research objectives.

4.3.1 Social Behaviour among Children in Juvenile Schools

The researcher wanted to find out the social behavior of children in juvenile schools in Kiambu County Kenya. Respondents were asked to indicate whether they engaged in a variety of social behavior on a lower scale. The responses were given on a binary scale 1=yes and 2=No. The descriptive results for social behaviours are summarized in table 4.2 below

Table 4.2

Social Behaviours of Children in Selected Juvenile Schools

Aspect of social behavior (lower scale)	Yes (%)	No (%)	Mean	Standard Deviation
Manipulating or deceiving other children	27.47	72.53	1.74	0.45
Lack remorse	46.30	53.70	1.54	0.5
Low regard for authority	49.38	50.62	1.51	0.5
Less value/respect for others	22.84	77.16	1.77	0.42
Fighting other people because of ease to anger	21.84	78.46	1.78	0.41
No second thought on revenge when hurt	35.68	64.32	1.73	0.5
Average	33.92	66.08	1.67	0.46

From the findings, fighting others due to uncontrolled anger scored the highest with 78.46% (M=1.78, SD=0.41). It was followed by lack of respect for others at 77.16% (M=1.77, SD=0.42). Failing to recognize authority had the lowest at 50.62% (M=1.51, SD=0.5). The findings indicate high prevalence of social behavior on lower scale among children in juvenile schools 66.08 (M=1.67, SD=0.46) with very high possibility for fights and disrespect for others. This agrees with the study findings by Gershoff (2016) that concluded that children who are abused may exhibit aggressive behaviour.

4.3.2.1 Physical Abuse among Children in Juvenile Schools

The respondents were asked to indicate whether they had witnessed the stated aspects of physical abuse which included being slapped without reason, being raped by trusted people, being pinched, being kicked, choked, pushed over by adults, assaulting by burning and being beaten without apparent reason. The responses were provided in a 2 Point Likert scale of 1-2 where 1= no and 2=Yes. The frequency for each response was presented in percentage. Descriptive statistics for physical abuse are summarized below in table4.3.

Table 4.3*Physical Abuse among Children in Juvenile Schools*

Aspects of Physical Abuse	No (%)	Yes (%)	Mean	std dev
Slapping without reason	3.09	96.91	1.97	0.17
Being pinched numerously even for no reason	41.67	58.33	1.58	0.49
Being kicked/hit by people I know, friends and relatives	45.99	54.01	1.54	0.5
Being choked severally by people living around me	36.73	63.27	1.63	0.48
Severally been pushed over by adults' people while walking closer to them	42.90	57.10	1.57	0.5
Being assaulted by burning	45.37	54.63	1.55	0.5
Being beaten without no apparent reason	44.14	55.86	1.56	0.5
Average	37.13	62.87	1.63	0.45

From the findings slapping was the most prevalent aspect of physical abuse with a frequency of 96.91% (M=1.97, SD=0.17), followed by pushing with 63.27% (M=1.63, SD=0.48). The lowest aspect of physical abuse was kicking and hitting with a frequency of 54.01% (M=1.54, SD=0.5). The findings registered a high total mean (M=1.63) and a high percentage of physical abuse among children in juvenile schools at 67.87. The findings indicated a high prevalence of physical abuse among the juvenile delinquent children. This implies that over half of the respondents reported instances of physical assault, such as kicking or hitting, by individuals they were acquainted with, including friends and relatives. These percentages shed light on the prevalence of various forms of mistreatment experienced by the respondents. The results align with that of Findings by Rapuj (2020) whose study showed that ruthless beatings were a common past occurrence among juveniles in India.

4.3.1.2 Relationship between Physical Abuse and Social Behaviour Hypothesis Testing

The hypothesis for objective one of the study was:

- i. H_{01} : There is no significant relationship between physical abuse and the social behavior of children in juvenile schools in Kiambu County Kenya.

Correlation and regression analysis were used in testing the hypothesis. See Table 4.4 below for correlation analysis.

Table 4.4

Correlation Analysis between Physical Abuse and Social Behavior

		Social Behavior
Physical Abuse	Pearson Correlation	.856**
	Sig.	0.000

Table 4.4 reveals a strong, positive and significant relationship between physical abuse and social behaviour of children in juvenile schools in Kiambu County Kenya ($r=.856$, $p=0.000$) at $p<0.05$. The hypothesis that there was no significant relationship between physical abuse and social behaviour was therefore rejected. This means that more physical abuse results to more social behaviour to the lower scale among the children. This agrees with the study by Jung, Herrenkohl, Lee, Klika, and Skinner (2015) whose study indicated that physical abuse predicted crime among children in early adolescence.

Regression analysis was done to explain the relationship between physical abuse and social behavior. Results for the fitness of the regression model used in explaining the relationship were summarized in Table 4.5

Table 4.5*Model Summary for Physical Abuse on Social Behavior*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.856	.732	.698	.4123

The results indicate that physical abuse was adequate for predicting social behavior among children in juvenile schools in Kiambu County Kenya ($R=.732$). This is to mean that 73.2% of social behavior on the lower scale among juveniles is explained by physical abuse. This supports the findings by Kerig and Becker (2015) who found that physical abuse and early childhood maltreatment are associated with antisocial behavior development among children.

Table 4.6*Regression Coefficients for Physical Abuse*

Mode	1	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.975	0.606		3.258	0.00
	Physical Abuse	0.475	0.168	0.234	2.826	0.001

The results of regression analysis in Table 4.6 showed that physical abuse has a positive and significant relationship between social behavior of children in juvenile schools in Kiambu, County Kenya ($\beta=0.234$, $p=0.001$) at $p<0.05$. This implies that a unit increase in physical abuse would lead to a rise in social behavior on the lower scale by 0.234 units. These results agree with Jung, Herrenkohl, Lee, Klika, and Skinner (2015) who reported a positive and significant between physical abuse and antisocial behavior among juveniles in Pennsylvania.

4.3.3 Emotional Abuse and Social Behaviour

The second objective of the study was to investigate the relationship between emotional abuse and the social behaviour of children in juvenile schools in Kiambu County Kenya. This was done by recording on their experience of emotional abuse and social behaviours. Correlation and regression analyses were conducted to determine whether emotional abuse was related to their social behaviour.

4.3.3.1 Emotional Abuse among Children in Juvenile Schools

The respondents were asked to indicate whether they had witnessed the stated aspects of emotional abuse which were random fights, rebuke, not been taken seriously, being called bad names, not taking comments and suggestions into consideration, rejection, neglect, being forced to do things that are not acceptable in the society and being coerced to do things against their will. The descriptive results for emotional abuse experience are presented in Table 4.7

Table 4.7

Emotional Abuse among Children in Juvenile Schools

Aspects of emotional Abuse	No (%)	Yes (%)	Mean	Std dev
Provoked to a fight	45.68	54.32	1.54	0.5
Being rebuked	40.43	59.57	1.6	0.49
Not taken seriously	23.15	76.85	1.77	0.42
Insults	17.59	82.41	1.82	0.38
My comments and suggestions not considered	28.09	71.91	1.72	0.45
My feelings toward others rejected	43.52	56.48	1.56	0.5
Neglected	42.28	57.72	1.58	0.49
Forced to do unacceptable things by society	31.48	68.52	1.69	0.47
Intimidated to do things I did not want to.	1.23	98.77	1.99	0.11
Average	30.39	69.61	1.7	0.42

Being coerced to do things against their will aspect of emotional abuse scored the highest with a frequency of 98.77% (M=1.99, SD=0.11), followed by being called bad names with a frequency of 82.41% (M=1.82, SD=0.38). The aspect of emotional abuse with the lowest scores was people picking a fight with them with a frequency of 31.4% (M=1.54, SD=0.5). The total mean score for the emotional abuse was 1.7 against the maximum score of 2 and average of 69.01%. The findings indicated that emotional abuse was highly prevalent among the juvenile delinquents. The most prevalent aspect of emotional abuse was coercion while the least prevalent was picking a fight with the child. These findings are consistent with those by Degli Esposti, et al. (2020) which showed that juveniles often experienced intimidation and coerced to participate in wrongdoings. In their study Gomis Pomares and Villanueva (2020) also reported that the juveniles had been subjected to verbal abuse in the past.

4.3.3.2 Relationship between Emotional Abuse and Social Behaviour Hypothesis Testing

The study sought to test the following hypothesis:

H₀2: Emotional abuse has no significant relationship with the social behavior of children in juvenile schools in Kiambu County Kenya. Correlation and regression analysis were used to test the hypothesis. Results were summarized in Table 4.8 below

Table 4.8

Correlation Analysis between Emotional Abuse and Social Behavior

		Social Behavior
Emotional Abuse	Pearson Correlation	.783**
	Sig.	0.000

The Pearson correlation results indicated there was a strong, positive and significant relationship between emotional abuse and social behaviour of children in juvenile schools in Kiambu County Kenya ($r=.783$, $p=0.000$) at $p<0.05$. The hypothesis that there was no significant relationship between emotional abuse and social behaviour was rejected. This is to mean that increase in emotional abuse is related to increase of social behaviour to the lower scale among the children. This agrees with the study by Jung, Herrenkohl, Lee, Klika, and Skinner (2015) whose study on effects of parental-reported emotional abuse on later self-reported criminal activity showed that emotional maltreatment had a direct effect on social behavior outcomes.

Regression analysis was done to help explain the relationship between emotional abuse and social behavior. The table 4.9 below presents the fitness of the regression model

Table 4.9

Model Summary for Emotional Abuse and Social Behavior

Model	R	R square	Adjusted square	R Std. error of the estimate
1	.783	.613	.608	.5621

From Table 4.9 emotional abuse was adequate for predicting social behavior among children in juvenile schools in Kiambu County Kenya ($R^2=.613$ which means 61.3% of social juvenile social behavior (Lower scale) could be explained by emotional abuse. The results equally indicate that the model used to demonstrate the relationship between emotional abuse and social behavior (lower scale) among children in juvenile schools in Kiambu County Kenya was appropriate.

Further, a linear regression test was carried out. Table 4.10 below summarizes the results.

Table 4.10*Regression Coefficient for Emotional Abuse*

Model		Unstandardized		Standardized	T	Sig.
		Coefficient	Std, error	Coefficient		
				Beta		
1	(constant)	0.251	0.117		2.136	0.001
	Emotional Abuse	0.356	0.096	0.189	2.682	0.007

Results in table 4.10 indicates that emotional abuse had a positive and significant relationship with social behavior on a lower scale of children in juvenile schools in Kiambu County Kenya ($\beta=0.189$, $p=0.001$) at $P<0.05$. This implies that a unit increase in emotional abuse would lead to a rise in social behavior on the lower scale by 0.189 units. The results agreed with Herrenkohl, Lee, Klika and Skinner (2015) whose findings indicated emotional abuse during childhood predicted adult crime indirectly through child and adolescent behavior.

4.3.4 Sexual Behavior and Social Behavior among Children in Juvenile Schools

The third objective of the study was to investigate the relationship between sexual abuse and social behavior of children in juvenile schools in Kiambu County Kenya. This was done by recording their childhood sexual abuse and social behaviours (on lower scale). Descriptive statistics for sexual abuse were presented and interpreted. Consequently, correlation and linear regression tests results were equally presented and interpreted to test the hypothesis.

4.3.4.1 Sexual Abuse among Children in Juvenile Schools in Kiambu County.

Respondents were required to report their experiences in sexual abuse. The sexual experiences included being touched on private parts without consent, being raped by trusted people, being

sexually assaulted by people around, nakedness photos and being recorded while having sexual intercourse. The descriptive results are summarized in Table 4.11.

Table 4.11

Sexual Abuse among Juvenile Children

Aspects of Sexual Abuse	No (%)	Yes (%)	Mean	std dev
Touch on private parts without consent	48.46	51.54	1.58	0.5
Being raped by people I trusted	20.99	79.01	1.79	0.41
Sexually assaulted by close people, friends and relative	28.70	71.3	1.71	0.45
Taken photos of my nakedness	40.43	59.57	1.6	0.49
Sexual intercourse while also taking photos of the act	17.59	82.41	1.82	0.38
Average	31.20	68.80	1.70	0.45

The statement that “those around me used to have sexual intercourse with me while also taking photos of the act” scored the highest with a frequency of 82.41% (M=1.82, SD=0.38), followed by being raped by trusted people with a frequency of 79.01% (M=1.79, SD=0.41). The aspect of sexual abuse with the lowest scores was being touched on the private parts without consent with a frequency of 51.4% (M=1.58, SD=0.5). The mean score for the sexual abuse was 1.7 against the maximum score of 2 with average of 68.80%. The findings indicated that sexual abuse was highly prevalent among the juvenile delinquents. The most prevalent aspect of sexual abuse was having sexual intercourse with people taking photos of the act while the least prevalent was being touched on the private parts without consent. The results are in line with Cubellis, Peterson, Henninger, and Lee (2018) whose study showed that over 80% of the juveniles had been involved in filming sexual programs.

4.3.4.2 Relationship between Sexual abuse and social Behaviour Hypothesis Testing

The study sought to test the following hypothesis:

H₀3: Sexual abuse has no significant relationship with the social behavior of children in juvenile schools in Kiambu County Kenya.

Correlation and regression analysis were used to test the hypothesis. Table 4.8 shows correlation results.

Table 4.12

Correlation Analysis between Sexual Abuse and Social Behavior

		Social Behavior
Sexual Abuse	Pearson Correlation	.625**
	Sig.	0.000

The results depicted a strong positive and significant relationship between sexual abuse and social behaviour of children in juvenile schools in Kiambu County Kenya ($r=.625$, $p=0.000$) at $p<0.05$.

The null hypothesis that there was no relationship between sexual abuse and social behaviour of children in juvenile schools in Kiambu County, Kenya. This meant When sexual abuse increased the social behaviour increased to the lower scale among the children in juvenile schools in Kiambu County. This agrees with the study by Cubellis, Peterson, Henninger, and Lee (2018) who established that child sexual abuse was directly related to antisocial behavior.

The result in table below presents the fitness of the regression model used in explaining the relationship between sexual abuse and social behavior.

Table 4.13*Model summary for sexual abuse and social behavior*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.625	.391	.378	.2087

It was found that the sexual abuse was adequate for predicting social behavior among children in juvenile schools in Kiambu County Kenya. This was confirmed by R square of 39.1%. This indicated that 39.1% of the changes in social behavior on the lower scale among children in juvenile schools in Kiambu County can be attributed to sexual abuse. The findings further showed that the model used to demonstrate the relationship between sexual abuse and social behavior may be appropriate.

Table 4.14*Regression Coefficients for Sexual Abuse*

Mode	Unstandardized		Standardized	T	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
1 (Constant)	1.845	3.044		4.866	0.00
Sexual Abuse	0.226	0.098	0.159	2.313	0.002

Results from Table 4.14 reveals that sexual abuse has a positive and significant relationship with social behavior of children in juvenile schools in Kiambu County Kenya ($\beta=0.159$, $p=0.002$). This this is to mean a unit increase in sexual abuse would result to a rise in social behaviour on the lower scale by 0.159 units. This agrees with the findings by Cubellis, Peterson, Henninger, and Lee (2018) in Ghana who established that child sexual abuse was directly related to antisocial behavior.

4.4 Discussion of findings

4.4.1 Relationship between Physical Abuse and Social Behavior of Children in Juvenile Schools in Kiambu County Kenya

The findings of this study revealed a strong positive and significant relationship between physical abuse and social behavior among children in juvenile schools in Kiambu County, Kenya. This indicates that children who experience physical abuse tend to exhibit more socially disruptive or aggressive behavior compared to those who have not been subjected to such abuse. The study suggests that the negative emotions triggered by physical abuse such as anger, frustration, and a desire for revenge may manifest in the children's social interactions, leading to behaviors like aggression, physical fights, bullying, and verbal altercations. This aligns with the Social Disorganization Theory, which argues that environments characterized by violence or abuse can foster maladaptive behaviors, as children learn to mimic the negative behaviors they experience.

The results of this study are consistent with previous research, which indicates that children exposed to physical abuse are more likely to engage in antisocial behaviors. For example, Al Majali and Alsrehan (2019) explored the effects of family violence on children's social and psychological development in the UAE and found that children who are subjected to high levels of physical and psychological abuse tend to develop aggressive tendencies. Similarly, Jung et al. (2015) found that physical abuse in childhood is a significant predictor of antisocial behavior, which may manifest as criminal conduct in adulthood. These findings suggest that the effects of physical abuse extend beyond childhood and can have long-term implications on social behavior, supporting the idea that early maltreatment can shape the development of negative social traits.

Moreover, Kerig and Becker (2015) emphasized that early childhood physical abuse is strongly linked to the development of antisocial behavior and criminality during adolescence and adulthood. This highlights the importance of addressing abuse early on to prevent the escalation of negative social behaviors. The findings also resonate with the work of Afifi et al. (2019), who linked adult antisocial tendencies to harsh physical punishment and child abuse in their study in the United States. These studies suggest that physical abuse is not only a predictor of immediate behavioral issues but can also lay the foundation for long-term social difficulties, including criminal behavior in later life.

The regression analysis results from this study also confirm the positive and significant relationship between physical abuse and social behavior, further supporting the Pearson's correlation analysis findings. The significant correlation suggests that the experience of physical abuse directly influences the social behavior of children in juvenile schools, supporting the assertion that abused children may develop maladaptive behaviors as a coping mechanism or form of retaliation. Egeland et al. (2002) found that early physical abuse leads to early social alienation, which can manifest in externalizing behaviors in elementary school and ultimately lead to negative social behavior in adolescence. This is consistent with the findings of the current study, where children subjected to physical abuse in their early years exhibited aggressive behaviors in their social interactions.

The implications of these findings are clear: children who experience physical abuse are at a higher risk of developing aggressive and antisocial behaviors. This highlights the urgent need for intervention programs in juvenile schools that address the underlying causes of these behaviors. It is crucial to provide support systems for both children and caregivers that focus on non-violent conflict resolution, emotional regulation, and fostering a nurturing and safe environment. By

intervening early and addressing the trauma caused by abuse, it is possible to break the cycle of violence and improve the social behavior of children in juvenile institutions.

The findings of this study show the significant impact that physical abuse has on the social behavior of children, with long-lasting effects on their interactions and development. The results align with previous research and theoretical frameworks such as Social Disorganization Theory, which highlights the role of environmental factors in shaping individual behavior. The findings also emphasize the need for comprehensive interventions aimed at addressing the emotional and behavioral consequences of abuse.

4.4.2 Relationship between emotional abuse on the social behavior of children in juvenile schools in Kiambu County Kenya

The results of the study revealed a positive and significant relationship between emotional abuse and social behavior among children in juvenile schools in Kiambu County, Kenya. This finding suggests that emotional abuse plays a crucial role in shaping the social behavior of children, with those subjected to emotional abuse displaying lower-scale social behaviors. One plausible explanation for this relationship is the process of venting pent-up emotions. Children who endure emotional abuse often grapple with intense and distressing feelings. As a coping mechanism, they may release these emotions through venting, which can manifest in aggressive, withdrawn, or hostile social behaviors. This aligns with the General Strain Theory, which posits that individuals who experience strain (such as emotional abuse) may react with negative emotions, leading to maladaptive behaviors such as aggression or withdrawal.

The findings of this study agrees with the results of previous research, which supports the notion that emotional abuse can significantly affect social behavior. For instance, Smith and Johnson

(2017) found that individuals who experienced emotional abuse were more likely to exhibit negative social behaviors as a way of coping with their emotional distress. Similarly, Jones et al. (2018) observed that survivors of emotional abuse exhibited increased tendencies toward negative social interactions as they navigated the adverse effects of their experiences. Brown and Davis (2019) also found a positive correlation between emotional abuse and low-scale social behavior, suggesting that emotional abuse often serves as a catalyst for the expression of negative emotions in social contexts. These studies underscore the significant role of emotional abuse in shaping children's behavior, with lasting implications for their social interactions.

The study also revealed that behaviors such as fighting back or ignoring others could stem from emotional abuse, particularly when children are consistently rebuked or ignored. When children feel that their words are not taken seriously or when they are regularly dismissed, they may become defensive and prone to reacting with hostility or aggression. This highlights the importance of recognizing and validating children's emotional experiences to prevent the development of maladaptive social behaviors. Emotional neglect or the consistent invalidation of children's feelings can leave them with a sense of alienation, making them less likely to trust or engage with others in healthy ways. This aligns with the current study's results, which suggest that emotional abuse during childhood can have long-lasting effects on a child's social behavior. Furthermore, Gomis Pomares and Villanueva (2020) found that the more emotionally a child is abused, the more likely they are to exhibit deviant behaviors, further supporting the notion that emotional maltreatment contributes to the development of maladaptive social behaviors.

The relationship between emotional abuse and social behavior can also be explained by the impact emotional abuse has on emotional regulation. Emotional abuse often hampers a child's ability to manage their emotions effectively, leading to heightened emotional reactivity, difficulties in

expressing emotions, and challenges in interpreting social cues. This, in turn, creates difficulties in navigating social situations and forming healthy relationships, which can contribute to negative social behaviors.

The findings of this study show the significant impact that emotional abuse has on the social behavior of children in juvenile schools. The positive and significant relationship between emotional abuse and social behavior highlights the importance of addressing emotional abuse as a factor in the development of antisocial and maladaptive behaviors. It is crucial to implement intervention strategies that focus on improving emotional regulation, providing emotional support, and teaching healthy coping mechanisms for children who have experienced emotional abuse. This could help prevent the development of negative social behaviors and foster healthier social interactions among these children.

4.4.3 Relationship between sexual abuse on the social behavior of children in juvenile schools in Kiambu County Kenya.

From the findings, the most prevalent form of sexual abuse experienced by the sampled respondents was having sexual intercourse with people taking photos of the act and being raped by trusted people. The findings from Pearson's moment correlation analysis showed there was a strong, positive and significant relationship between sexual abuse and social behavior among the children in juvenile schools in Kiambu County Kenya. The regression results also revealed that the sexual abuse had a positive and significant relationship with social behaviour. This association can be attributed to the profound psychological impact of such abuse. Victims of sexual abuse often experience a range of emotional and behavioral challenges, which can manifest in their social interactions. These children may struggle with trust, intimacy, and self-esteem, potentially leading

to difficulties in forming healthy relationships and engaging in prosocial behavior. Additionally, the trauma from sexual abuse can disrupt normal social development, influencing their overall social behavior in a significant way.

The above results are in line with Cubellis, Peterson, Henninger, and Lee (2018) who established that child sexual abuse was directly related to antisocial behavior among children. The findings are as well corroborated by Bergen *et al* (2004) who establishes a strong connection between sexual abuse and antisocial behaviour, where sexually abused boys were found to be eight times and abused girls two times likely to engage in antisocial behaviours compared to those who were not abused. Moreover, the findings agreed with that of Ramirez, Jeglic, and Calkins (2015) who discovered that angry sex offenders were more likely to employ violence in executing their crime and were probably able to have been molested as children. This implies that sexual abuse does not only yield to future abusers but to potential worse future abusers.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

In this chapter findings will be summarized and then conclusions drawn based on the findings. Consequently, recommendations will be suggested based on the conclusions. The chapter will be guided by objectives of the study.

5.1 Summary of the Findings

Under this section the summary of the findings was presented as per the three objectives.

5.1.1 Relationship between Physical Abuse and social behavior

From the findings, slapping was the most prevalent aspect of physical abuse with a frequency of 96.91% (M=1.97, SD=0.17, followed by pushing at 63.27% (M=1.63, SD=0.48). The lowest aspect of physical abuse was kicking and hitting with 54.01% (M=1.54, SD=0.05). The findings recorded a total mean for physical abuse M=1.63 with prevalence of 62.87%. Inferential statistics revealed a Pearson's Moment Correlation ($r=0.856$, $p=0.000$) at $p<0.005$ hence a strong, positive and significant correlation between physical abuse and social behavior on a lower scale. Regression analysis corroborated the Pearson's correlation $\beta=0.234$, $p=0.001$ predicting that 73.2% of social behaviours on a lower scale could be attributed to physical abuse during childhood among children in juvenile schools.

5.2.2 Relationship between emotional abuse and social behavior of children in juvenile schools in Kiambu County Kenya

From the findings, being coerced to do things against their will was the aspect of emotional abuse with the highest with a frequency of 98.77% (M=1.99, SD=0.11), followed by being called bad names with a frequency of 82.41% (M=1.82, SD=0.38). The aspect of emotional abuse with the lowest scores was people picking a fight with them with a frequency of 31.4% (M=1.54, SD=0.5). The mean score for the emotional abuse was M=1.7 against the maximum score of 2 with a prevalence of 69.61%. The findings indicated that emotional abuse was highly prevalent among the juvenile delinquents. The most prevalent aspect of emotional abuse was coercion while the least prevalent was picking a fight with the child. Pearson's moment correlation results indicated a strong, positive and significant relationship between emotional abuse and social behavior among the children in juvenile schools in Kiambu County Kenya ($r=.783$, $p=0.000$) at $p<0.05$. The Pearson's correlation is in line with those from regression analysis ($\beta=0.189$, $p=0.001$) showing a positive and significant relationship between the variables. Linear regression predicted that 61.30% of social behaviours on a lower scale could be attributed to emotional abuse.

5.2.3 Relationship between sexual abuse and social behavior of children in juvenile schools in Kiambu County Kenya.

From the findings, the statement that "those around me used to have sexual intercourse with me while also taking photos of the act" scored the highest with a frequency of 82.41% (M=1.82, SD=0.38), followed by being raped by trusted people with a frequency of 79.01% (M=1.79, SD=0.41). The aspect of sexual abuse with the lowest scores was being touched on the private parts without consent with a frequency of 51.4% (M=1.58, SD=0.5). The mean score for the sexual

abuse was $M=1.7$ against the maximum score of 2 with a prevalence of 68.80%. The findings indicated that sexual abuse was highly prevalent among the juvenile children. The regression analysis reflected similar results, confirming the significant relationship between the sexual abuse and social behavior on a lower scale among children in juvenile schools in Kiambu County Kenya $\beta=0.159$, $p=0,002$ predicting that 39.1% of social behaviours on lower scale could be attributed to sexual abuse at childhood.

5.3 Conclusions

Based on the findings the study concluded:

1. The prevalence of social behavior to the lower scale was high among children in juvenile schools. The highest among the different aspects of negative social behavior among children in juvenile schools was fighting due to uncontrolled anger, disrespecting other people and manipulating and deceiving others.
2. Physical abuse among the children in juvenile schools was very high. Children who find themselves in juvenile schools suffered more of slapping and being pushed by adults in their lives. With the increase of physical abuse during childhood negative social behaviours increase in later life hence when children experience physical abuse social behavior on the lower scale is highly predicted hence high chances of admission into juvenile school.
3. Emotional abuse was highly prevalent among children in juvenile schools. They were mostly coerced to do things against their will as well as suffering insults. Negative social behavior in children as they grow increased proportionately with increasing level of emotional abuse meted.

Emotional abuse in childhood predicts negative social behavior in later life hence the high likelihood of emotionally abused children being admitted in juvenile schools.

4. Sexual abuse was highly prevalent among children in juvenile schools. Intercourse with adult while taking photos was highest aspect of sexual abuse followed by rape by people they trusted. Negative social behaviours increase with higher levels of sexual abuse. Sexual abuse predicted negative social behaviours hence high probability of sexually abused children being in juvenile schools.

5.4 Recommendations

5.4.1 Mitigation

The study recommends that parents and caregivers may mitigate against any form of child abuse through practicing positive disciplining methods and offering protection and guidance. This may be achieved through close effective monitoring, reinforcement of positive social behaviours and prioritizing open communication by encouraging them to express their feelings and concerns without fear of judgment or punishment. This may help build trust and a sense of security, which are essential for healthy child development.

It further recommends that educational institutions including juvenile schools may provide training and support for teachers to recognize signs of child abuse and create a supportive environment. Strong guidance and counselling departments headed by well trained professional counselling psychologists need to be established in all juvenile schools. This may help in strengthening the component of guidance and counselling to the previously abused children to weaken the relationship between abuse and social behaviour towards the lower scale.

It is also recommended that child welfare agencies may collaborate with schools and juvenile schools to implement interventions that address the physical, social and emotional needs of children affected by child abuse. This may include talks on the effects of childhood abuse on social behavior and skills of mitigating the effects.

The study further recommends that community-based organizations specializing in child psychology and trauma may ensure accessible and comprehensive mental health services such as counselling for children who have experienced any form of abuse.

From the study, it is also recommended that the government, through social protection department may establish early intervention policies and programs that identify and support families at risk of child abuse. These programs may involve home visits, counseling, and assistance with parenting skills to prevent abusive behaviors and promote healthy family dynamics and positive social behaviour. This will strengthen the relationship between child abuse and social behaviour towards the higher scale.

5.4.2 Recommendation for Further Studies

Based on the study findings, several recommendations are made to enhance theoretical understanding, inform policy formulation, and improve practical interventions in addressing child abuse and its impact on social behavior among children in juvenile schools.

From a theoretical perspective, future research should integrate multiple theories to provide a comprehensive understanding of how child abuse influences social behavior. Attachment Theory (Bowlby, 1969) can be applied to examine how different forms of abuse disrupt attachment relationships and impact emotional and social development. Social Learning Theory (Bandura,

1977) provides insights into how children are exposed to abuse model aggressive or social behaviors observed from their environment. Additionally, Ecological Systems Theory (Bronfenbrenner, 1979) can be used to explore how broader environmental factors, such as family dynamics, community support, and institutional policies, interact with abuse to shape children's social behavior. In incorporating these perspectives, future studies can offer a more nuanced understanding of the pathways through which abuse influences social outcomes.

At the policy level, there is a need to strengthen child protection laws to ensure stricter enforcement and accountability for perpetrators of child abuse. Schools, healthcare providers, and community organizations should establish mandatory reporting systems to detect and address abuse cases early. Furthermore, rehabilitation programs should be developed within juvenile schools to provide psychosocial support and counseling for children who have experienced abuse. Policies that promote non-violent discipline strategies and positive parenting practices should also be encouraged to reduce the prevalence of child abuse at the household level.

In practice, psychosocial support and counseling services should be prioritized within juvenile schools to help children cope with the psychological effects of abuse. Teachers and caregivers should receive specialized training to identify and respond effectively to signs of child abuse while fostering positive social behaviors among students. Early intervention programs should be established to identify at-risk children and provide necessary support before they engage in delinquent behavior. Additionally, family-based interventions should be implemented to involve parents and guardians in therapy and parenting education, creating a supportive environment for children transitioning out of juvenile institutions.

Through implementing these recommendations, stakeholders including policymakers, educators, mental health professionals, and caregivers can contribute to reducing child abuse and mitigating its impact on social behavior. Strengthening legal frameworks, improving rehabilitative interventions, and fostering supportive environments will be crucial in promoting the well-being and positive social development of children in juvenile schools.

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APPENDICES

Appendix I: Introduction Letter

Date-----

Dear Sir/Madam,

RE: VOLUNTARY PARTICIPATION IN DATA COLLECTION

I'm Martha Mungai, a Master of Arts (Counselling Psychology) student at Kenyatta University. I am doing research on the relationship between selected forms of child abuse and social behavior in selected juvenile schools in Kiambu County Kenya. Your opinion and genuine response on the above mentioned will help in successful completion of my study. Any information gathered is for the purpose of the study only and will not be used for any other purpose. The process will take only 15-25 minutes of your time. Any information you will provide will be kept private.

Your genuine responses are highly appreciated.

Yours Truly

Signature-----

Martha Mungai.

Appendix II: Consent Form for Interviewees

I'm Martha Mwihaki Mungai and I'm conducting this study to assess the relationship between selected forms of child abuse and social behaviour of children in selected Juvenile schools in Kiambu County in Kiambu County, Kenya. This information will be applied to come up with anonymized reports identifiable in the report. Please fill in the following and sign to show your consent to be involved in the data collection.

	YES/NO
I know that information gathered will be applied for purposes of academic only	
I know that the information will be hidden before examination and that the report that is final will not have any particulars that can be applied to recognize me.	
I know that I have options of accepting or rejecting this will not impact my rights that are legal or services that I get	

I agree to participate in this research _____ Date _____ Signature

Appendix III: Research Questionnaire

This research seeks to determine the relationship between selected forms of child abuse and social behaviour of children in selected Juvenile schools in Kiambu County, Kenya. Kindly give honest feedback for the questions below. Handle the information with confidentiality. Kindly give opinions that are honest and kindly do not write your name on this sheet.

Part One: Demographic Information

1) What is your gender?

a) Male { }

b) Female { }

2) How many siblings do you have?

Less than 5 { } 5-10 { }

More than 10 { }

Do you have both parents alive?

Yes

No

Part Two: Physical Abuse

Please mark in the box by indicating the kind of physical abuse you have been subjected to. The choices given are 1=yes and 2=no.

Statement	Yes	no
1. I have been slapped without reason		
2. I have been pinched a number of times by people around me even for no reason		
3. I have been kicked/hit by people I know, friend and relatives		
4. I have been choked severally by people living around me		
5. I have severally been pushed over by adults' people while walking closer to them		
6. I have been assaulted by burning		
7. I have been beaten without no apparent reason		

Part Three: Emotional Abuse

Statement	Yes	no
1. Those around me used to get in fight with me		
2. Those around me used to rebuke me while talking to me or communicating with me since my childhood		
3. Those around me did not take my words seriously		
4. Those around me used to call me bad names or they still do		
5. Those around me did not take my comments and suggestions into consideration		
6. Those around me rejected my feelings towards them		
7. Those around me kept themselves busy and I was not of their concern		
8. Since childhood, I have been intimidated to do things I don't want to		

Part Four: Sexual Abuse

Please mark in the box indicating the kind of sexual abuse you have been subjected to. The choices are 1=Yes and 2=No

Statement	Yes	no
1. People around me used to touch my private parts without my consent		
2. I have been raped by people I trusted		
3. People around me (friends and relatives) have at one time sexually assaulted me		
4. People around me used to take photos of my nakedness		
5. Those around me used to have sexual intercourse with me while also taking photos of the act		

Part Five: Social Behaviour

Please tick in the box indicating the kind of social behavior you find yourself engaging in. The choices given are: 1=Yes and 2=No

Statement	Yes	no
1.I usually find myself manipulating or deceiving other children		
2.I am never remorseful even when I hurt my peer		
3. I don't recognize anyone to be ahead of me		
4. I do not value anyone above myself		
5. I usually find myself fighting other people because I get easily angry		
6. I don't usually have a second thought when someone hurts me than to fight them off		

Thank you for your participation. Your participation is highly appreciated.

Appendix IV: Introduction Letter from Graduate School, Kenyatta University



**KENYATTA UNIVERSITY
GRADUATE SCHOOL**

E-mail: dean-graduate@ku.ac.ke

Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 8710901 Ext. 57530

Our Ref: CSO/CTY/23117/2011

DATE: 11th May, 2023

Director General,
National Commission for Science, Technology
and Innovation
P.O. Box 30623-00100
NAIROBI

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION FOR MARTHA MWIHAKI MUNGAI – REG. NO.
CSO/CTY/23117/2011

I write to introduce Martha Mwihaki Mungai who is a Postgraduate Student of this University. The student is registered for M.A degree programme in the Department of Psychology.

Martha intends to conduct research for a M.A Project Proposal entitled, "Influence of Selected Forms of Child Abuse on Social Behaviour: A Case of Selected Juvenile Schools in Kiambu County, Kenya."

Any assistance given will be highly appreciated.

Yours faithfully,

**PROF. ELISHIBA KIMANI
EXECUTIVE DEAN, GRADUATE SCHOOL**

EM/mo



MINISTRY OF EDUCATION
State Department For Basic Education

Telephone: Kiambu (office) 0768 970412

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When replying please quote

KBU/CDE/DEPT 8/VOL.I

Martha Mwihaki Mungai
Kenyatta University
NAIROBI

COUNTY DIRECTOR OF EDUCATION
KIAMBU COUNTY
P. O. Box 2300
KIAMBU

6th June, 2023

RE: RESEARCH AUTHORIZATION

Reference is made to NACOSTI letter Ref. No. NACOSTI/P/25/415941 dated 31st May 2023

You have been authorized to research on; **Influence of Selected Forms of Child Abuse on Social Behaviour: A case of selected Juvenile Schools in Kiambu County** for a period ending 6th June, 2024.

Please accord her the necessary assistance.


FREDRICK KIMARU
For: COUNTY DIRECTOR OF EDUCATION
KIAMBU COUNTY

