

**MODERATING ROLE OF CHILD PERSONALITY FACTORS ON THE RELATION
BETWEEN PARENTING STYLE, CHILD MALTREATMENT AND BEHAVIOR
PROBLEMS IN BUNGOMA COUNTY, KENYA**

BY

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DEGREE OF DOCTOR OF PHILOSOPHY IN EDUCATIONAL PSYCHOLOGY**

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DECLARATION

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This is my original work and has not been presented for a degree in any other institution or university for award of Diploma or Degree. No part of this thesis should be published without the author's and/ or Maseno University's permission.

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DEDICATION

I dedicate this thesis to my parents, brothers and sisters who contributed towards my education and my late grandmother, Esther, whose dream inspired me in my academic journey.

ABSTRACT

Studies indicate that parenting style is associated with child maltreatment and behavior problems. Little is known about factors such as child personality that can affect this association and studies on the relationship between fathers' parenting practices and child behavior remain scarce. Reports by Child Line Kenya indicate an increase in cases of child maltreatment in Bungoma County. Between 2014 and 2016, the County held the 6th position out of 47 counties with highest cases of child maltreatment. In 2018, it moved to the 3rd position surpassing Kisumu, Nakuru and Uasin Gishu counties which had earlier recorded higher cases of maltreatment. The drastic increase in cases of child maltreatment in Bungoma County gave the impetus to carry out the study. This study sought to establish the moderating role of child personality factors on the relation between parenting style, maltreatment and behavior problems among children in middle childhood in Bungoma County. The objectives of the study were to: establish parenting styles present among parents from Bungoma County; determine the level of maltreatment of children by mothers and fathers; evaluate the relation between parenting style, child maltreatment and child internalizing and externalizing behavior problems; establish the moderating role of child personality factors in the association between parenting style and child maltreatment; and finally determine the moderating role of child personality in the association between maltreatment and internalizing and externalizing behavior problems among children in middle childhood. The study was carried out in Bungoma North, East, West, South, Central, Webuye West and Mt. Elgon sub counties. A conceptual model by Holden (1990) and Baron and Kenny (1986) was used to show the association between parenting style, child maltreatment, internalizing and externalizing behavior problems and personality factors. Cross sectional, descriptive survey and correlational designs were used. Multi-stage and simple random sampling techniques were employed. Krejcie and Morgan's (1970) sample size estimating table was used to determine the sample size. A total of 384 children aged 7-10 years were sampled out 226,165 children aged 5-10 years who were residents of Bungoma in the year 2016. The parents of these children, 384 mothers and 384 fathers were targeted. Data of 155 fathers and 140 mothers was used in the analysis. Face and content validity of instruments used were ascertained before the start of the study. Test-retest reliabilities for the instruments were: Parenting Style and Dimension Questionnaire ($r = .72$), Parent Child Conflict Scale ($r = .70$), Child Behavior Checklist ($r = .76$) and Big Five Personality Questionnaire for Children ($r = .74$). Data was analyzed using descriptive statistics, bivariate correlation and hierarchical regression analysis. It was found that mothers predominantly used authoritative parenting styles 48(34.3%) and fathers used authoritarian parenting style 60(38.9%). Results showed that mothers maltreated children more than fathers ($M = 1.67, SD = .52$) and ($M = 1.51, SD = .52$), $t = -2.72, df = 107, p = .01$ and there were no significant differences in maltreatment of boys and girls by mothers: boys ($M = 1.66, SD = .43$) and girls ($M = 1.67, SD = .49$), $t = -.20, df = 136, p = .84$). There were also no significant differences in maltreatment of boys and girls by fathers: boys ($M = 1.60, SD = .43$) and girls ($M = 1.50, SD = .41$), $t = 1.46, df = 153, p = .15$). Results showed that mothers' and fathers' parenting style were significantly associated with child maltreatment, $\beta = .25$ ($p = .01$) and $\beta = .17$ ($p = .04$) respectively. Maltreatment by mothers was associated with child internalizing and externalizing behavior $\beta = .46$ ($p = .00$) and $\beta = .44$ ($p = .00$) respectively. Similarly, maltreatment by fathers was associated with child internalizing and externalizing behavior $\beta = .22$ ($p = .01$) and $\beta = .33$ ($p = .00$) respectively. Openness, Agreeableness, Conscientiousness and Neuroticism moderated the association between maltreatment by mothers and child's behavior problems. Openness and Extraversion moderated the association between maltreatment by fathers and externalizing behavior. The findings offer a new understanding of the moderating role of child personality factors in the association between child maltreatment and behavior problems.

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ABBREVIATIONS AND ACRONYMS

USA: United States of America

UNICEF: United Nations Children Education Fund

WHO: World Health Organization

UNDP: United Nations Development Program

PSDQ: Parenting Styles and Dimension Questionnaire

PCCTS: Parent Child Conflict Tactics Scale

TRF: Teacher Report Form

UNCRC: United Nations Convection on the Rights of the Child

ACRWC: African Charter on the Rights and Welfare of the Child

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Worldwide, parenting style has a lasting impact on the children's behavior from childhood through adolescence to adulthood (Rodriguez, 2010). Whereas parental sensitivity and positive parenting and has been associated with positive development (Jonyniene & Kern, 2012; Mesman, Van IJzendoorn, Barkermans-Kranenburg, 2012), harsh parenting style has been linked to child maltreatment and behavior problems ((Berns, 2011). According to Baumrind's (1971) Theory of Parenting Style, there are three parenting style dimensions; authoritarian, authoritative and permissive. The author noted that the parenting style dimensions emanate from demandingness and responsiveness framework. Baumrind described typical authoritarian parents who are more likely to maltreat their children as having excessively high demands and not responsive. They are highly restrictive, controlling, use force and harshness to exhibit authority and make children to conform to their demands. They therefore use harsh parenting style. Authoritative parents were described as those who have high expectations from their children, allow their children freedom to express their views and are less likely to maltreat them. Contrary, Baumrind noted that permissive parents make few demands, are warm and accepting and do not punish their children.

Based on levels of demanding and control, Rodriguez (2010) noted that authoritarian parenting practices are associated with child maltreatment and behavior problems while authoritative parenting is linked to positive child development. Alizadeh, Talib, Abdullah and Mansor (2011) posited that children of permissive parents are prone to difficulties in controlling their impulses

and may exhibit behavior problems. In Kenya, Oburu (2011) reported that Kenyan fathers' and mothers' attitudes were on average more authoritarian. The study suggested that Kenyan children were expected to conform to parental expectations. Mwenda (2012) also reported that traditional Gusii mothers spoke to their children with commands and threats that are consistent with authoritarian parenting style. Mwenda commented that there is a possibility that stipulated national policies, urbanization and formal education could have changed these attitudes and child rearing practices. Were, (2014) however noted that the Bukusu's are known to be conservative and have not been greatly changed by Westernization (Were, 2014). It is believed that beating children is a way of correcting them (Namulundah, 2011). This study evaluated predominant parenting style in Bungoma County, Kenya.

Child maltreatment, which is common among authoritarian parents, is a global problem. It is estimated that 25.3% of children experience some form of violence every day, and almost one billion children experience violence in the hands of their caregivers (Arnett, 2010; Aronson, 2011; UNICEF, 2012). By the year 1989, over 193 nations in the world had adopted the United Nations Convention on the Rights of the Child whose sole aim was to reduce cases of child abuse (UNICEF, 2012). Nevertheless, data on prevalence of child maltreatment has not been readily available, under-reported or under-recorded (WHO, 2014). This is because parent-related child maltreatment is always done in the privacy of domestic life and therefore, many incidences go unnoticed. This could be attributed to parenting and child maltreatment being embodied in the social milieu and perceived differently based on culturally acceptable norms (Berns, 2011). For instance, a study among the Asian and Pacific immigrants in the United States revealed that Indians culturally accepted hitting a child with a stick, ruler or hairbrush and may not report it as

a form of child maltreatment. Among a majority of people from western countries, this practice has been viewed as a form of harsh punishment (Azmaira, Pritti & Zia, 2012).

It is worth noting that, the little that is documented on violence against children does not show evidence of decrease in rates of maltreatment (Munro, Taylor & Bradbury, 2014). In addition, documented studies indicate that caregivers are most the common perpetrators of child maltreatment. For example, WHO (2014) reported that in the United States of America, 80% of child maltreatment was caused by parents. Halpenny, Nixon and Watson (2010) conducted a telephone survey in Ireland among parents of children aged 0-18 years. It was found that 67% of parents perceived smacking of children as not being harmful, 59.6% reported that they had a right to smack if they wished and only (28.4%) said that smacking is wrong and should never be used.

Lansford, Tapanya and Oburu (2011) attributed peak age of corporal punishment which is a precursor of child maltreatment to toddlerhood and preschool. Holden (2010) on the contrary noted that middle childhood, which has least been explored, could be a period of increased vulnerability to child maltreatment especially if the school and home environment did not support each other. The authors posited that at middle childhood, most parents declined their supervisory roles and children's continuous physical and cognitive growth aspects increased their propensity to engage in activities that could cause harsh discipline from parents. A report by Centre for Disease and Prevention on Violence against Children (VACS) which included data from African countries, Cambodia (2014), Kenya (2012), Tanzania (2011) and Swaziland (2007), indicated that children in middle childhood suffered most sexual, physical and emotional abuse by parents. Thus, at age 6-11 years, 40.8% of girls and 43.7% of boys had experienced

maltreatment; at 0-5 years, 11.9% of girls and 12.4% of boys had encountered a form of child maltreatment and at the age of 12-17 years, 19.9% of girls and 16.6% of boys had been maltreated by parents (Ravi & Ahluwalia, 2017).

Lansford et al. (2010) posited that although, middle childhood is a developmental period of particular interest to understanding parenting, children behavior and psychological adjustment, little is documented on the association between parenting of children in middle childhood and their behavior problems. The current study used parent-child dyads to establish actual parenting practices and level of physical assault, psychological aggression/emotional maltreatment and neglect among children in middle childhood in Kenya. This approach provides data on the magnitude of child maltreatment among children in middle childhood.

In addition, the level of maltreatment by fathers that has been underexplored was evaluated in the current study. Previous studies had indicated that although fathers have significant and unique influence on child upbringing, they are underrepresented in most of the developmental psychopathology related researches involving children (Keown, 2011; Cabrera, Volling & Barr, 2018). An extensive body of research has focused on maltreatment by mothers. It has been alleged that mothers engaged more in frequent interaction with their children and were more responsive than fathers who tended to have a more distant relationship with their children (Meunier, Roskam & Browne, 2011). Fathers' involvement in childrearing has increased substantially, as documented in Western, industrialized countries (Bakermans-Kranenburg, Lotz, Alyousefi-van Dijk & van IJzendoorn, 2019). The findings of current study on fathers' parenting practices and child outcomes may add to existing literature in non-industrialized country, Kenya.

Notably, the magnitude of child maltreatment associated with harsh parenting style in most African countries is yet to be established (U.S Department of Health and Human Services, 2013). Few studies, for example, Parenting in Africa Network & Investing in Children and Societies (2013) reported that parents in Africa emphasized authoritarian parenting practices. The practices were associated with obedience and respect for authority due to the underlying belief that the parents were at liberty to handle their offspring according to the socialization goals of their culture. The parents used corporal punishment to correct disobedient children. In addition, a cross-cultural study in Kenya, Zambia and the Netherlands, Mbagaya (2010) reported that forms of child maltreatment were more likely in African countries (Kenya and Zambia) compared to the Netherlands. Thus, over 50% of the participants in Kenya and Zambia reported childhood neglect compared to 41% in the Netherlands. Whereas childhood physical abuse was reported by 31% of the participants in Kenya and 40% of the Zambian participants, only 3% of the participants in the Netherlands reported a history of childhood physical abuse. There was therefore need to investigate the levels of the forms of child maltreatment and whether there were significant differences in maltreatment by mothers and fathers of boys and girls that has least been documented.

It is worth noting that Kenya is a signatory to the United Nations Convention and African Charter on the Rights and Welfare of the Child. Kenya also has an Act of the parliament aimed at implementing the principles of the Convention and Charter; the Children's Act, 2001 (Republic of Kenya, 2012). The Act emphasizes the best interest of the child and outlines how the Kenyan Government should safeguard the rights and welfare of children. These rights include: right to protection from physical assault, psychological maltreatment and neglect among others. In 2010,

Kenya promulgated its new constitution which states that every child has a right to parental care and protection from abuse, neglect, harmful cultural practices, all forms of violence, inhuman treatment and punishments (Republic of Kenya, 2010).

Remarkably, incidences of child maltreatment in Kenya have remained prevalent. A study by African Network for the Prevention and Protection against Child Abuse and Neglect (ANPPCAN) Kenya Chapter (2007) indicated that child physical abuse and neglect were the major forms of abuse. The study reported that 21.9% of children were neglected by parents. Oburu (2004) reported that a majority of Kenyan parents used authoritarian parenting style and maltreated children. It was reported in the study that 57% of the caregivers used slapping, tying with a rope, hitting, beating and kicking as forms of discipline. In the study, 36% of the caregivers used both physical punishment and reasoning and only 7% used reasoning without accompanying it with any physical discipline. More statistics by (UNICEF, 2012) indicated that during childhood over 32% of males and 26% of females experienced any form of maltreatment, 13% of females and 9% males experienced sexual, physical and emotional violence. In addition, about 90% of non-orphaned children in Kenya sought refuge in the orphanages due to harsh parenting style and child maltreatment in their families (Morantz, Cole, Ayaya, Ayuku & Braitstein, 2012).

A recent report (Child Line Kenya, 2017) pointed out the presence of child maltreatment in the 47 counties in Kenya (see Appendix J). The report showed that between 2014 and 2016, reported cases of child maltreatment were 33,929. When cases of child physical assault, psychological aggression and neglect were compared, neglect was the most prevalent, (13,878) followed by

physical assault (7,317) and emotional maltreatment was the least reported 1025. The report also showed that immediate family members were the most common perpetrators of child maltreatment. For example; of the reported cases, 54% of physical maltreatment, 47% of emotional maltreatment and 75% of child neglect were by immediate family members. Similar to studies in other countries, Child Line Kenya (2017) report noted that children in middle childhood in Kenya (aged 6-10 years) were most maltreated. It was documented that 842 children aged 0-5 years, 995 children aged 6-10 years and 902 children aged between 11-15 years were physically, emotionally maltreated and neglected. The study by Child Line Kenya did not assess some of the adverse outcomes of maltreatment of children. Therefore, there was need to study the associations between maltreatment and behavior problems among children in middle childhood. The findings may inform people working with children in Kenya on some of the effects of child maltreatment.

Child Line Kenya (2018) also indicated that many cases of child maltreatment in rural areas in Kenya go unreported unless they were very severe to attract public attention. The reports showed that Bungoma County has continued to record increased cases of child maltreatment. For the period between 2014 and 2016, Bungoma County was position 6 out of the 47 counties in reported cases of child maltreatment (Child Line Kenya 2017). Between 2017 and 2018 the organization reported that Bungoma County had moved to 3rd position out of 47 counties in reported cases of child abuse. The county's incidences of child maltreatment were higher than other counties that had initially surpassed it like Nakuru, Kisumu and Uasin Gishu. The report attributed children abuse to inadequate parenting skills. The information on the levels of

maltreatment by gender that can inform child protection agencies on safeguarding boys and girls were nonetheless not reported and this intrigued the current study in Bungoma County.

Bungoma County is home of the Bukusu tribe who are the majority among the Luhya accounting for 17% of the Luhya population (Kenya National Bureau of Statistics, 2010; Baraza, 2011). A report by KNBS and UNICEF (2016) reported that 82% of children in Bungoma County aged 1-14 years are subjected to at least one form of psychological aggression or physical punishment by household member. The report indicated that 81.6% of parents had used physical punishment in the last one month and 65% of the parents believed physical punishment as necessary part of child rearing in Bungoma County. This harsh treatment of children could be attributed to the Bukusu belief outlined in a proverb that reinforces harsh parenting practices; ‘a child does not fear treading on dangerous ground until he/she gets hurt’ (Ukwendu, 2018). This proverb advocates for inflicting of some degree of pain so that the child learns to avoid certain mistakes. The reported parenting practices and drastic increase in incidences of child maltreatment made Bungoma County an area of interest in investigating whether parenting style is associated with child maltreatment. Current study also evaluated the association between child maltreatment and behavior problems of children in this county.

Hirschy and Wilkson (2010) noted different types of abuse based on gender. Thus, whereas girls experienced more abuse than boys, there were higher incidences of psychological aggression/emotional abuse and sexual abuse among girls and more physical abuse and neglect among boys. This was attributed to the cultural expectations that expect men not to speak of emotions and pain. Little has been documented on levels of maltreatment of boys and girls not only in Bungoma County but also in Kenya in general. It has been noted that in Bungoma parents have

preferences for boy children than girls (Baraza, 2011). Given these preferences, it was important to find out whether there were significant differences in maltreatment of boys and girls by both fathers and mothers in Bungoma County, Kenya.

Documented studies (De Young, Cicchetti & Rogosh, 2011; Bornstein, 2013a) indicated that child maltreatment had negative long-term effects on child's growth and development. The effects included risk for psychopathology, child fatalities, poor academic performance, suicidal and risk-taking behaviors. For example, a study conducted in the United States of America revealed that children who experienced child abuse and neglect were about 9 times more likely to become involved in criminal activities (U.S Department of Health and Human Services et al., 2013). Studies on the association between parenting style and child maltreatment and also child behavior problems among children in Low and Middle Income Countries (LMIC) in Sub Saharan Africa none the less remain under explored (Abubakar, Van Baar, Fische, Gona, Bomu & Newton, 2013). Findings of the current study in Kenya, which is a Lower Middle Income country, will contribute to growing literature on parenting in these under represented countries.

Apart from documented associations between parenting practices and child behavior outcomes, a few studies for example Lee, Zhou, Eisenberg and Wang (2012) have hypothesized that child-parent relations may be influenced by other factors such as child personality. The authors noted that difficult personality traits could place the child at risk of future behavior problems. Roskam and Meunier (2012) noted that parenting may depend on a child's characteristics and parents were likely to decrease their positive parenting behavior and increase parent controlling behavior in response to children's personality attributes. The authors in the reviewed literature did not

provide empirical evidence to support their hypotheses. In addition, a majority of studies on parent-child association have continued to treat children as passive recipients of parental socialization (Meunier, Roskam & Browne, 2011; De Young et al., 2011). The authors emphasized that few studies have acknowledged bidirectional parent-child relationship. It is against these conceptual and methodological gaps that child personality was investigated as a potential moderator of the association between parenting style, child maltreatment and child behavior problems in the current study. Holmbeck (1997) as cited in Field (2018) defined a moderator as a third variable that may weaken or strengthen the association between predictor variable and outcome variable. In the current study, the moderating role of the personality factors was ascertained by assessing whether the strength of the association between parenting style, child maltreatment and internalizing as well as externalizing behavior was affected by child personality factors: extroversion, agreeableness, conscientiousness, openness or neuroticism. The empirical findings may provide more information regarding parent-child associations.

1.2 Statement of the Problem

Recent research indicates that child maltreatment is a global problem. In almost all societies, at least one in four children experiences a form of maltreatment every day. This increases their risk to psychopathology and threatens their optimum growth and development. Parents have been identified as the main perpetrators of child maltreatment and this could be attributed to the level of demand and control of their children. Most studies have nonetheless assumed that parents always affect the child in parent-child relationship. The extent of influence of other factors such as child personality on parent-child interaction remains underexplored.

Documented studies further indicate that maltreatment of children is common among children in middle childhood. This could be attributed to the developmental tasks of children at this stage of growth and development. During middle childhood; children seek both autonomy and competence and may have difficulties controlling their own behavior. It is also the time when children separate from their parents and try to fit in with peers and teachers in school. Coping with the home and school environments can be a source of stress and behavioral changes. There is a likelihood of confrontations between parental expectations and child's needs leading to parental harsh discipline. Understanding parenting practices and child behavior outcomes during middle childhood formed the basis of the current study.

Notably, studies on child rearing in Africa are limited and matters related to balance of control and responsiveness to children's needs are attributed to western cultures and are rarely discussed in public discourse. Arguably, in Kenya, it has been difficult to translate the national commitment to National Convention on the Rights of the Child and The Children's Act to actual protection of children against many forms of violence. Kenya continues to record high rates of child maltreatment, thus; it is estimated that 32% of male adults and 26% of female adults experienced a form of violence during childhood, a figure that is higher than the global estimate of 25%. In addition, 90% of non-orphaned children stay in orphanages possibly due to harsh treatment in their families. Bungoma County in particular has continued to report higher cases of child maltreatment. Compared to other counties in Kenya on reported cases of child maltreatment, Bungoma County moved from 6th position out of 47 for the period 2014-2016 to 3rd position out of 47 for the period 2017-2018. The impetus to carry out the study in Bungoma County was based on the reported drastic increase in cases of child maltreatment that was

associated with inadequate parenting in the county. In addition, in view of the fact that only most severe cases that attract public attention are reported to authority, it was perceived that mild cases of maltreatment which can cause psychological harm to children went unreported. This made Bungoma County an area of interest for the current study. A holistic investigation on incidences of child maltreatment, possible underlying factors associated with child maltreatment such as parenting style and child personality factors were evaluated. Child behavior outcomes associated with maltreatment; internalizing and externalizing behaviors were also examined. The data provide useful insights when designing interventions against child maltreatment in Kenya.

1.3 Purpose of the Study

This study sought to establish the moderating role of child personality factors on the relation between parenting style and child maltreatment and also the relation between maltreatment and behavior problems among children in middle childhood in Bungoma County, Kenya.

1.4 Objectives of the Study

The objectives of the study were:

1. To establish the parenting styles used for children in middle childhood in Bungoma County.
2. To determine the level of maltreatment of children in middle childhood by fathers and mothers.
3. To determine the relation of parenting style, child maltreatment and internalizing and externalizing behavior among children in middle childhood.

4. To establish the moderating role of child personality factors in the association between parenting style and maltreatment among children in middle childhood.
5. To evaluate the moderating role of child personality factors in the association between maltreatment and internalizing and externalizing behavior among children in middle childhood.

1.5 Research Questions

The study was guided by the following questions:

1. What are the parenting styles for children in middle childhood in Bungoma County?
2. What is the level of maltreatment of children in middle childhood by fathers and mothers in Bungoma County?
3. What is the relation of parenting style, maltreatment and behavior problems among children in middle childhood?
4. What is the moderating role of child personality factors in the association between parenting style and maltreatment among children in middle childhood?

This study hypothesized that high scores on extraversion would likely predispose children to more maltreatment and to externalizing behaviors compared to low scores. Neuroticism would likely increase the risk to maltreatment and internalizing behaviors in children.

5. What is the moderating role of child personality factors in the association between maltreatment and behavior problems during middle childhood?

The current study hypothesized that children who scored high on agreeableness, conscientiousness and openness would less likely suffer maltreatment and behaviors problems compared to those who scored low on agreeableness, conscientiousness and openness to change.

The following two null hypotheses were tested in the current study:

Null hypotheses H₀: There is no significant moderating effect of child personality factors on the association between parenting style and maltreatment of children in middle childhood

Null hypotheses H₀: There is no significant moderating effect of child personality factors on the association between child maltreatment and internalizing and externalizing behavior.

A criterion level of significance for all statistical tests conducted in this study was set at $\alpha \leq 0.05$.

1.6 Scope of the Study

This study was carried out in Bungoma County in Kenya among children aged 7-10 years in public primary schools. The investigation focused on the following forms of parenting styles: authoritarian, authoritative and permissive parenting styles. The forms of child maltreatment studied were: physical assault/maltreatment, psychological aggression/emotional maltreatment and child neglect. The five broad personality factors investigated included: extraversion, agreeableness, conscientiousness, neuroticism and openness. The behavior problems evaluated were: internalizing and externalizing behavior.

1.7 Limitation of the Study

In a survey that deals with the sensitive topic of parenting styles and disciplinary strategies, there are possibilities that parents under-report the extent to which they use certain forms of child

maltreatment. This is referred to as social desirability bias of respondents to answer in a way that make them look good to the researcher (Bors, 2018). To address the tendency, non violent items were included in the questionnaire items to make parents feel at ease as they responded to the items. In addition, cross sectional research design used limited ability to draw inference on causal associations between parenting style, child maltreatment and child behavior problems. In addition, the direction of effect could not be specified from the cross sectional and correlational designs.

1.8 Assumptions of the Study

The assumptions of the study were:

1. Parents, children and teachers would be willing to participate in the study.
2. Children experience at least one form of child maltreatment as a result of parenting practices.
3. Fathers would be available to participate in this study

1.9 Conceptual Model

The study was based on moderating (Baron & Kenny, 1986) and Transactional (Holden, 2010) models. The moderating model presumed that a moderator variable (child personality factors) would affect the strength and direction of relationship between a predictor variable (parenting style) and outcome variable (child maltreatment) as shown in Figure 1. Meunier et al. (2011) indicated that parent-child relation is bidirectional and child personality factors may act as moderating mechanism.

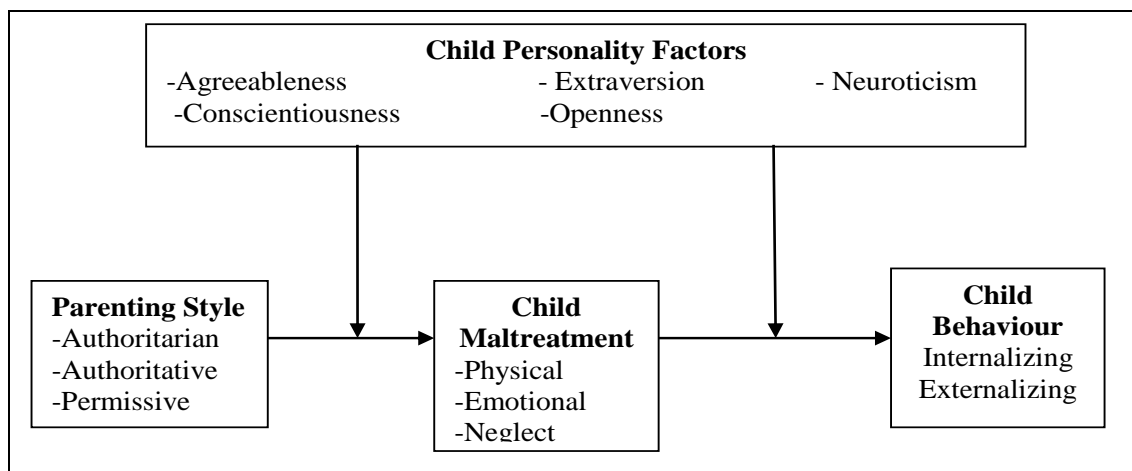


Figure 1. Conceptual Moderating Model by Baron and Kenny (1986)

In Figure 1, Baumrind's (1971) there are three types of parenting styles; authoritarian which is highly controlling and demanding; authoritative which is also controlling but permits child freedom of expression and permissive parenting which is non-demanding (Zeinali, Sharif, Asgari, Enayati, & Asgari, Pasha, 2011). In this study, it was presumed that parenting style was associated with child maltreatment and children who had stable personality factors would more likely have parents who are positive and supportive, hence, would be less maltreated. On the contrary, those who had undesirable personality factors would promote frustrations in parents,

thus, were likely to have parents who were overly controlling and used harsh disciplining styles. This would elevate chances of child maltreatment (Elizabeth & Halpenny, 2010).

According to Haslam, Smillie and Song (2017), these personality factors are: extraversion or interpersonal relationship (talkative, assertive, energetic, sociable, self-conscious and none tolerance to new and unfamiliar experience); agreeableness (good natured, cooperative, trustful, nurturance, and friendliness in order to avoid conflict); conscientiousness (orderly, responsible, dependable, precision); neuroticism (easily upset, anxiety, depression, irritability, self-consciousness and lack of emotional regulation and is associated with threat to punishment) and openness (curiosity, appreciating other cultures, openness to experience-intellectual independence).

Literature on parenting style indicated that parenting practices resulted in children being neglected or abused physically or emotionally (Alizadeh et al., 2011). For example, authoritarian parents were found to be strict and expected a lot from their children. They set rules and expected their children to follow the rules without questioning. In the current study, the authoritarian parenting style was expected to increase with the levels of child maltreatment and children who scored low on conscientiousness and agreeableness personality factors and/or scored high on extroversion and openness were to be adversely affected.

Authoritative parents are known to be high demanders but also responsive to their children's needs (Darling, 2011). According to the authors, the parents set rules just like authoritarian parents do but they were open to questioning, discussions and negotiations. In a nutshell,

authoritative parents listened to their children. The current study predicted that this parenting style would be associated with least incidences of maltreatment. However, the study presumed that even in the most democratic parenting, a disruptive personality such as neuroticism, lack of conscientiousness and agreeableness could escalate the likelihood of maltreatment.

Permissive parents are not demanding, do not have control over their children, rarely guide or punish them but allow them to do what they want (Alizadeh, et al., 2011). These parents were not concerned about their children's' behavior neither were they sensitive to their needs. This study envisaged that children with any form of personality traits including extroversion, agreeableness, conscientiousness, emotional stability, intellect or openness of permissive parents would potentially suffer less incidences of physical abuse but likely to suffer neglect. For this study therefore, the forms of parenting styles were combined based on levels of demanding and responsive to form parenting style variable.

The current study predicted that child personality factors: openness, extraversion, agreeableness, neuroticism and conscientiousness moderated the relation between child maltreatment and child behavior problems: internalizing and externalizing behaviors (see Figure 3). Whereas high scores on extraversion would likely predispose children to maltreatment and to externalizing behaviors compared to low scores, it would likely protect them from internalizing behaviors. Neuroticism and introversion would likely enhance internalizing behaviors in children. In addition, externalizing behavior was presumed to be negatively associated with high scores on conscientiousness and high scores on agreeableness scales (Slobodskaya & Akhmetova, 2010). This study predicted that children who scored high on child maltreatment and scored low on agreeableness would less likely suffer externalizing behaviors while those who would have high extraversion and low neuroticism would be at risk of externalizing behaviors.

The Transactional Model of Parenting (Holden, 2010) postulated that the parent and child influence each other during interactions (see figure 2). The current study predicted that maltreatment by parents would predict child personality. Likewise, child personality factors would predict child maltreatment.

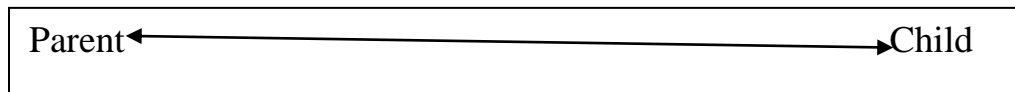
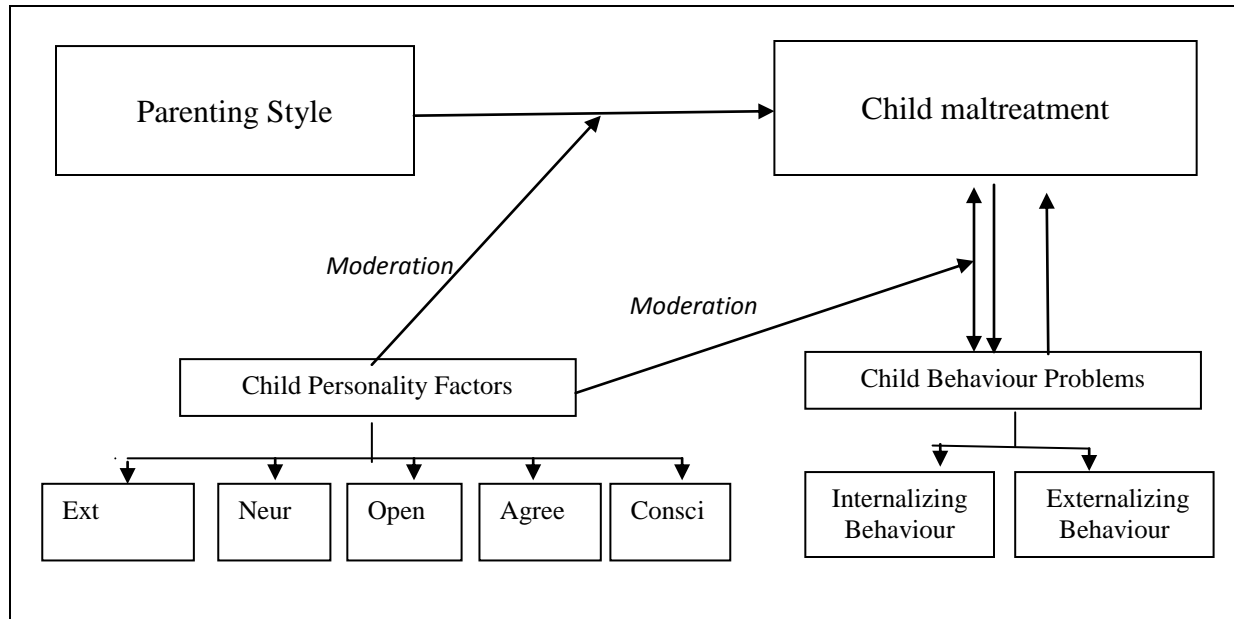


Figure 2. Transactional Model of Parenting (Holden, 2010)

To effectively illustrate the relationship between parenting styles, child personality, child maltreatment and behavior outcomes, the two models were integrated to complement each other. Whereas the moderating model considered the possible influence of child personality on the relationship between child maltreatment, and child behavior problems, it did not consider the possibility of the influence of child behavior problems on parenting practices. The transactional model, therefore, addressed this limitation by considering the possible effects of child behavior on parenting practices. Constructs of the eclectic model were derived from Baumrind's Theory of Parenting (1971) and the Big 5 Personality Traits Theory (Shiner & DeYoung, 2013). The model is shown in Figure 3.



Note: Ext=Extraversion, Neur=Neuroticism, Open=Openness, Agree=Agreeableness, Consci=Conscientiousness

Figure 3. Conceptual Model of Moderating Role of Child Personality Factors on the Relation between Parenting Style, Child Maltreatment and Child Behavior Problems (adapted from Baron & Kenny, 1986; Holden, 2010).

1.10 Significance of the Study

This study may add to the growing literature on parenting style, child personality, maltreatment, internalizing and externalizing behavior outcomes in middle childhood. This may be an important contribution in the field of Developmental Psychology. The study provides data on the association of fathers' and mothers' parenting style, child maltreatment and behavior outcomes that has been under-documented. The findings of the study may help parents to assess and modify their parenting practices which may reduce the burden of dealing with negative consequences of child maltreatment such as internalizing and externalizing behavior problems. Data obtained from this study may also inform teachers and educators on some underlying

causes of children behavior problems such as parenting practices and child personality factors. They may use the information when guiding parents on suitable parenting practices that could help improve children's behavior. The data on the prevalence of child maltreatment may inform protection institutions about the magnitude of the problem. The parent counselors may use the findings to evaluate and develop evidence based intervention strategies on matters affecting children. This may, consequently, have an impact on the country's human capital and economic growth by reducing the burden of government spending on long term consequences of child maltreatment.

1.11 Operational Terms

The following are terms that were used in the study:

Child Maltreatment: Any omission or commission that harms or has potential harm on the child associated with physical assault, psychological aggression, emotional abuse and neglect.

Externalizing Behavior: Behavior directed outwards towards other people for example; aggressive, argues a lot, and temper tantrums.

Internalizing Behavior: Behavior directed inwards towards self for example; nervous, tense and fearful.

Middle Childhood: Developmental stage between 7-10 years.

Neglect: A form of child maltreatment that entails failure of parent to provide for development of the child even when the resources are available.

Parent: Primary biological care givers of the children.

Parenting Style: Child rearing attitude and practices associated with authoritarian, authoritative and permissive parenting style

Physical assault/ Maltreatment: A form of child maltreatment where specific act commissioned by parents cause physical harm or has potential harm to the child. It includes physical punishment

Psychological/Emotional Maltreatment: A form of child maltreatment which include acts such as shouting at the child, calling names, threatening the child by parents that affects or has potential effect to psychological development of the child.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter outlines a review of existing literature on parenting style, child maltreatment and internalizing and externalizing behavior outcomes. Previous studies on the role of personality in parent-child relationship are also documented in this chapter.

2.2 Parenting Style

The family is one of the most important socializing agents influencing human behavior and it plays a critical role in shaping all aspects of development (Holden, 2010). Parents act as primary caregivers in a child's life. According to Baumrind (1971) as cited in Holden (2010), parent's attitudes, values and beliefs about child development and parenting practices constitute their parenting styles. These define two major characteristics of parenting: demanding /control and responsiveness or support / warmth. Parental responsiveness/warmth is the tendency of parents to express positive emotions and approval to children's behavior and parental control is where parents take total control of their children (Roskam & Meunier, 2012).

Strategies used in parental control are further categorized as behavioral and psychological. On one hand, behavioral control involves parental regulation of children behaviors by setting limits through punishment and rewards and also monitoring their actions. On the other hand, psychological control involves pressure and manipulative tactics of guilt induction and love withdrawal (Stone et al., 2013). Psychological control is where parents display irrational expectations such that normal behavior is seen as deficiency on part of the child and failure on part of the parents (Berns, 2011). On the basis of parental demanding/control and

responsiveness/warmth emerge three parenting styles; authoritarian, authoritative and permissive (Zeinali et al., 2011).

Authoritarian parenting style is where parents display little warmth, are highly controlling, over demanding, unresponsive and use strict, harsh disciplinary and punitive styles. As a result, their children are likely to develop low level of self-regulation, show anxiety with avoidant and fearful behaviors (Alizadeh et al., 2011). Authoritarian parents set rules and standards for their children which are not debatable (Assadi, Smetana, Shahmansouri & Mohammadi, 2011). Hence, they control their children by spanking, threatening or removing privileges whenever the children do not abide by their expectations (Zeinali et al., 2011). In addition, children of authoritarian parents may portray rebellion, aggression or submission or dependent behaviors (Johnson, Welk, Maurice & Ihmels, 2012).

Authoritative parents are warm and sensitive to children's needs. These parents portray high levels of demanding and responsiveness; their demands are accompanied by responsible explanations which enable the child to accept limitations of actions (Bukatko & Daehler, 2011). The parents use induction by reasoning and explanation for consequences by taking into account children's responses. This parenting style contributes to high levels of self-regulation, secure attachment, affection; warmth, sensitivity, acceptance, emotions and confidence when dealing with threats (Zeinali et al., 2011). Parents who use permissive parenting style have high levels of warmth but lack the demanding dimension. They do not guide their children's behavior, are passive and give in to children wishes; they do not wish to disappoint their children and are not active participants in shaping their children's' behavior (Holden, 2010). In spite of its passive

nature, this parenting style has been found to be positively correlated with internalizing and externalizing behavior (Zeinali et al., 2011).

Documented literature showed that parenting style was embedded on parenting goals and emotional climate within which socialization takes place including child's acquisition of appropriate manners (Bornstein & Lansford, 2012). While positive parenting style was linked to positive behaviors (Alizadeh et al., 2011), dysfunctional parenting may likely increase risks to internalizing or externalizing behaviors in children. Other studies, for example Rodriguez, 2014) indicated that parenting style had different meanings in different cultures. In the study, it was reported that elevated levels of authoritarian parenting found in collectivist groups do not hold similar meaning as those in individualistic groups. Thus, although collectivist groups endorsed higher levels of authoritarianism than individualistic groups, this did not lead to lower scores on adaptive behavior and self-esteem among children of collectivist parents. In the current study, the association between parenting style, child maltreatment and behavior problems was evaluated to ascertain whether findings in previous studies that were done in mostly in westernized contexts (Durrant et al, 2017) apply in different settings like Bungoma County, Kenya.

Akinsola (2013) also found that Chinese children who experienced authoritarian parenting did well in school as those who experienced authoritative parenting indicating that authoritative parenting style was not necessarily more beneficial than authoritarian. The author reported that although Nigerians and Cameroonians embraced the African cultural norms and were both collectivists; authoritarian-permissive hybrid parenting style was practiced in Cameroon while authoritative-authoritarian hybrid parenting style was practiced in Nigeria. The reported

discrepancy in meaning attached to parenting styles and its effect to child behavior denoted that interventions developed in high income countries could not translate well to other settings (Durrant et al, 2017). This called for further investigations and a need for the current study which will add to available literature on the association between parenting practices and child behavior outcomes.

Literature reviewed on parenting style showed that there were cultural differences with regard to dominant parenting style across countries (Rubin & Chung, 2013). This suggested that child rearing practices were shaped by implicit and explicit models of cultural beliefs and values related to parenting (Akinsola, 2013). Among the Irish, Williams et al. (2009) observed that 77% of mothers and 68% of fathers practiced authoritative parenting styles while 16% of mothers and 25% of fathers practiced permissive parenting style. A further 4% of mothers and 7% of fathers practiced authoritarian parenting styles. In Kenya, Lansford et al. (2005) as cited in Bornstein (2013) reported that authoritarian style of parenting which emphasized use of physical punishment is normative. The authors noted that mothers from rural villages emphasized that children should show high responsibility and obedience and would punish those who were irresponsible.

It is worth noting that extant researches on culturally diverse parenting remain limited and vast majority of studies on parent-child relationships had been conducted in western cultures (Holden, 2010). Not much is known about parenting of specific, non-western, non-industrialized, ethnic, collective societies like Kenya and the little that is documented indicates that authoritarian parenting is most common in Kenya because it is known to aid in learning (Oburu, 2011). The

study reported that Kenyan fathers' and mothers' attitudes were on average more authoritarian than authoritative and their children were expected to conform to parental expectations and respect them hence authority revolved around the parents.

On one hand, it has to be acknowledged that Kenya is undergoing rapid social changes which include single parenting, working mothers and non working fathers meaning that care giving roles could have certainly changed (Mwenda, 2012). On the other hand, the Bukusu tribe in Bungoma County, Kenya have been identified as conservatives and their way of life has not been greatly changed by Westernization (Were, 2014). They are therefore more likely to be harboring the traditional beliefs of harsh parenting to children. Understanding parenting style in a transitioning society intrigued the current study.

Studies show that fathers play a significant role in child development. Fathers are role models, bread winners and decision makers and their contribution to children's growth and development should be recognized (Abubakar et al., 2013). Notably, most documented studies on children not only in Kenya but globally have been based on maternal responses (Hirschy & Wilkson, 2010; Lansford, Tapanya & Oburu 2011; UNICEF, 2012; Parenting in Africa Network & Investing in Children and Societies, 2013). A time has come when fathers need to be conceptualized as part of family systems just like mothers who exert influence on children's growth and development (Cabrera, Volling & Barr, 2018). The current study evaluated paternal as well as maternal effects on children that have been hardly considered in documented studies. The results may be informative when developing program content for fathers in parenting interventions (Keown, 2011).

In relation to studies on fathers and child rearing, Wandede, Fiten and Lasser (2014) noted that there were evolving constructions of fatherhood in Kenyan context due to western influence and increased access to technology. This has changed the role of the traditional fathers who adored patriarchy, played role of protector and provider and not actively involved in child socialization and basic care giving. The authors posited that although on average, contemporary fathers in Kenya spend short periods of time with their children compared to mothers, fathers influence their children's development in ways that mothers do not. The authors argued that the longer time mothers spend with their children does not indicate better child development. Their arguments were however, not based on empirical data.

Little is known about parenting style for children at different developmental stages such as middle childhood not only in Bungoma County, Kenya but globally. Middle childhood is a stage of concrete operation where children start to understand themselves and the surrounding world. According to Piaget (1929) as cited in Haslam, Smillie and Song (2017) there is need for caregivers to respond, nurture and support their children's expanding cognitive ability especially during middle childhood. Harsh parenting associated with high demands and control may act contrary to efforts made by the children. This may affect children's optimum growth and development. A dearth of literature on parenting practices, child maltreatment and child behavior outcomes during this stage spurred the current study.

2.3 Level of Child Maltreatment

Parenting practices can either result in child safeguarding or child maltreatment. Holden's (2010) definition of child maltreatment categorized it into two: actively doing something (commission) to injure a child or failing to do something (omission) thereby harming or having potential harm to a child. According to Berns (2011), child maltreatment was intentional harm or endangerment of a child through neglect, physical and psychological/ emotional abuse. The author noted that child maltreatment occurs irrespective of economic, social, cultural or religious status. Therefore, child maltreatment includes all forms of abuse and neglect.

There are cultural conflicts on what actually constitutes child maltreatment due to the cultural differences in child care practices and beliefs. For example, in African society, excessive time outs and spanking were not usually identified as maltreatment unless harm was identified (Lampien & Sexton-Radek, 2010). The African proverb, 'if you don't make a child cry now you will cry later' and Bukusu proverb 'a child does not fear treading on dangerous ground until he/she gets hurt' (Ukwendu, 2018) indicate how traditional beliefs on child rearing justify the fact that inducing pain is the norm in shaping children. This denotes that African culture may act as an obstacle to child protection and could be the cause of higher incidences of child maltreatment in African countries as compared to Western countries as reported by (Akmatov, 2011; Mbagaya, Oburu & Bakermans-Kranenburg et al., 2013).

Although there are cultural differences in child rearing practices, child abuse should not be tolerated (WHO, 2014). United Nations Convention on Rights of the Child, to which Kenya is a signatory, clearly describes child maltreatment as any form of ill treatment resulting to actual or

potential harm to the child, health, survival and development. The convention outlines children's needs which aid their survival and growth (UNICEF, 2012). It is worth noting that, there is a conflict between the African cultures that advocates for harsh punishment, as is emphasized in the cited African proverbs, and child protection policies outlined in the Kenyan laws. An evaluation of current parenting practices in one of the counties in Kenya was done in this study. The findings provide useful information in regard to the implementation of child protection policy in Bungoma County.

Previous statistics, for example WHO (2014), revealed little about patterns of abuse. There is evidence of prevalence of child maltreatment per country and only small proportions of cases are reported to authorities. On the same note, there have been concerns over inconsistencies in data on prevalence of child maltreatment from empirical researches due to lack of a single definition of child maltreatment and differences in forms of child abuse studied in a particular country at a particular time (Chan, 2012). In most countries, the level of maltreatment rates documented underestimated the actual degree of child abuse due to under reporting of incidents to legal authorities (Schwartz-Kenney, McCauley & Epstein, 2001).

Notably, a few studies have reported the prevalence of child maltreatment in Kenya. For example, Centre for Disease and Prevention on Violence against Children conducted studies at different times; Cambodia, (2014), Kenya, (2012), Tanzania, (2011) and Swaziland, (2007). A total of 1,227 females and 1,456 males from Kenya participated. The study showed that a large proportion of girls (78%) and boys (79%) had suffered some form of violence before attaining age 18 years (Ravi & Ahluwalia, 2017). When prevalence rates were compared according to age

group, the study noted that rates were significantly higher among children aged 6-11 years (40%) compared to those aged 0-5 years (=12%), 12-17 years (20%) and after 18 years (3%).

WHO (2006) as cited in WHO (2014) in a cross sectional survey of children in Egypt, noted that 37% of the children reported being beaten or tied up by their parents and 26% of the children reported physical injuries as a result of being beaten. In different surveys in Korea, Romania and Ethiopia, 45% of parents in Korea reported hitting, kicking and beating their children, 46% of children in Romania reported severe and frequent hitting and denial of food by parents. In Ethiopia, 21% of urban school children and 64% of rural school children reported bruises or swelling on their bodies.

A study done in Vietnam and the Netherlands, Tran, Alink, Van Berkel and Van IJzendoorn (2016) reported that at least 31.8% of the children had experienced psychological aggression in Vietnam and 8.5% in the Netherlands. This was followed by physical assault; 19.1% in Vietnam and 7.2% in the Netherlands and neglect, 25% in Vietnam and 4.3% in the Netherlands. Akmatov (2011) also carried out a multiple indicator cluster survey in 2005 and 2006 on children aged 2-14 years. Prevalence of child abuse in 28 developing and transitional countries out of which 8 were from Africa was investigated. It was found out that 83%, of children living in the African region had experienced psychological/emotional maltreatment and physical assault/maltreatment. In transitional regions, 56% of children had incurred psychological aggression/maltreatment and 46% physical assault/maltreatment.

In a cross cultural study between Kenya, Zambia and The Netherlands, Mbagaya et al. (2013) noted a high prevalence of physical maltreatment in Kenya (59%) compared to Zambia 40%. Child neglect was at 59% Netherlands, 54% Zambia and 42% Kenya respectively. Morantz et al.

(2013) also investigated prevalence of maltreatment especially among institutionalized children prior to their admission to charitable institutions in western Kenya. Authors employed a systematic review of files of 462 children aged 6-8 years (56% male and 71% female) admitted in 20 children institutions in western Kenya. It was found out that about 27% of children who were admitted to child care institutions in Kenya had encountered psychological abuse, 26% had encountered neglect and 8% physical abuse. It was also found that 90% of non orphans that had been admitted to the institutions were due to maltreatment in their families. The report indicated that 36% of non orphans had been abandoned, 22% neglected, 21% physically abused and 8% lacked caregivers. The above studies nonetheless did not indicate whether there were differences in level of abuse of boys and girls that could inform intervention strategies, a gap that was to be filled in the current study.

Referring to the reviewed literature, not much is reported on the use of psychological aggression by parents on children. Donnelly and Ward (2015) argued that although shouting at children is a form of psychological aggression/emotional maltreatment and is a common practice among parents in many countries, this form of child maltreatment has been allotted very little attention by researchers. Rodriguez (2010) found an association between physical maltreatment and psychological aggression/emotional maltreatment. Rodriguez argued that there could be a possibility that harsh parenting using psychological aggression/emotional maltreatment proceeded to physical maltreatment. The current study investigated whether there were significant differences in levels of physical assault, child neglect and psychological aggression of children in middle childhood in Bungoma County.

Kane (2005) noted that cultural expectations related to gender and developmental stages could influence child maltreatment. At a certain age of growth and development, children are expected to have acquired certain socially acceptable competences. Kane also noted that failure to acquire desirable behavior could lead to child maltreatment, ridicule or physical abuse by the parents. However, unlike other developmental stages, Holden (2010) reported that during middle childhood, boys and girls seem to follow different gender role developments where boys' identification with masculine role attributes increases while girls' identification with feminine role attributes decreases. These can likely lead to cross gender behavior which is more socially acceptable in girls than boys. In many communities, boys may be scorned for exhibiting feminine behavior and these predispose them to more maltreatment compared to girls. Hirschy and Wilkson (2010) also noted that there was a difference in type of abuse based on gender among boys and girls in early childhood in the United States of America. Thus, whereas girls experienced more abuse than boys, there were higher incidences of psychological aggression/emotional abuse and sexual abuse among girls and more physical abuse and neglect among boys. This was attributed to the cultural expectations that expect men not to speak of emotions and pain.

In view of the reviewed literature, data on cases of child maltreatment has been predominantly derived from mother-child association. Little has been documented specifically on incidences of child maltreatment by fathers. The level of maltreatment of boys and girls by fathers and mothers remain under explored. In the current study, data on child maltreatment by fathers and mothers were compared. The findings will be important in addressing issues of child maltreatment in Bungoma County that has continued to increase over the years. In addition, unlike documented

studies which looked at child maltreatment in isolation, a holistic approach was employed in the current study by investigating factors such as child personality and parenting style and behavior outcomes that are associated with child maltreatment. For the purpose of comparing findings in the current study with previous ones, for example, Bornstein, Putnick, Lansford, Deater-Deckard and Bradley (2016), parents' self reports on parenting style and child maltreatment were used. The findings may add knowledge to already documented literature on child rearing and development research.

2.4 Relation of Parenting Style, Child Maltreatment and Behavior Problems

For the past two decades, children behavior problems including internalizing and externalizing as a result of parenting practices and child maltreatment have received considerable attention from researchers (Alizadeh et al., 2011). Externalizing behaviors are those directed outwards towards other people while internalizing behaviors are directed inwards towards self (Holden, 2010). Studies revealed that specific parenting practices related to authoritarian and permissive parenting styles were the main causes of children behavior problems (Cheevers, Doyle & McNamara, 2010). For example, psychological control and corporal punishment associated with authoritarian parenting style have been found to be strongly associated with aggressive behavior in children (Yuen, 2011; Stone et al., 2013). Nevertheless, most of the studies explored parenting effects on children behavior without considering that children factors could invariably prompt parental disciplinary responses placing the children at risk of maltreatment (Cheever et al., 2010).

Studies have linked child maltreatment to developmental consequences in children including a large increase in risk for psychopathology and less resilient functioning. For instance, a study

conducted using non African samples investigated effect of corporal punishment related to physical assault in 88 studies carried out for over 62 years. It was reported that corporal punishment was significantly associated with short time compliance by children but also long time delinquency and behavior disorder, aggression, internalizing, behavior problems and mental health (WHO, 2014). It was concluded that although normativeness of physical punishment moderated the relation, negative behavior outcomes were present. The association between parenting style, child maltreatment and behavior problems was evaluated the current study.

In other studies, (De young et al., 2011; Covell & Howe, 2012; UNICEF, 2012) noted that maltreatment in children could have a significant impact on their neurodevelopment leading to low self-esteem, anxiety, depression, antisocial behavior, aggression, risk taking and criminal behavior. A study by Mbagaya et al. (2013) in Kenya, Zambia and the Netherlands also noted that history of child neglect was associated with most psychological outcomes. Unlike in the reviewed studies, the association between child maltreatment and behavior problems and also moderating role of personality in the association was evaluated.

Lansford, Deater-Deckard, Dodge, Bates, and Pettit (2004) as cited in Lansford and Deckard-Deckard (2012) who followed up American children for 11 years; from age 5 to age 16 reported that harsh parenting did not lead to behavior problems in some cultures. It was found that early physical punishment related to child maltreatment was a predictor of later externalizing behaviors for European and American adolescents and not African American adolescents. The authors attributed this to the fact that physical punishment was less expected by European

Americans but was perceived as being normative among the African Americans, hence, had no negative effects on the children.

Lansford et al. (2005) as cited in Lansford and Deckard-Deckard (2012) also conducted a study in Kenya, Italy, Philippines, India, China and Thailand. The study, which consisted of 336 parent-child dyad, found that mothers in China and Thailand reported less use of physical discipline and it was less normative. Those in the Philippines and India reported moderate use of corporal punishment which was averagely normative. Reports of mothers in Kenya revealed more frequent use of physical discipline which was normative and had less impact on children behavior than children in other countries. It was concluded that children who perceived parents' use of corporal punishment as being hostile and rejecting had escalated behavior problems. Those who perceived parents' corporal punishment as being warm and accepting had no behavior problems. Nevertheless, the authors acknowledged the detrimental effects of child maltreatment to children behavior outcomes.

Yuen (2011) also argued that every child rearing was shaped by socially constructed ethno theories, thus, parenting practices that might be considered normal in one culture could be maladaptive in another culture. Grusec, Danyliuk, Kil and O'Neill (2017) commented that different negative types of parenting are evaluated differently by children and have different effects on their behavior. Thus, it was not obvious that harsh treatment of children by parents would lead to their behavior problems. The authors posited that evaluation of different forms of discipline was connected with their impact on child behavior. The authors also noted that reaction to different forms of discipline changed with the child characteristics. For instance,

harsh parenting predicts child externalizing behavior especially in fearful children than fearless children. Unlike previous studies that only assessed parent-child association, the current study examined the extent which child personality factors moderate parenting style, child maltreatment and behavior problems.

The inconsistency in the findings of the reviewed studies on the association between child maltreatment and child behavior outcomes suggested a need for further studies. In addition, although there is a lot of awareness on the negative effects of child maltreatment, parents continue to believe that use of corporal punishment has no negative and severe effects, thus, they were justified in using it (Runyan, Wattam, Ikeda, Hassan & Ramiro, 2002). The current study sought to find out whether parenting practices were associated with behavior problems among children in middle childhood that has least been targeted before in Kenya. The findings could shed some light on the effect of parenting practices on children; knowledge that is important for practitioners and people interested in child protection in Bungoma County and Kenya at large.

Charlesworth, Wood & Viggiani (2007) observed that at middle childhood, children were not capable of regulating their behaviors which put them at a high propensity to maltreatment. Holden, (2010) further noted that the common externalizing behaviors during middle childhood were disobedience, anger, fighting, frustration and screaming while the common internalizing behaviors included fear, nervousness, sadness, inhibition and withdrawal. Literature reviewed indicated paucity of empirical data on the link between parenting style, maltreatment and behavior outcomes especially among children in middle childhood. This prompted the current study.

2.5 The Moderating Role of Child Personality in Relation between Parenting Style and Child Maltreatment

According to Holmbeck (1997) as cited in Field (2018), a moderator variable may increase or decrease the predictor effect. In addition, a moderator variable can also act antagonistically by reversing the predictor effect on the relation between predictor variable and dependant variable. The current study investigated the moderating role of child personality in the association between parenting style and maltreatment. This was intrigued by previous studies which indicated that child-parent relations may be influenced by child personality (De Young et al., 2011). A different study by Roskam and Meunier (2012) posited that parenting depended on a child's behavior. Thus, parents were likely to decrease their positive parenting behavior and increase parent controlling behavior in response to children's characteristics. Using samples of children in Belgium, Roskam and Meunier found that parents of children with certain undesired personality traits may resort to high level controlling strategies, discipline and punishment or ignore the child.

Halpenny, et al. (2010) conducted a study to evaluate parenting styles and parents' discipline strategies in Ireland. It was found that children behavior which was against the moral code directly challenged parental authority or presented the child or others to dangers were risk factors of harsh discipline associated with child maltreatment. Kalat (2013) also noted that parenting style depended on the child characteristics. Children with fearful temperament responded well to mild discipline and those with fearless temperament responded poorly to any kind of discipline but better to rewards. Parents may use harsh disciplinary measures associated with child maltreatment on children who responded in unexpected ways. In the African context, there is a

proverb that reinforces fearful personality in children; “a child who is fearless brings tears to his mother’s eyes” (Mulindi, 2015). The proverb indicates that fearless children are not obedient to social norms and bring sorrow and anguish especially to their mothers who are mandated to teach their children good social morals. Parents would, therefore, use all possible means to make the child comply with social norms to avoid the shame. A child who has fearless personality traits may, therefore, face more harsh treatment compared to a fearful child.

The reviewed studies, for example; (Alizadeh et al., 2011; Lee et al., 2012) over relied on child temperaments in studying children. This formed a knowledge gap for the current study. A relatively new strategy of using the Big Five factors of personality to explore the relationship between parenting and maltreatment of children was adopted in the current study. The Big Five personality factors have been found to be stable from childhood to adulthood across nations and cultures (Giao, 2012). In addition, De Young et al. (2011) and Shinner and De Young (2013) described the five personality factors as broad nature of traits. The Big Five personality factors include; extraversion or interpersonal relationship (talkative, assertive, energetic, sociable, assertive, self conscious and tolerance to new experience and unfamiliar experience); agreeableness (good natured, cooperative, trustful, nurturance, and friendliness in order to avoid conflict); conscientiousness (orderly, responsible, dependable, precision); neuroticism (easily upset, anxiety, depression, irritability, self consciousness and lack of emotional regulations and is associated with threat to punishment) and openness (curiosity, appreciating other cultures, openness to experience-intellectual independence).

It is worth noting that lack of data on the extent, consequences and underlying factors of child maltreatment has held back development of appropriate responses in most parts of the world

(WHO, 2014). The current study not only explored parenting style and child maltreatment that have been emphasized by researchers studying parent-child relationship but also how child personality factors influence parent-child relationship. The findings may build on already documented literature with new understanding on the association between parenting and child maltreatment.

2.6 The Moderating Role of Child Personality on the Relation between Child Maltreatment and Child Behavior Outcomes

Parental harsh discipline has been linked to children internalizing and externalizing behavior problems such as depression, anxiety, aggression and delinquency (Mbagaya et al, 2013). The study notes that children who have suffered early abuse or neglect may have significant behavior problems. These include emotional instability such as depression which is related to internalizing behavior or aggression and violent behaviors related to externalizing behavior problems (Stirling & Amaya-Jackson, 2008). Nevertheless, little is known on whether the personality of the child moderates the relation between child maltreatment and child behavior outcomes.

Oshri, Rogosch and Cicchetti (2012) asserted that maltreatment was linked to different personality traits and some genetic variations were associated with different susceptibility to environmental influence. The authors reported that neurotics who had high sensitivity to threat and punishment learnt anxious and fearful response. Those who were reared in a nurturing environment exhibited curiosity and engagement associated with less maltreatment than those reared in a harsh environment. Rodriguez (2014) also reported that children who are highly neurotic and extroverted may be at risk of behavior problems and child maltreatment. Nevertheless, from the reviewed literature, the current study may be the first one of its kind to

employ a holistic approach by investigating the association between parenting style, child maltreatment, child behavior outcomes and how child personality factors affect these associations using same samples from Africa that is least represented in literature.

According to De Young, Cicchetti and Rogosh (2011) child behavior outcomes and maltreatment were both associated with differences in levels of the Big Five personality dimensions. Shinner and De young (2013) noted that children who scored high on neuroticism were likely to exhibit higher levels of internalizing behaviors, those who scored high on extraversion were likely to show signs of externalizing behaviors while those who scored low on agreeableness were likely to suffer higher internalizing behaviors and children who scored high on openness were likely to exhibit internalizing behaviors. Giao (2012) also argued that delinquent behavior and conduct disorders (externalizing and internalizing behavior symptoms) were associated with low scores on agreeableness and conscientiousness and higher scores on extraversion and neuroticism.

Oren and Jones (2009) also noted that individuals scoring high on neuroticism and less on extraversion displayed proneness to negative experience and emotions associated with internalizing behavior problems. Those who scored low on agreeableness and conscientiousness displayed aggression and hyperactivity and are associated with externalizing behavior problems. Grucec et al. (2017) commented that child personality moderated the relation between child outcomes and harsh discipline. The authors noted that physical assault and psychological aggression predicted child internalizing behavior especially in fearful children as opposed to fearless children.

Slobodskaya and Akhmetova (2010) posited that there was a link between internalizing problems and high neuroticism and high introversion. In addition, externalizing behavior problems were associated with low conscientiousness and low agreeableness and also with high extraversion and high neuroticism. The authors' acknowledged that the links were vulnerability association where the personality factors were risk factors for the development behavior problems. They attributed the link between neuroticism and internalizing behaviors to temperamental domain of negative emotionality. Agreeableness, conscientiousness and externalizing behaviors were associated with self control and regulation domain. Agreeableness was associated with self control in interpersonal relationships and conscientiousness was associated with self control in task-related domain. Slodskaya and Akhmetova emphasized that disagreeableness and weak conscience put children at risk of externalizing behavior problems. In the current study, the moderating role of the child personality factors was an additional construct on the association between child maltreatment and child behavior problems was investigated.

A study by Ramos, Guerin, Gottfried, Bathurst, and Oliver (2005) on the moderating role of child temperament on the link between parenting and children behavior problem found that difficult child temperament was a vulnerability factor with respect to the development of children behavior problems. The longitudinal study was conducted among 108 children; 46(43%) female and 62(57%) male out of which 91% were white and 9% others. The children were observed at intervals of 6 months from year 1 through 3.5 years and at yearly interval from ages 5 through 17, and 24 years. It was found that child temperament was a moderator of the link between family conflict and children behavior problem.

On the contrary, Valles (2012) study on the moderating role of child temperament found that temperament did not moderate the relation between parenting practices and aggressive behavior associated with externalizing behavior; although higher use of punitive discipline predicted higher levels of aggressive behavior in children aged between 5-10 years. In view of lack of consistency in findings between Valles (2012) and Ramos, Guerin, Gottfried, Bathurst, and Oliver (2005), the current study sought to empirically determine whether child personality factors: extraversion, openness, conscientiousness, agreeableness and neuroticism moderate the relation between child maltreatment and child internalizing and externalizing behavior problems among children in a different context, Bungoma, County Kenya to confirm previous findings.

It is worth noting that previous studies have used mothers' reports because they spend more time with their children. For example, Bornstein (2015) reported that mothers normally play a central role in child rearing and are more investigated comprehensively than fathers whose involvement is lower than that of mothers. Fathers are known to provide financial contribution more than they engage in care giving. The author opined that this could be one of the reasons for the vast majority of studies on child care according more focus on mothers. Furthermore, in Western Kenya where this research was carried out, Oburu (2011) reported that mothers were more involved in child rearing and discipline compared to fathers. Thus, mothers were perceived to be better placed to report on issues of parenting and children behaviors compared to fathers.

The cited studies could have, therefore, over generalized parenting practices and child outcomes based on maternal findings. Though crucially, fathers' role in child care could have been overlooked. Bornstein et al. (2016) noted that there is scarcity of fathers' research in the field of child rearing. Pruett, K. M, Pruett, D. K, Cowan, A.P and Cowan P.C and (2017) also noted that

since 1990, the absence of fathers from studies related to children in low income families is a concern. In the current study, over generalization of the findings on parenting based on mother-child relationship was avoided by investigating mothers' and fathers' parenting practices and their children's behavior outcomes. The investigation was important because of the fact that African families are constantly changing in response to changes brought about by local, regional and global processes such as working mothers and fathers taking up child care giving responsibilities (Mwenda, 2012). In addition, Wandede et al. (2014) posited that although on average, contemporary fathers in Kenya spend a short period of time with their children compared to mothers, fathers influence their child development in ways that mothers do not.

Previous studies (Lansford et al., 2011; Roskam & Meunier, 2012; Durgel, van de Vijver & Yagmurlu, 2013) noted that parents' educational level, income and gender of child may affect quality of parenting and level of internalizing and externalizing behavior problems. Durgel et al. (2013) found that mothers with less education displayed more controlling and physical discipline and those of higher education knew about child development and used inductive reasoning with their children. Parents of higher socio-economic backgrounds had higher expectations from their children than from lower socio-economic backgrounds. In addition, Lansford and Deater-Deckard (2012) noted that levels of control and demand of parents for girls and boys may differ due to different expectations and attitudes regarding behavior and discipline of boys and girls. In addition, Slobodskaya and Akhmetova (2010) noted that externalizing behavior were common in boys and internalizing behaviors in girls. Likewise, girls scored higher on conscientiousness personality factor compared to boys. In the current study, hierarchical regression analysis was used where parents' education and social economic levels and gender of children were controlled

when assessing the moderating role of child personality factors on the association between parenting style, child maltreatment and behavior outcomes.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes how the study was conducted. It includes research design, area of study, the target population, sample size and sampling techniques, the instruments for data collection, the validity and reliability of the instruments, the data collection procedures, ethical considerations and data analysis procedures.

3.2 Research Design

This was a quantitative research which involved examining the relation among variables that were measured on instruments. According to Creswell (2014), quantitative research enables the collection of data in form of numbers which is analyzed using statistical procedures to provide information about current state of events or predict future events. Descriptive survey and correlation designs were adopted. A survey design is used to investigate, assess opinions of a problem. The design is considered the most appropriate method to measure attitude, beliefs or personality structures. The design was chosen because it enables data collection at a particular point in a time and uses it to describe the nature of existing conditions (Cohen, Manion & Morrison, 2011). Descriptive survey was used to establish parenting style, child maltreatment, child personality and behavior problems of children aged 7-10 years in 7 sub-counties of Bongoma County at a particular time. Correlational design enables a researcher to examine the degree of relationship between two or more variables (Mc Bride, 2016). The correlational design was used to ascertain the association between parenting style and child maltreatment and also maltreatment and child behavior problems.

3.3 Area of Study

This study was carried out in Bungoma County. The county is located in Western Kenya. Its geographical coordinates are 0° 34' 0" North, 34° 34' 0" East and its. It is located 0.56 latitude and 34.56 longitudes and it is situated at elevation 1427 meters above sea level. The county covers a total area of 2,206.9 Kilometers squared with a population of approximately 1,375,063. The county borders the Republic of Uganda and has a main road that provides passage to Uganda. It also borders Trans Nzoia County, Kakamega County and Busia County (see Appendix S). The economy of Bungoma County is mainly agricultural; mainly sugar cane, maize and onions. The area receives high rainfall (average 1500 mm) throughout the year. Bungoma County has 7 Sub Counties: Bungoma North, Bungoma East, Bungoma West, Bungoma South, Bungoma Central, Webuye Westi and Mt. Elgon. Its capital town is Bungoma (Kenya National Bureau of Statistics & Society for International Development, 2013).

Based on global estimates that one in four children aged 0-14 years face some form of abuse, it was more likely that Bungoma County, which has the largest number of children aged 0-14 years (49%) compared to other counties that exceed it in total human population, would record higher cases of child abuse (See Appendix K) extracted from (Kenya National Bureau of Statistics & Society for International Development, 2013). The Bukusu tribe is the largest among the Luhya accounting for 17% of the Luhya population; majority living in Bungoma County (Baraza, 2011). Between 2006- 2016 and 2018 Bungoma County moved from 6th position to 3rd position in reported cases of child maltreatment (Child line 2017, 2018). There is likelihood that many cases went unreported. The drastic rise in cases of maltreatment in the county made it an area of interest for this study.

3.4 Study Population

The study involved school going children aged 7 - 10 years (middle childhood) and their parents. Parents were the respondents to the study items. Parents reported on their parenting practices, maltreatment, behavior and personality of their specific children aged 7-10 years. It was therefore a parent-child dyad study. According to KNBS 2016 Economic Survey Report (2016), there were 226,165 children aged 5-10 years who were residents of Bungoma in the year 2016 (KNBS Economic Survey, 2016). Children aged 7-10 years were chosen because during middle childhood there is a considerable change in children's physical, cognitive, social and emotional development which makes them to question adult guidelines and expectations as they strive to achieve autonomy (Holden, 2010). The period may, therefore, be filled with opportunities and challenges. For some children, it is a period of vulnerability especially to school age children due to decrease in parental monitoring, school inequalities, family common violence and learning challenges (Yaros, Lochman & Wells, 2016). The children social world expands as they enter school and although the family is not the only force in their life, it significantly influences their development (Cheevers et al., 2010). The children were presumably more likely to be maltreated by their parents. One child aged 7-10 years per household and his /her parent was targeted.

3.5 Sample Size and Sampling Techniques

Krejcie and Morgan (1970) sample size estimating table was used to determine the sample for the study. A sample size of 384 children and their parents (we targeted 384 fathers and 384 mothers) out of the total population of 226,165 children aged 5-10 years who were residents of Bungoma in the year 2016 (KNBS Economic Survey, 2016) was selected. Purposive sampling was used to select children aged between 7-10 years and their parents. Multistage mixed sampling technique was used to select participants across the 7 Sub Counties as it has been found

to be the most appropriate method for large geographical coverage where it is difficult to list members of target population (Haslam & Mc Garty, 2014). Most of previous studies have used 25-30 households as average cluster size for surveys and the same was adopted in the current study. The formula for calculating number of clusters (UN, 2005; Aday & Cornelli, 2006) in a household survey study was:

$$\text{Number of clusters} = \frac{\text{Total number of households in sample}}{\text{Cluster size}}$$

$$15 = \frac{384 \text{ households}}{26 \text{ children}}$$

In the current study, a total of 15 clusters from all the 7 sub counties in Bungoma County were selected. Given that most children in this age bracket were in primary schools, the schools formed primary cluster units. Two schools were selected per sub-county for equal representation in Bungoma County.

Using information found in the class registers, the desired study sample was selected randomly and stratified on the basis of gender and age. This was done to minimize bias in selection of respondents. The sample frame is summarized in Table 1.

Table 1. Sample Frame

	Total Population (N)	Target Sample Population (n)	Sample Distribution (n = 384)	Households (1 child per households)
Children (5-14 yrs)	416,554 (>100,000)	384	192 B, 192 G	384
Respondents				384 F, 384 M

G=Girls and B=Boys

F=Fathers and M= Mothers

3.6 Instruments for Data Collection

Data for this study was obtained using questionnaires which were completed by parents. The instruments had been used before in Kenyan sample by (Mbagaya 2013; Lansford et al 2004; Skinner, Oburu, Lansford & Bacchini, 2014). A pilot study that was carried prior to the main study proposed a need to use translated questionnaires in Kiswahili which is a predominant official language in Kenya. So far, only Child Behavior Checklist that assessed child behavior problems had a translated version in Kiswahili. The research instruments for assessing parenting style, child maltreatment and child personality factors were, therefore, forward and back translated by bilingual experts in English and Kiswahili. Expert opinion was also sought on the translated questionnaires to ensure that original meaning was retained. The instruments were:

3.6.1 Parenting Styles and Dimension Questionnaire

Parenting styles were measured by a 32-item Parenting Style and Dimension Questionnaire (PSDQ) - short Version (Robinson, Mandleco, Olsen & Hart, 2001). This questionnaire assessed three dimensions of parenting style; authoritarian, authoritative and permissive. Fathers and mothers evaluated how well the descriptions fitted their parenting practices on a 5-point scale ranging from *1= never* to *5=every time*. Examples of the items that assessed authoritarian parenting dimensions were: I use physical discipline as a way of disciplining my child, I punish my child by taking privileges from her, I yell or shout when my child misbehaves, I grab my child when he is being disobedient, I punish my child by putting him/her somewhere alone with little if any explanations, I scold or criticize my child when his/her behavior does not meet my expectations. Items assessing authoritative parenting dimension included: I encourage my child to talk about his/her troubles, I explain to my child how I feel about his/her good and bad

behavior, I encourage my child to freely express him/her self when disagreeing with me, I emphasize to my child reason for rules. Permissive parenting scale consisted of items such as: I let my child go away with things, I find it difficult to discipline my child, I give in to my child when he/she causes commotion about something, I threaten my child with punishment than actually giving it (see Appendices B and C).

3.6.2 Parent-Child Conflict Tactics Scale Questionnaire

Child maltreatment was measured by a 28 item Parent-Child Conflict Tactics Scale that evaluates practices which lead to physical maltreatment, neglect and psychological/emotional maltreatment (Merbert, & Straus, 2002). Out of the 28 items, 5 items which assessed non violent discipline addressed social desirability issues. The items provided opportunity for the respondents to show that they used socially appropriate responses to child misbehavior (Straus et al. 1998). Parents evaluated their use of maltreatment practices on a 5-point scale ranging from *1= never to 5=every time*. Items that assessed physical assault included: when my child does something wrong, I shake him/her, I hit him with belt, brush or stick, I punch or kick him, I spank him on the bottom with my hand, I grab him/her around the neck, I beat him/her, I hit him/her with belt, brush or something hard, I slap him on hand/leg or arm, I pinch him, I threaten him/her with a knife, I knock him down and I slap him in the face. Items that assessed psychological aggression were: when my child does something wrong; I yell, scream or shout at him, I say him/her bad words, I told him/her that I will sent him/her out of the house, I told him/her that I will spank him/her and I call him dumb or lazy. Items that measured neglect were: I fail to ensure my child get food, fail to provide basic needs like food, shelter, school needs to my child, I do not make sure my child is taken to hospital he/she is sick, I had trouble and did not tell my child I love him (See Appendices D and E).

3.6.3 The Big Five Personality Factor Questionnaire for Children

Child personality was measured by 63 items of the Big Five Personality Factor Questionnaire for Children (Barbaranelli, Caprara, & Pastorelli, 2003). The questionnaire has been used in personality assessment for children from as early as 6 years to 19 years (Bilalic et al., 2006; Muris, Mayer, Render, 2009; Vreeke & Muris, 2012; Serra-Negra et al., 2013). Parents evaluated how well the items fitted their children's personality attributes related to the Big Five Personality factors: openness, extraversion, neuroticism, conscientiousness and agreeability on a 5-point scale ranging from 1= *never* to 5= *always*. Mothers and fathers reported on their children's personality traits.

Items that assessed the five personality factors were : for neuroticism; My Child; get nervous easily, is always in bad moods, argue with others with excitement, get angry easily, quarrel with others, easily get offended, is always sad, want to do things without waiting, not patient, easily loose calm, does things with agitation, weep a lot, sorry for silly things.

Items that assessed agreeableness were: My child; share things with others, behave correctly and honestly with others, know when others need help, like to give gifts, forgives, treat peer with affection, kind to others, polite to others, help friend who has difficulty, trust others, treat people kindly, think that people are good and honest, let others use his/her things.

Items for conscientiousness were: My child; does work without carelessness, enjoy working hard, do things to best of ability, concentrate on class work, check home work many times to ensure that it is correct, respect and follow rules, take and keep engagements, keep room in order and organized, when start something has to finish, keep things in order and organized, play hen finish home work, is unlikely to divert attention and does own duty.

Items that assessed openness were: My child; knows many things, has great deal of fantasy, easy to learn what is taught, is able to give correct answer to questions, like to read books, understands what is taught immediately, able to create new games for entertainments, able to solve mathematical problems, like to know and learn new things and like to travel.

Items assessing extraversion were; My Child; Like to meet other people, like to compete with others, like to move and do activities, like to be with others, easy to tell other hat he/she thinks, not get bored does something not to get bored, like to talk with others, can convince others of hat he/she thinks, others listen to her and do hat she/he says, like to joke, easily make friends and is happy and lively (see Appendices F and G)

3.6.4 Child Behavior Checklist

Child behavior problems; internalizing and externalizing behaviors were ascertained by the Child Behavior Checklist (Achenbach, 1991). It consisted of 58 items on a 3-point scale. Parents evaluated how well the descriptions fitted their children's behavior ranging from *0 = not true to 2 = very true* (see Appendices H and I).

The internalizing behavior problems were assessed by; My Child; can't sit still, complain of being lonely, cries a lot, fear that he/she will do bad, want to be perfect, complain that he/she is not loved, feel others get want to get him/her, is inferior, is nervous and tense, is a loner, is fearful, is dizzy, is guilty, has non-medical problem related to headache, nausea, eyes problems, rashes, stomachaches, vomiting, secretive, self embarrassed, shy, sulks, suspicious, unhappy, whining, withdrawn, worries, overtired.

Items assessing externalizing behavior problems were: argues, Brag, Cruel to others, demand attention, destroy own things, destroy other people's things, disobedient at school, not guilty hen misbehave, jealous, get into many fights, hang with troubled people, lie, attack people, prefer

older kids, screams, show off, steals outside home, stubborn, mood changes, obscene language, talk too much, teases, temper tantrums, threaten people, truancy, loud and use drugs.

3.7 Validity of the Instruments

Content and face validity of the instruments in the current study was determined before commencement of the actual research by experts in the Department of Educational Psychology, Maseno University and scholars with long term experience in the field of child research. As suggested by Reznick (2017), systematic examination of contents of the instruments was done and the instruments were found to cover the behavior domain which they were supposed to measure. In addition, a pilot study was carried out to establish clarity and adaptability of instructions on the questionnaires to some of the parents who were of low educational levels. A total of 38 children learning in public primary schools in Bungoma County, Kenya, alongside their parents were targeted for the pilot study. This consisted of 10% of the sample population. Connelly (2008) pointed out that 10% of sample population projected larger parent study sample. Only parents of 32 children (32 fathers and 32 mothers) participated in the test-retest study. Feedback of the pilot study and experts' suggestions were incorporated into the revision of the instruments of the study.

3.8 Reliability of the Instruments

Reliability is the measure of how consistent the results from a test are using a smaller sample (Welkowitz, Cohen & Ewen, (2006). Instruments chosen for this study were found to have high reliability in Euro-American culture. For example, Robinson et al. (2001) reported the reliabilities for Parenting Styles and Dimensions Questionnaire as follows: authoritative ($\alpha = .86$), authoritarian ($\alpha = .82$), and permissive ($\alpha = .64$). For the Big Five Personality Factors

Questionnaires for Children, Barbanelli et al. (2003) found the satisfactory internal consistency reliability for each factor: Extraversion ($\alpha=.77$), Agreeableness ($\alpha=.70$), Conscientiousness ($\alpha=.70$), Emotional Instability ($\alpha=.72$) and Openness to experience ($\alpha=.74$). Similarly, Vreeke and Muris (2012) reported internal consistency of extraversion ($\alpha =.79$), agreeableness ($\alpha =.87$), conscientiousness ($\alpha =.88$), neuroticism ($\alpha =.86$) and openness $\alpha =.86$. In a different study among children aged 12 years, Lansford et al. (2014) found the following internal consistencies; extraversion, ($\alpha = .63$); agreeableness , ($\alpha = .55$), conscientiousness ($\alpha = .63$), neuroticism ($\alpha = .58$) and openness ($\alpha = .67$). Regarding the child behavior checklist, Doyle and Mc-Carty (2002) reported internal consistency for internalizing behavior ($\alpha =.89$) and externalizing behavior. For the Conflict Tactics scale, Straus et al. (1998) found ($\alpha = .55$) for physical assault/maltreatment scale, ($\alpha = .60$) for psychological/emotional maltreatment and alpha of ($\alpha =.22$) for neglect scale. Straus et al. who are the authors of the scale attributed the low reliability coefficient to the diverse behaviors included in the measure and low frequency that was reported on many of the items in the scale.

The instruments have been used before in studies in Kenya (e.g. Skinner, Oburu, Lansford and Bacchini 2014) used the child behavior checklist and the conflict tactic scales. The instruments were nonetheless piloted in a smaller sample in current study. The current study, internal consistency reliability (Cronbach's Coefficient alpha α) and test- retest (Pearson Coefficient r) for most of the scales were above 0.70, a level that has been established as appropriate (Walingo & Ngaira, 2008). For the Parenting Style and Dimension Questionnaire, the test retest reliability was $r = .72$. Cronbach's alpha levels for the subscales of the instrument were as follows: authoritarian (mothers, $\alpha=.78$, fathers $\alpha=.71$); authoritative (mothers $\alpha = .78$, fathers $\alpha =.76$) and permissive (mothers $\alpha =.28$, fathers $\alpha =.24$). The low alpha levels for permissive parenting scale

could be attributed to the variety of items which measured different behaviors that were nonetheless indicators of permissiveness (see Straus et al, 1998).

For the Big Five Personality Factor Questionnaire for Children, test-retest reliability (r) was .74. The internal consistency Cronbach's alphas of the subscales were: extraversion (mothers $\alpha = .77$, fathers $\alpha = .79$), agreeableness (mothers $\alpha = .77$, fathers $\alpha = .79$), conscientiousness (mothers $\alpha = .82$, fathers $\alpha = .84$), neuroticism (mothers $\alpha = .67$, fathers $\alpha = .63$) and openness (mothers $\alpha = .72$, fathers $\alpha = .74$). The Conflict Tactics Scale had a test retest reliability of $r = .70$. Internal consistency alpha levels for the sub scales were: physical assault/maltreatment (mothers $\alpha = .75$, fathers $\alpha = .74$) psychological aggression subscale (mothers $\alpha = .72$, fathers $\alpha = .66$) and neglect subscale (mothers $\alpha = .57$, fathers $\alpha = .52$). Straus et al. (1998) who are the authors of the questionnaire found internal consistency of ($\alpha = .22$) for the neglect scale and attributed the low reliability coefficient to the diverse behaviors included in the measure and low frequency that was reported on many of the items in the scale. The test retest reliability of the Child Behavior Check List was $r = .76$. The internal consistency reliability for the externalizing behavior was (mothers $\alpha = .84$, fathers $\alpha = .77$) and internalizing behavior sub scale was (mothers $\alpha = .85$, fathers $\alpha = .75$).

3.9 Ethical Issues

Ethical principles stipulated by the Society for Research on Child Development (SRCD) Governing Council (2007) and guidelines proposed by Shaw, Brady and Davey (2011) were adhered. These included non-harmful procedures, informed assent, informed consent, anonymity and confidentiality and clarity of the research process to participants to reduce misconceptions. According to non-harmful ethical principle, the investigator in children research should not use

research procedure that may harm the child either physically or psychologically. The investigator was also obligated at all times to use the least stressful research procedures whenever possible. In the current study, Maseno University Ethics Review Committee evaluated and declared that the procedures had no potential risk or negative consequences or discomfort to children.

The principles of clarity and informed assent recommended that before seeking consent from the child, the investigator should inform the child of all features of the research that may affect his or her willingness to participate and should answer the child's questions in terms appropriate to the child's comprehension. In the current study, the language level of assent of children was modified to their level of understanding. Their freedom of choice to participate or not was respected at all times.

Informed consent required that parents or other responsible adults be informed of all the features of the research that may affect their willingness to allow the child to participate. Information about the investigator's name and telephone contacts, institution affiliation was provided where necessary. The right of parents who refused to consent was respected and they were informed that they would not incur any penalty. Due to the fact that children have many gate keepers who need to consent before carrying out a study with or about them, consent was sought from heads of schools, teachers and parents. Participants were also given requisite information and adequate time to help them understand the study and make a decision on the consent or assent.

Anonymity and confidentiality was upheld during the research process. Information obtained was preserved. In complying with requirements for data sharing, the data collected were coded numerically and after entry, was only shared with advisors of the research project for purposes of

scrutiny and recommendations on methods of analysis. The data was stored electronically and was only used for the purpose of the study. The findings were packaged and disseminated in form of thesis and papers for publication and presentation in conferences for easy access by stakeholders, future researchers and participants. All information obtained about research participants was treated with confidence. The participants' identities were concealed. Participants were informed the plans for protecting confidentiality as part of the procedure of obtaining informed consent.

3.10 Data Collection Procedures

After obtaining approval from the Maseno University Ethical Review Committee, Maseno University School of Graduate Studies, Bungoma Education County Director and Head teachers of the selected schools permitted the data collection exercise. Only the schools that volunteered to participate in the study were included. Visits were made to the sampled schools to meet the respective head teachers and inform them about the research. Meetings were also held with class teachers of classes 1-3 to seek their consent to have the children participate in the study. The children who had been sampled and whose class teachers acknowledged participation were asked to avail their parents' telephone numbers to enable the researcher seek their permission. Parents who participated in the study gave verbal or signed consent forms before the exercise. Dates for data collection were agreed on with the head teachers, class teachers and parents of the sampled children.

3.11 Data Analysis Procedures

Data from the questionnaires was coded and organized for analysis using IBM SPSS Version 25. Apart from the Child Behavior Checklist that was on a 3-point likert scale. Parenting Style and

Dimension Questionnaire, Conflict Tactics Scale Questionnaire and Big Five Personality Factors Questionnaire were on a 5-point likert scale. Dimensional and categorical approaches were used to classify subscales of the variables in the study. Using dimensional approach, the degree to which a characteristic is present is assessed and lower scores equated to lower levels and higher scores to higher levels (Hagan, Raibinov, Mistler & Luecken, 2014). When categorical approach is used, classification is based on predominant and distinct factors (Kimble, 2014). Categorical approach was hence, used to determine predominant parenting styles; authoritarian, authoritative and permissive. Dimensional approach was used to assess the levels of the Big Five personality factors of children and child internalizing and externalizing behavior. Dimensional approach was also used to compute scores on the forms of child maltreatment and higher levels indicated higher prevalence of the form of maltreatment.

Frequencies and percentages were used to establish parenting styles. Mean scores were used to determine the levels of child maltreatment, child personality factors and internalizing and externalizing behavior. Paired sample *t*-Test was used to compare maltreatment by mothers and fathers. Independent sample *t*-Test was used to assess whether there were significant differences in child maltreatment of boys and girl by fathers and mothers. Spearman's correlation (*Rho*) was used to determine the association between parenting style and child maltreatment. Bors (2018) noted that Spearman's Correlation Coefficient is suitable for data on ordinal scale. This test was selected because parenting style: authoritarian, authoritative and permissive were ranked to an ordinal scale as 1, 2 and 3 respectively. Child maltreatment was on the ratio scale. Pearson's Correlation (*r*) was used to ascertain the association between child maltreatment and child internalizing and externalizing behavior. Multiple regression analyses were also conducted to

find out whether parenting style was a predictor of child maltreatment and also whether child maltreatment was a predictor of child behavior problems. Before conducting regression analyses frequency tests were computed and histograms plotted. Very high and very low scores were deleted to remove outliers. In addition, scatter plots were drawn to ensure that points lied on straight diagonal lines and residuals were normally and regularly distributed. This was to ensure that the data met normality, linearity & homoscedasticity assumption. Bivariate correlations were computed to check for multicollinearity. Findings indicated correlation coefficient of less than .70 and thus it met the assumption.

To determine the moderating role of child personality factor in the association between parenting style and child maltreatment as well as internalizing and externalizing behavior, Baron and Kenny's (1986) analytical strategy illustrated in a three Paths Moderator Model was used (see figure 4). The model has three causal paths to feed to outcome variable, path a, b and c. According to Baron and Kenny (1986), moderating effect is expressed as an interaction between predictor and moderating variable, thus, a moderator hypothesis is supported if the interaction (path c) is significant. The authors also noted that there may be significant main effects for the predictor and the moderator (paths a and b) but those are not directly relevant conceptually to testing moderator hypothesis (see figure 4).

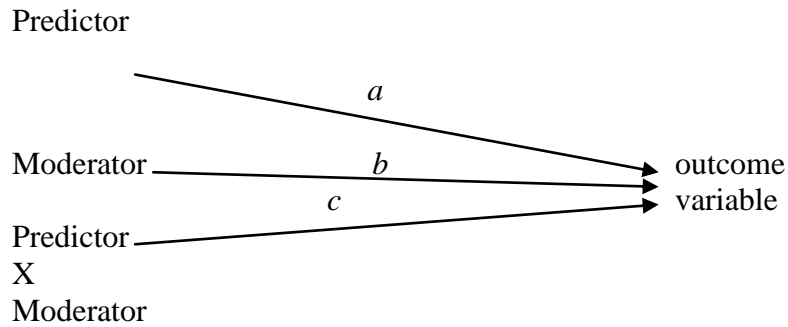


Figure 4. Baron and Kenny Moderator Analytical Model derived from the conceptual framework

The results of the analyzed data were compared to the conceptual model in figure 3 to ascertain whether the findings were inclined to predictions in the model. The level of significance for all statistical tests conducted in this study was set at $\alpha \leq 0.05$. To ease the interpretation of the coefficients, all continuous variables were made into the same unit of measurement (standardized) by transforming them into zscores. According to Bors (2018) standardized scores describe participants' scores relative to the rest of data in terms of their distance from the mean. The new sets of scores have a mean of 0 and standard deviation of 1 regardless of the mean and standard deviation of the original data. Further, PROCESS macro method developed by Hayes (2013) was used to draw visual presentation of the moderating effect of child personality on the relation between parenting style and child maltreatment and also child maltreatment and internalizing and externalizing behavior. Field (2018) noted that PROCESS tool has an advantage over using normal regression because it centers the predictors and generates data for plotting which enables visualizing the simple slope analysis. The interpretation of the visual slopes was informed by (Field, 2018) interpretation of moderating effect.

3.11.1 Categorization of Parents Based on their Predominant Parenting Style

Categorical approach was used to identify predominant parenting style used by mothers and confirm whether they were similar to the style used by fathers. According to Baumrind (1989) and Mandar (2003) as reported by Kimble (2014), utilizing categorical approach to identify parenting styles is more preferred when assessing the relation between parenting style and child characteristics. The author noted that the use of predominant parenting style is a preferred criterion in categorizing of fathers and mothers parenting styles into authoritative, authoritarian and permissive parenting styles.

In the current study, the categorization method used by Kimble (2014) was adopted. Thus, mean scores for each dimension were computed. The scores were then converted to z-scores to allow for comparison. Later, the predominant parenting style was selected if the difference between it and second highest score had a standard deviation 0.125. Parents whose two scores were less than 0.125 apart were categorized as having ‘undifferentiated parenting style’. The predominant parenting styles which were identified were later coded as: authoritarian (1), authoritative (2), and permissive (3) and undifferentiated (4). This made it possible to identify predominant parenting styles for mothers and fathers separately.

For subsequent analysis, such as assessing relationship between parenting style and child maltreatment, the parenting style variable was changed into ordinal scale. Reference was made to Robinson et al. (2001) parenting styles dimension who categorized authoritarian, authoritative and permissive parenting styles by combining parents’ levels of demanding and responsiveness. According to the authors, authoritarian style had high level of demanding and low

responsiveness; on the opposite, permissive parenting style encompassed high level of responsiveness and low level of demanding while authoritative parenting style had a balanced level of demanding and responsiveness. Based on controlling and demanding, authoritarian parenting which is more controlling was ranked high, followed by authoritative parenting style and the least was permissive parenting style.

3.11.2 Assessing Children's Big Five Personality Traits

Reference was made to Haslam, Simillie and Song (2017) suggestion that personality variation is dimensional because individual differences in personality fall along continuous dimensions. Dimensional approach was used to indicate the level of children on the Big Five personality factors; extraversion, conscientiousness, agreeableness, openness and neuroticism which were computed for each child. Higher scores indicated high level and low scores indicated low levels on each factor.

3.11.3 Determining the Level of Child Maltreatment

A total maltreatment score was computed by summing up dimensions (forms) of child maltreatment, physical maltreatment, psychological maltreatment and neglect on a dimensional scale. Maltreatment was used as a psychological construct to facilitate understanding of a particular human behaviour. Human beings lie on different levels of any continuum that represents the construct. For this reason, one may be low on the maltreatment scale or high on it. In this study, maltreatment was measured based on the levels of physical assault, psychological aggression and neglect. Mean scores on the forms of child maltreatment were computed and compared. Based on the 5 likert scale used from *1 = never* to *5 = always*, low mean scores

indicated low level and prevalence of maltreatment and high mean scores suggested high levels and prevalence of maltreatment.

3.11.4 Ascertaining Child Behavior Problems

Each child was scored on the internalizing and externalizing behavior problems. Documented studies for example, Achenbach (1991) have indicated that internalizing and externalizing behaviors were moderately correlated and that some children were likely to show internalizing and externalizing behaviors such as anxiety and aggression at the same time. Similarly, Paalman et al. (2015) reported evidence of co-occurrence of internalizing and externalizing behavior among children and attributed it to negative feedback on externalizing behavior to children who became vulnerable to internalizing behavior. For this reason, Schneider (2014) argued that there were problems in the application of categorical approach to classification of children's behavior problems as having internalizing or externalizing behavior only. According to the author, categorical approach indicated presence or absence of the problem on basis of the minimum number of specified features. The author argued that such an idea had little empirical support, thus, dimensional approach to classification of children behavior problems was the most preferred.

The current study, therefore, adopted a dimensional approach to classify child behavior problems; internalizing and externalizing behaviors. The approach of classification of externalizing and internalizing behavior has been used before by other researchers (for example, Mbagaya et al., 2013; Hagan et al., 2014). In the current study, higher scores corresponded to greater symptoms of the behavior problems. In addition, parents' education levels, social

economic levels and gender of children were measured and controlled to reduce their effects on the associations between parenting style, child maltreatment and internalizing and externalizing behavior problems. According to Keown (2011), an alpha level of .05 is used to identify significant findings and reduce likelihood of making a Type II error. This level was used in the current study.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter describes results of the study which include the characteristics of the study sample, descriptive statistics of variables in the study, bivariate and multivariate associations between parenting style and child maltreatment and also child maltreatment and child internalizing and externalizing behavior problems. The chapter also presents findings on the tests for moderating role of child personality factors on the associations between parenting style and child maltreatment and also child maltreatment and child internalizing and externalizing behavior problems.

4.1.1 Sample Characteristics

Parents of 330 children from 330 households reported their parenting style, maltreatment of children, their children personality and behavior problems. The study targeted both fathers and mothers. Data of fathers 155(52%) and mothers 140(48%) drawn from the 330 households was used in the analysis. To ascertain whether the groups' sample (155 fathers and 140 mothers) were sufficient for the statistical analyses especially regression analysis in the study, reference was made to Field's (2005) suggestions on sample size suitable for multiple regression analysis. The author proposed that for the test of overall fit of the regression model with 6 predictors or less, a sample size 100 or more was suitable based on minimum sample size calculating formula; $50 + 8k$ where k is the number of predictors. To test for contribution of individual predictors in the model, Field suggested sample size of $104 + k$. Thus for five predictors sample size of 110 or

more is preferred. In the current study, the predictors in each model were ≤ 5 . The sample size was therefore sufficient. The sample characteristics are presented in Table 2.

Table 2. Summary of Participants' Characteristics

Demographic Variables		<i>n</i> or %
Gender of children	Male	157(48%)
	Female	173(52%)
Parents	Mothers	140(48%)
	Fathers	155(52%)
Age	Minimum	7 years old
	Mean	8.5 years old
	Maximum	10 years old
Mother Education	not attended to school	2(1%)
	Elementary	100(78%)
	Secondary	28(20%)
	University	1(1%)
Father Education	not attended to school	1(1%)
	Elementary	102(65%)
	Secondary	50(32%)
	University	1(1%)

4.1.2 Descriptive Statistics of Variables in the Study

Table 3 presents the means and standard deviations of the parenting style, child maltreatment, child personality and child internalizing and externalizing variables.

Mothers and fathers rated themselves on the parenting style items. Mean values on subscales of parenting style of mothers were compared. It was found that authoritative parenting style had highest level ($M = 2.62$, $SD = .57$) followed by authoritarian ($M = 1.64$, $SD = .70$) and the lowest was permissive parenting style ($M = 1.18$, $SD = .69$). Mean values of fathers' parenting style were also computed. The results indicated a similar trend with mothers. Thus, authoritative parenting style was highest ($M = 2.70$, $SD = .64$) followed by authoritarian ($M = 1.72$, $SD = .67$) and the lowest was permissive parenting style ($M = .96$, $SD = .58$). These denote that fathers and

mothers scored higher on items on authoritative parenting style than authoritarian and permissive parenting styles suggesting that more parents were using authoritative parenting practices.

Table 3. Descriptive Statistics of Variables in the Study

Questionnaire	Subscales	Ratings	Mean	<i>SD</i>	<i>n</i>	
Parenting Styles and Dimensions	Authoritative	Fathers' reports	2.70	.64	155	
		Mothers' reports	2.62	.57	139	
	Authoritarian	Fathers' reports	1.72	.67	155	
		Mothers' reports	1.64	.70	139	
	Permissive	Fathers' reports	.96	.58	155	
		Mothers' reports	1.18	.69	139	
Big Five Personality Factors	Extroversion	Fathers' reports	2.82	.67	155	
		Mothers' reports	2.85	.64	139	
	Agreeableness	Fathers' reports	2.80	.64	155	
		Mothers' reports	2.87	.77	139	
	Conscientiousness	Fathers' reports	3.06	.69	155	
		Mothers' reports	3.13	.71	139	
	Neuroticism	Fathers' reports	1.20	.78	155	
		Mother's reports	1.54	1.00	139	
	Openness	Father's reports	2.87	.74	155	
		Mother's reports	2.81	.85	139	
	Child Problem Behavior	Internalizing Behavior	Fathers' reports	.24	.18	143
			Mothers' reports	.33	.26	138
Externalizing Behavior		Fathers' reports	.33	.28	140	
		Mothers' reports	.40	.32	138	
Conflict Tactics Scale	Physical Assault /Maltreatment	Mothers' reports	1.71	.40	139	
		Fathers' reports	1.54	.47	150	
	Psychological /Emotional Maltreatment	Mother' reports	1.98	.91	139	
		Fathers' reports	1.85	.76	155	
	Neglect	Mothers' reports	1.33	.55	139	
		Fathers' reports	1.27	.51	153	

Regarding the Big Five Personality factors of their children (see Table 3), fathers and mothers rated the children. When mean scores of the five personality factors were compared, there was a similarity between mothers' and fathers' reports. The children were rated to be highly conscientiousness by mothers ($M = 3.13$, $SD = .71$, $n = 139$) and fathers ($M = 3.06$, $SD = .69$, $n = 155$); and were lowly rated on neuroticism: mothers ($M = 1.54$, $SD = 1.00$, $n = 139$) and fathers ($M = 1.20$, $SD = .78$, $n = 155$). Both fathers and mothers indicated that extraversion personality factor was the third highest of the five personality factors in the children; mothers ($M = 2.85$, $SD = .64$, $n = 139$) and fathers ($M = 2.82$, $SD = .67$, $n = 155$). Comparing agreeableness and openness personality factors among children in the study sample, fathers reported that the children were more open than agreeable while mothers indicated that children were more agreeable than open. The low rates on neuroticism scale could be attributed to its inhibiting symptoms, therefore, difficult to detect in children by both fathers and mothers.

Comparing the internalizing and externalizing behaviors of children, mothers rated children higher on externalizing behavior problems ($M = .40$, $SD = .32$, $n = 138$) and internalizing behaviors ($M = .33$, $SD = .26$, $n = 138$). Fathers also reported higher scores of children on externalizing behavior ($M = .33$, $SD = .26$, $n = 140$) than internalizing behavior ($M = .24$, $SD = .18$, $n = 143$). When mean scores of the forms of child maltreatment were compared, mothers and fathers reported to be using psychological aggression/emotional maltreatment more than physical assault and neglect; mothers ($M = 1.98$, $SD = .91$, $n = 139$) and fathers ($M = 1.85$, $SD = .76$, $n = 155$). Physical assault/maltreatment was the second most frequently used; mothers ($M = 1.71$, $SD = .40$, $n = 139$) and fathers ($M = 1.54$, $SD = .39$, $n = 155$). The least practiced was neglect; mothers ($M = 1.33$, $SD = .55$, $n = 139$) and fathers' reports ($M = 1.27$, $SD = .50$, $n = 155$).

Generally, the results in the mean scores showed a similarity in the trend of scores between mothers' reports and fathers' reports on parenting style, child maltreatment, child personality factors and child internalizing and externalizing behavior problems.

4.2. Parenting Style for Children in Middle Childhood

This study sought to establish parenting styles for children in middle childhood. Frequencies and percentages were computed to determine the predominant mothers' parenting style. Results presented in Figure 3 indicated in order, 48(34.3%) of the mothers predominantly used authoritative parenting style, followed by permissive 46(32.5%) and authoritarian 43(30.4%) parenting styles. The least predominant was undifferentiated parenting style which did not fit in any of the three styles with only 3(2.8%) of mothers who participated in this study used it (see Figure 5).

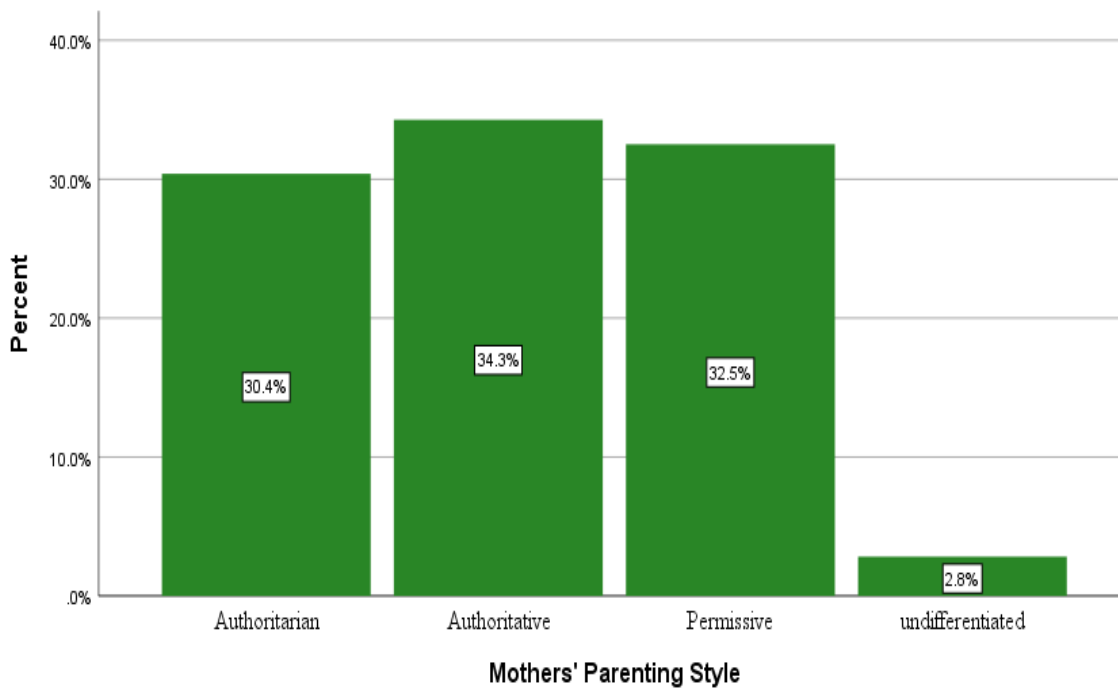


Figure 5. Mothers' Predominant Parenting Styles

The same analysis was done to determine predominant fathers' parenting styles. This aimed at ascertaining whether there were similarities in fathers' and mothers' parenting practices for children in middle childhood. The results indicated that fathers practiced predominantly authoritarian 60(38.9%) followed by authoritative 56(36.1%) parenting styles. Those who used permissive parenting styles were 32(20.4%) and only 7(4.6 %) were undifferentiated in parenting styles (see Figure 6).

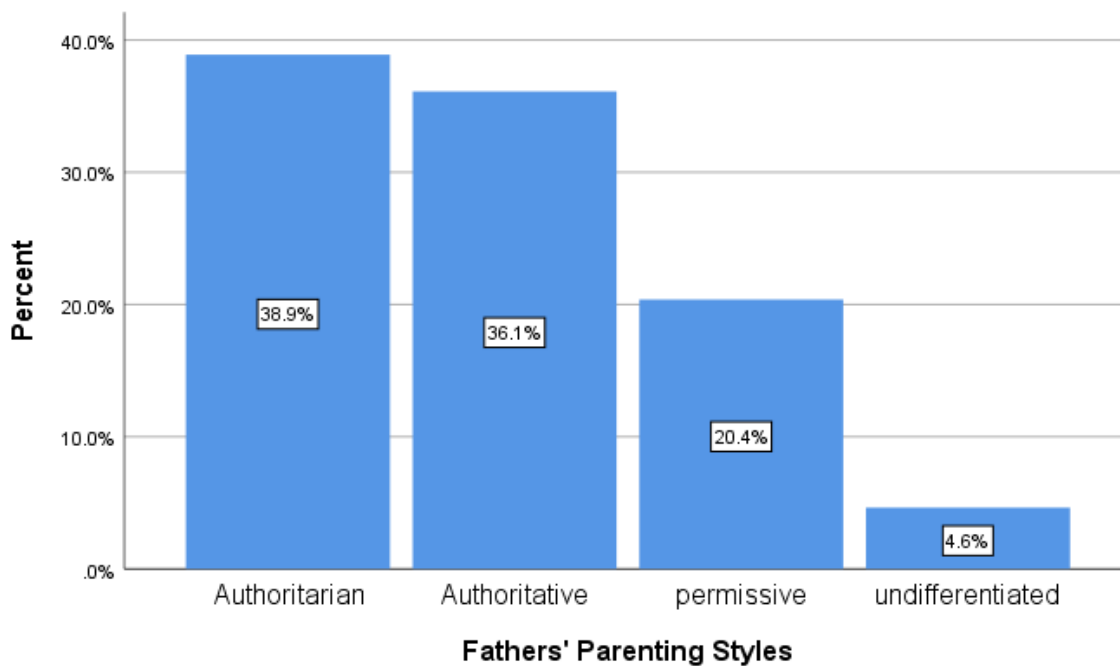


Figure 6. Fathers' Predominant Parenting Styles

The results showed that undifferentiated parenting style was the least commonly used by both mothers and fathers. The findings also indicated that authoritarian parenting style was dominant among fathers followed by authoritative and authoritative was dominant among mothers followed by authoritarian. This suggested that the common predominant parenting styles by fathers and mothers were authoritarian and authoritative parenting styles. The finding that more fathers used authoritarian 60 (38.9%) was expected. Earlier report, Oburu (2011) which asserted

that in the western part of Kenya, authority and power revolved around fathers who were more controlling than responsive. In addition, among the Bukusu community where the current study was conducted, Mulindi (2015) noted that male dominance was highly adored and men assert patriachial control over their families. The findings therefore support the notion among the Bukusu community from Bungoma that as the head of the family, men are expected to command and have control over their children.

Predominance of authoritative parenting style by mothers in the current study was least expected because it is a departure from dominant authoritarian parenting in Kenya that has been documented by previous scholars. For example, Lansford et al. (2005) carried out a study in China, India, Italy, and Kenya among 336 children aged between aged 6 and 17 years where mother-children dyads were used. Their study showed that mothers from rural villages in Kenya dominantly used authoritarian parenting style which compelled children to show high responsibility and obedience, failure to which they would be punished. Mwenda (2012) also posited that mothers of children in Gusii community in Western Kenya spoke to their children using commands and threats associated with authoritarian parenting style. Unlike the current study, Lansford et al. concluded that mothers predominantly used authoritarian parenting in Kenya.

The findings of predominance use of authoritative parenting style by mothers in the current study compared to reports in previous studies suggests that mothers in Bungoma County, Kenya could be practicing what has been dubbed as positive parenting especially by researchers that used samples from western countries. Use of authoritative parenting has been mostly used in westernized countries compared to African countries. For example, a study by Halpenny et al.

(2010) in Ireland among children aged below 17 years found that parents engaged more in the authoritative and less frequently in authoritarian style of parenting. The emerging use of authoritative parenting practices could be attributed to the influence of parenting practices from these western countries on parents in Bungoma County. The findings disputes (Were, 2014) assertion that the Bukusu who predominantly live in Bungoma County are conservatives. The Western culture of positive parenting could have been expedited through modern advanced technologies that enhance global socialization. Socialization by mothers in Bungoma County could have been enhanced by access to social media. KNBS and UNICEF (2016) indicated that at least 76% of women aged 15-49 years in Bungoma County access news through reading newspapers, listening to radio or watching television once a week. With this kind of exposure, the parents could be learning positive parenting teaching which is being enforced through the Kenya's National Policies related to child protection. In particular policies that protect children from any form of harm including severe punishment as stipulated by the Children's Act (2001) and The Constitution of Kenya (2010) could also have had profound effects of positive parenting among Kenya mothers.

The use of authoritative, authoritarian and permissive parenting styles in the current study is similar with findings by Kimble (2009) and Akinsola (2013). Kimble's study on mothers of grade one children in United States reported that out of 378 mothers 101(27%) were authoritative; authoritarian 100(26%), permissive 82(22%), uninvolved 85(23%) and undifferentiated 74 (20%). Akinsola's study that used self reports of 852 secondary school students aged between 11-24 students in Ibadan, Nigeria found that authoritative parenting style was dominant with a score of 381(45.3%) followed by hybrid of authoritative-authoritarian parenting style at 248(29.8%). In the second study which comprised of 352 students aged 18-32

years from private Universities in Lagos, authoritative parenting style was reported to be dominant at the rate of 215(61.1%) followed by mixed authoritarian-authoritative parenting style at 105(29.8%) and then authoritarian parenting style at 32(9.1%). Similar to the current study, Akinsola concluded that authoritarian and authoritative parenting styles were most predominant in Nigeria.

Taken together, the results of this study on the use of predominance use of authoritarian and authoritative parenting style by parents, confirm arguments by previous scholars. For example, Oburu (2011) noted that Kenyan parents were influenced by loyalty to traditional norms which in this case is the traditionally acceptance of use of authoritarian parenting and complexities associated with modernity which altered and superimposed foreign lifestyles into traditional beliefs about parenting i.e. the global advocacy on the use of authoritative parenting style. There is a high likelihood that parenting in Kenya is dynamic and responsive, maintaining a traditional element while simultaneously adapting to modern times (Wadende et al., 2014). Thus, it is possible from findings of this study that fathers and mothers in Bungoma County continue to perceive authoritarian parenting as an effective strategy in enhancing obedience to parents by children and authoritative parenting is a way of inculcating democracy in children, a virtue that is being advocated by the Kenyan government.

4.3 Level of Child Maltreatment among Children in Middle Childhood

This study determined the level of maltreatment among children in middle childhood in Bungoma County. According to Strauss et al. (1998), Conflict Tactics Scale identified individuals who report one or more abusive acts of maltreatment. In the current study, parents'

reports on incidences of child maltreatment were collected. Composite scores of the forms of child maltreatment were computed and summed up (total maltreatment). Mean scores of mothers' and fathers' on child maltreatment were computed separately.

Mean score of composite scores of physical assault/maltreatment, psychological aggression/emotional maltreatment and child neglect (total child maltreatment) by mothers was ($M = 1.67, SD = .52, n = 107$) and fathers was ($M = 1.51, SD = .52, n = 107$). The mean scores implied that the mothers and fathers had ever maltreated their children in one way or the other. This could be associated with the Bukusu beliefs on harsh parenting practices which are reinforced in the Bukusu proverb 'A child does not fear treading on a dangerous ground until he/she gets hurt' Ukwendu (2018). The proverb means that children have to undergo pain in order to abstain from certain acts that are not encouraged in the community. The pain is associated with harsh disciplinary measures related to child maltreatment.

4.3.1 Forms of Maltreatment by Mothers and Fathers

Scores of specific forms of maltreatment; physical assault/maltreatment, psychological/emotional maltreatment and neglect by mothers and fathers were computed to ascertain whether there was a similarity between maltreatment by mothers and fathers. Results were presented in Table 4.

Table 4. Forms of Child Maltreatment by Mothers and Fathers

	Maltreatment	Mean	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
Mothers	Physical assault/mal	1.69	.47	-5.63	137	.00
	Emotional aggression/mal	2.01	.89			
Fathers	Physical assault/mal	1.69	.49	5.72	137	.00
	Neglect	1.33	.57			
	Physical assault/mal	1.54	.40	-6.11	154	.00
	Emotional aggression/mal	1.85	.76			
	Physical assault/mal	1.54	.40	6.66	154	.00
	Neglect	1.27	.51			

The data in table 4 indicated a similarity in the trend of child maltreatment by mothers and fathers. The highest level of maltreatment was psychological by both mothers and fathers, followed by physical and the lowest was child neglect. To determine whether there were significant differences in the levels of physical assault and psychological aggression/maltreatment and also physical assault and neglect by fathers and mothers, paired sample t-test was computed. The results showed that there were significant differences in levels of physical assault/maltreatment and psychological aggression/maltreatment by mothers ($t = -5.63, df = 137, p = .00$) and fathers, ($t = -6.11, df = 154, p = .00$). The study also indicated significant differences in levels of physical assault/maltreatment and neglect by mothers ($t = 5.72, df = 137, p = .00$) and fathers ($t = 6.66, df = 154, p = .00$). This study's findings, therefore, implied that both mothers and fathers predominantly maltreated children emotionally followed by physical assault/ maltreatment and the least prevalent form of maltreatment was child neglect.

Higher levels of psychological aggression/maltreatment than physical assault by parents in the current study was not expected. It had been presumed in this study that physical punishment would be the most common form of maltreatment. This is because the government of Kenya has so far banned physical punishment of children in schools but not expressly at home. The government only steps in when there are extreme cases of physical assault where a parent inflicts grievous bodily harm on a child. The assumption that physical assault would be highly used was also based on the reviewed literature which indicated that physical abuse was the most prevalent form of maltreatment. For example, Shanalingigwa's (2009) study on the understanding of social and cultural differences in perceiving child maltreatment. It was revealed that use of physical punishment to nurture obedience of children to parents played an important role in rearing African children. According to the study, employment of corporal punishment like spanking, slapping, caning, or beating was a generalized practice among African families and was viewed as a necessary disciplinary method aimed at grooming resourceful community members.

Lansford and Deater-Deckard (2012) also found that parents' use of physical discipline was prevalent during middle childhood. The study posited that African and transitional countries may support higher acceptance of abusive behavior because they believed that physical punishment should be used in parenting. Ravi and Ahluwalia's (2017) report for a study by the Centre for Disease and Prevention on Violence against Children in middle childhood in Cambodia (2014); Kenya (2012); Tanzania (2011) and Swaziland (2011) had also indicated that physical assault/maltreatment was highly used compared to psychological aggression/ maltreatment. Out of 1,227 females and 1,456 males from Kenya who participated, 72% of girls and 73% of boys

had encountered physical assault/maltreatment while 28% of girls and 32% of boys had encountered psychological/emotional maltreatment.

High level of physical abuse in Kenya was also found in a cross cultural study between Kenya, Zambia and The Netherlands (Mbagaya et al., 2013). The study compared the prevalence of self-reports of 862 university students from Kenya (375), Zambia (182) and the Netherlands (305). Results indicated that physical abuse and neglect were highly prevalent in Kenya and Zambia respectively compared to The Netherlands. In a different study, Oburu (2004) reported that 57% of the sample of Kenyan caregivers used slapping, tying with a rope, hitting, beating and kicking as forms of discipline of children. The harsh physical disciplinary practices are equivalent to physical assault/maltreatment in the current study and could be an indicator that physical maltreatment is not reducing overtime despite of the campaigns against it and creation of child protection offices in all the counties in Kenya.

Nevertheless, findings of more use of psychological aggression/maltreatment compared to physical assault/maltreatment in current study were not the first one. A study done in Vietnam and the Netherlands, Tran et al. (2016) indicated that at a larger number (31.8%) of the children had experienced emotional maltreatment (psychological aggression) in Vietnam and 8.5% in the Netherlands. This was followed by physical assault; 19.1% in Vietnam and 7.2% in the Netherlands and neglect, 25% in Vietnam and 4.3% in the Netherlands. Akmatov (2011) Multiple Indicator Cluster Survey conducted in 2005 and 2006 also reported that parents of children aged 2-14 years mostly psychologically/emotionally maltreated their children followed by physical assault/maltreatment. It was found that 83% and 64% of children living in African

regions had experienced psychological/emotional maltreatment and physical assault/maltreatment respectively.

In view of the findings of this study, psychological aggression/maltreatment was commonly used followed by physical assault/maltreatment. It is possible that the two forms of maltreatment co-occurred such that parents who psychologically maltreated children also physically assaulted them. There is likelihood that psychological/emotional maltreatment could have been a predecessor of physical assault/maltreatment.

4.3.2 Levels of Child Maltreatment by Mothers and Fathers

Paired sample *t*-test was used to find out whether there was a significant difference in levels of child maltreatment by mothers and fathers. The results showed that there was a significant difference in composite score (physical assault/maltreatment, psychological aggression/emotional maltreatment and child neglect) by mothers ($M = 1.67, SD = .52, n = 107$) and fathers ($M = 1.51, SD = .52, n = 107$), $t = -2.72, df = 107, p = .01$. The findings implied that mothers maltreated children more than did fathers.

Whether there were significant differences in specific forms of child maltreatment by mothers and fathers was also assessed. Results are presented in Table 5.

Table 5. Levels of Forms of Child Maltreatment by Mothers and Fathers

Forms of Child maltreatment	Mothers		Fathers		<i>t</i>	<i>Df</i>	<i>p</i>
	Mean	<i>SD</i>	Mean	<i>SD</i>			
Physical assault/mal	1.67	.49	1.50	.35	-3.5	107	.00
Psycho aggr/Emot Mal	2.01	.98	1.78	.74	1.95	107	.05
Neglect	1.33	.53	1.23	.45	1.32	107	.19

Results in Table 5 showed that there was a significant difference in physical assault/maltreatment by fathers ($M = 1.50, SD = .35$) and mothers ($M = 1.67, SD = .49$), $t = -3.5, df = 107, p = .00$. Findings indicated that there were no significant differences in psychological aggression/maltreatment by fathers ($M = 1.78, SD = .74$) and mothers ($M = 2.01, SD = .98$), $t = 1.95, df = 107, p = .05$. There were also no significant differences in neglect by fathers ($M = 1.23, SD = .45$) and mothers ($M = 1.33, SD = .53$), $t = 1.32, df = 107, p = .19$. The results implied that mothers physically maltreat children compared to fathers. This could be attributed to more time spent between children in middle childhood with mothers and therefore are more likely to be targets of maltreatment by their mothers than fathers.

Higher levels of physical assault by mothers than fathers could also be a reflection of traditional gendered roles whereby mothers are generally more involved in child rearing compared to fathers. In African traditional societies, women were empowered to bring up children and physically punish them when they made mistakes. African and Kiswahili adages reinforce the harsh punishment by mothers. For example, the African adage; ‘A child who has no mother will not have scars to show on his back’ (Ukwendu, 2018). The adage means that in the traditional African culture, it was popular for mothers to punish their children and even leave marks on their bodies. The Kiswahili adage, ‘a child who is not taught by the mother is taught by the world’, also empowers mothers to take the lead in teaching children morals of the society. It is possible that mothers physically assaulted their children when they went against their instructions.

The study findings concurred with previous studies which had reported that mothers maltreated children more than fathers. For example, Alampay et al. (2017) found out that among children

aged 7-10 years in 8 countries; China, Colombia, Italy, Jordan, Kenya, Phillipines, Thailand and US, mothers frequently employed corporal punishment compared to fathers. The authors reported that in the Kenyan sample, the mean score on frequency of corporal punishment scale (physical assault) for mothers was ($M = 3.06$, $SD = 0.82$, $n = 99$) compared to fathers ($M = 2.40$, $SD = 1.04$, $n = 99$). WHO (2002) based on World Studies of Abuse in Family Environment (Word SAFE) project also reported that mothers maltreated children more than fathers. The project assessed types of child maltreatment; physical, emotional/psychological and neglect in USA, China, Chile, Finland, Egypt, India and Philippines using common core protocol population based samples of mothers to compare incidences of harsh punishment associated with maltreatment using parent conflict Tactics scale. The report indicated that in USA, China, Chile, Finland and India, women disciplined children more compared to men.

The similarities in levels of psychological aggression/maltreatment and neglect by mothers and fathers were unexpected. It was anticipated that mothers would highly use psychological aggression and would less likely neglect children because they spend more time with them compared to fathers. The equal level of psychological aggression and neglect by mothers and fathers in current study, therefore, denote some similarity in their disciplinary action when their children make mistakes. It could be an indicator of a transition in parenting roles in that, although mothers continue to have a major responsibility of punishing children (especially using physical punishment that is evidenced in the current study), fathers in Bungoma County are now picking up parenting roles in child care and discipline.

As indicated in the current study, more mothers in Bungoma County have now attained basic education and could have started taking up employment opportunities unlike before. This could be attributed to social changes in general Kenyan communities as posited by Mwenda (2012) that Kenyan families are undergoing rapid social changes which include single parenting, working mothers and non working fathers. With this kind of transitions, care giving roles are no longer entirely mothers' responsibility as it was considered in the past. This study, therefore, highlights the importance of inclusion of fathers and mothers in prevention and intervention efforts of child protection programs.

4.3.3 Maltreatment of Boys and Girls by Mothers and Fathers

This study investigated whether there were differences in maltreatment of boys and girls by mothers and fathers. Results indicated that there were no significant differences in total maltreatment of boys and girls by mothers; boys (Mean =1.66, $SD=.43$) and girls (Mean = 1.67, $SD = .49$), $t = -.20$, $df = 136$, $p = .84$). The results also showed no significant differences in maltreatment of boys and girls by fathers; boys (Mean = 1.60, $SD =.43$) and girls (Mean = 1.50, $SD = .41$), $t = 1.46$, $df = 153$, $p = .15$).

Means and Standard Deviations of the forms of child maltreatment of boys and girls by mothers and fathers were also computed and compared as shown in Table 6.

Table 6. Means and Standard Deviation of maltreatment of Boys and Girls

Maltreatment	Parent	Child	Mean	SD	t	df	P	
Physical assault/mal	Mother	Boy	1.71	.41	.35	136	.73	
		Girl	1.68	.51				
	Father	Boy	1.57	.39		1.11	153	.27
		Girl	1.50	.41				
Psych. aggression/emot mal	Mother	Boy	1.94	.80	-.61	136	.55	
		Girl	2.03	.94				
	Father	Boy	1.92	.80		1.22	153	.23
		Girl	1.77	.70				
Neglect	Mother	Boy	1.34	.58	.18	136	.86	
		Girl	1.32	.55				
	Father	Boy	1.30	.50		.96	153	.34
		Girl	1.22	.51				

The results in Table 6 showed that there were no significant differences in physical assault/maltreatment, psychological aggression/emotional maltreatment and neglect of boys and girls by mothers and fathers. This implied that boys and girls faced equal levels of maltreatment by mothers and fathers.

The results were not expected based on an earlier documentary by Mwenda (2012) which suggested that mothers and fathers in Kenya treated boys and girls differently. Therefore, evidence of equal treatment of boys and girls in the current study could indicate that parents in Bungoma County have shifted their ideologies on parenting by treating their male and female children equally. These changes could have been brought about by enactment of The Constitution of Kenya (2010), which advocates for equal opportunities and treatment of males and females in all aspects of development in Kenya. Equal treatment of boys and girls aged 7-10 years in this study could also be inclined towards the Bukusu culture which regarded children in this age bracket as young and not requiring differential training that could always bring about different treatment by parents. According to Mulindi (2015), differentiation in treatment and roles of boys and girls among the Bukusu start after the initiation of boys into manhood at age of about 15 years. The initiation marks the end of childhood and boys are prepared to take up

leadership roles of leadership. Girls 15 years are also prepared to take up women roles and are taught about their position in the community including being submissive to men. Due to the cultural expectation after age 15 years, there is likelihood that after they attain this age, they will be treated differently by their fathers and mothers.

Same treatment of boys and girls before adolescence stage of growth and development as found in the current study was also reported by Eendenijk, Groeneveld, Barkermans-Kranenburg and Mesman (2016) who noted that pressure to conform to gender roles which can bring about differences in parenting of boys and girls increases as children get older and are high at adolescence stage and not in childhood. In a different study in Tanzania, Cambodia, Kenya and Swaziland, Ravi and Ahluwalia (2017) also revealed that both boys and girls faced some form of violence by parents and gender did not affect maltreatment in childhood. Bornstein and Putnik (2016) also evaluated mothers' and fathers' care giving of their sons and daughters aged 3 years from 171,456 families in 39 low and middle income families. The authors reported equal treatment of boys and girls by fathers and mothers and concluded that care giving does not vary to a greater extent by mothers and fathers to daughters and sons in Low and Middle Income Countries (LMIC). The study argued that it may be inappropriate to assume that girls and boys in LMIC are treated differently. The current study which found no significant differences in treatment of boy and girls confirms the argument since the study sample consisted of parents from low and middle income families in Bungoma County in view of the fact that 36.7% of population in Bungoma are unemployed (Bungoma County Strategic Plan 2014/2015- 2018-2019).

It can be inferred from the current study that children in middle childhood are maltreated by fathers and mothers. Psychological aggression/maltreatment is the most prevalent form of maltreatment followed by physical assault/maltreatment and the least is neglect. Lastly, although mothers physically assault/maltreat children more compared to fathers; mothers and fathers psychologically assault, neglect and treat boys and girls equally. Therefore, there are striking similarities in mothers' and fathers' parenting practices for boys and girls in middle childhood in Bungoma County, Kenya.

4.4 Relation between the Parenting Style, Child Maltreatment and Child Behavior Problems

In the current study the relation between parenting style and child maltreatment as well as child maltreatment and child behavior problems was examined. Spearman's' Correlation Coefficient (*Rho*) was used to determine the association between parenting style and child maltreatment while Pearson's Correlation Coefficient (*r*) was used to determine the association between child maltreatment and child internalizing and externalizing behavior problems. Hierarchical regression analyses were further conducted to examine the association between parenting style and forms of child maltreatment; physical assault, psychological/emotional maltreatment and neglect while controlling for parents' level of education, gender of the child and family income. Associations between internalizing and externalizing behaviors and the forms of child maltreatment were also computed.

4.4.1 Relation between Parenting Style and Child Maltreatment

Spearman's correlation coefficient computed indicated that mothers' parenting style was significantly related to child maltreatment ($r = .20, p = .02, n = 138$). This suggests that scores on child maltreatment increased with increase in mothers' level of demand and control. Hierarchical

regression analysis was computed to determine the prediction of child maltreatment from mothers' parenting style. Possible covariates; mothers' level of education, family income and gender of children were controlled. In step one, mothers' level of education, family income and gender of children were entered and in step 2 parenting style was entered. Findings are presented in Table 7.

Table 7. Regression Analysis Predicting Child Maltreatment from Mothers' Parenting Style

	<i>R</i>	<i>R</i> ²	<i>R</i> ² _{change}	<i>F</i> _{change}	<i>Df</i>	<i>Beta</i>	<i>P</i>
<i>Step 1</i>	.04	.00	.00	.05	3(128)		
Mother education						-.01	.89
Gender						.03	.72
Monthly Income						.00	.99
<i>Step 2</i>	.25	.06	.06	8.02	1(127)		
Parenting style						.25	.01

Note: Betas are derived from the final block of the regression model

Background variables namely mothers' education level, gender of children, monthly income of the family did not account for any variance in child maltreatment scores. When parenting style was included in model 2, the value increased to 6%. We can conclude that mothers' parenting style accounted for 6% of the variance in child maltreatment scores. Mothers' education levels, gender of the children and family monthly income variables were not significantly related to child maltreatment. The data showed that parenting style was significantly associated with child maltreatment ($\beta = .25, p = .01$) see table 7. This implied that mothers' demanding and control was a predictor of child maltreatment, suggesting that mothers who had high demands and overly controlled their children were also more likely to maltreat them than mothers who were less demanding and less controlling.

The relation between fathers' parenting style and child maltreatment was also computed to investigate whether the father-child association was similar to mother-child relation. Findings indicated that fathers' parenting style was significantly related to child maltreatment ($r = .28$, $p = .00$, $n = 149$). This meant that scores on child maltreatment increased with an increase in fathers' demand and control. Hierarchical regression analysis was computed controlling for fathers' level of education, family income and children's gender. In step 1 for fathers' level of education, family income and child's gender were entered and in step 2 parenting style was entered. Findings are presented in Table 8.

Table 8. Regression Analysis Predicting Child Maltreatment from Fathers' Parenting Style

	<i>R</i>	<i>R</i> ²	<i>R</i> ² <i>change</i>	<i>F</i> <i>change</i>	<i>Df</i>	<i>Beta</i>	<i>P</i>
<i>Step 1</i>	.24	.06	.06	2.85	3(144)		
Father education						-.17	.07
Gender						-.09	.26
Monthly Income						-.06	.54
<i>Step 2</i>	.29	.08	.03	4.13	1(143)		
Parenting style						.17	.04

Note. Betas are derived from the final block of the regression model

Background variables namely fathers' level of education, gender of children and monthly income of the family accounted for 6% of the variance in child maltreatment. When fathers' parenting style was included, the value increased to 8%. This denotes that fathers' parenting style accounted for an additional 2% of the variance in child maltreatment scores. Fathers' education levels, gender of the children and income variables were not significantly associated with child maltreatment. Fathers' parenting style remained a significant predictor of child maltreatment

($\beta = .17, p = .04$) and indicated that child maltreatment increased with fathers' demand and control.

The results of mothers and fathers in current study presented evidence that child maltreatment increased with increase in parents' demand and control in Bungoma County. The study's hypothesis of an association between parenting style and child maltreatment in the conceptual framework (see Figure 3) was therefore confirmed.

Previous scholars have also reported significant associations between parenting style and child maltreatment. For example, Eden and Rodriguez (2007) examined the association between parenting style and child behavior in children aged 7-12 years (52 boys and 17 girls) who were undergoing treatment for disruptive behavior. Results of the study showed a significant association between parenting style and child abuse potential ($r = .66, p < .00$). Similar to the current study, Rodriguez and Eden concluded that harsh parenting style characterized by very high demands and control was related to child maltreatment.

The study found that a rise in demanding and controlling behavior by parent is associated with increase in child maltreatment. This is in line with Baumrind (1966) theory, authoritarian parents are more controlling and demanding and more likely to use harsh punishment; authoritative parents balance control and demand while permissive parents have low levels of demands and are highly responsive.

4.4.1.1 Relation between Parenting Style and Forms of Child Maltreatment

Hierarchical regression analyses were conducted to examine the association between mothers' parenting style and each of the forms of child maltreatment; physical assault, psychological/emotional maltreatment and neglect after controlling for gender of child,

education level of parent and family income. In step 1, gender of children, education level of parent and family income were entered and in step 2, either physical maltreatment/assault, emotional maltreatment/psychological aggression or neglect were entered. Results presented in Table 9 showed that mothers' education levels, gender of the children, income of the family and parenting style together accounted for 8% of the variance in physical assault, 9% in psychological aggression/maltreatment and 1% of variance in neglect scores. After controlling for mothers' education, gender of child and family income, parenting style by mothers was significantly associated with physical assault/maltreatment ($\beta = .28, p = .00$). This implied that the higher the levels of mothers' demanding and control, the higher the level physical assault/maltreatment of children by mothers. The prediction of psychological aggression/maltreatment by mothers' parenting style was also significant ($\beta = .30, p = .00$). See Table 9.

Table 9. Prediction of Forms of Child Maltreatment from Mothers' Parenting Style

Child Maltreatment		<i>R</i>	<i>R</i> ²	<i>R</i> ² <i>change</i>	<i>F</i> <i>change</i>	<i>Df</i>	<i>Beta</i>	<i>p</i>
Physical Mal	<i>Step1</i>	.09	.01	.01	.32	3(128)		
	Education						-.07	.47
	Gender						-.02	.85
	Income						-.01	.91
	<i>Step 2</i>	.29	.08	.08	10.50	1(127)		
	Parenting style						.28	.00
Psychological Mal	<i>Step1</i>	.07	.00	.00	.19	3(128)		
	Education						.03	.74
	Gender						.07	.41
	Income						-.06	.50
	<i>Step 2</i>	.30	.09	.09	12.23	1(127)		
	Parenting style						.30	.00
Neglect	<i>Step1</i>	.08	.01	.01	.26	3(128)		
	Education						-.03	.76
	Gender						-.02	.84
	Income						.09	.35
	<i>Step 2</i>	.11	.01	.01	.77	1(127)		
	Parenting style						-.08	.38

Note: Betas are derived from the final block of the regression model

The results meant that mothers who reported high scores of demanding and control also reported higher scores on psychological aggression/maltreatment of children. The association between mothers' parenting style and child neglect was not significant. This implied that mothers' demand and control was not a risk factor to child neglect. The prediction of forms of child maltreatment by parenting style by mothers, therefore, imply that increase in mothers' demand and control was a predictor of psychological aggression /emotional maltreatment and physical assault/maltreatment of children.

Association between fathers' parenting style and each of the forms of child maltreatment was also computed to ascertain whether there were similarities with the mothers' parenting style and forms of child maltreatment (see Table 10).

Table 10. Prediction of Forms of Child Maltreatment from Fathers' Parenting Style

		<i>R</i>	<i>R</i> ²	<i>R</i> ² _{change}	<i>F</i> _{change}	<i>Df</i>	<i>Beta</i>	<i>p</i>
Physical Mal	<i>Step 1</i>	.22	.05	.05	2.38	3(144)		
	Education						-.16	.09
	Gender						-.09	.29
	Income						-.05	.59
	<i>Step 2</i>	.25	.06	.02	2.43	1(143)		
	Parenting style						.13	.12
Psychological Mal	<i>Step 1</i>	.18	.03	.03	1.61	3(144)		
	Education						-.11	.24
	Gender						-.04	.60
	Income						-.05	.59
	<i>Step 2</i>	.33	.11	.08	12.01	1(143)		
	Parenting style						.28	.00
Neglect	<i>Step 1</i>	.15	.02	.02	1.12	3(144)		
	Education						-.13	.17
	Gender						-.10	.24
	Income						-.03	.75
	<i>Step 2</i>	.18	.03	.01	1.31	1(143)		
	Parenting style						-.10	.25

Note: Betas are derived from the final block of the regression model

Results showed that fathers' education level, gender of the children and family income and parenting style by fathers accounted for 11% in psychological aggression/maltreatment scores. In addition, fathers' parenting style was a predictor of psychological aggression/ emotional maltreatment ($\beta = .28, p = .00$). This means that fathers who are high in demanding and control also use high levels of emotional/psychological maltreatment. Similar to mothers, there was no association between demand and control and child neglect. The results were expected because high demanding and controlling parents are less likely to neglect their children.

There was no significant association between fathers' parenting style and physical assault. This was not expected. The non significant association between fathers' parenting style and physical assault/maltreatment could be as a result of less time fathers spend with children compared to mothers. For the short period the children interact with fathers, it is possible that children comply with fathers' demands due to fear of being punished.

Gershoff (2002) also found that authoritarian parenting practices associated with high demand and control was associated with short term compliance of children with the parents' demands. It is possible that the children could have complied with their fathers' demands, therefore, not easily assaulted by them. The positive association between parenting style and psychological aggression/emotional maltreatment in current study is also similar to a previous study; Rodriguez (2010). In the study 115 parents; (mothers = 86) and (fathers = 29) of children aged below 12 years were interviewed. The study found that psychological aggression was significantly associated with child abuse potential.

Findings of the current study, therefore, show evidence in support of the study hypothesis of positive association between parents' demand and control and child maltreatment. Specifically, the study found that mothers' demand and control were predictors of physical assault/maltreatment and psychological aggression while high demand and control by fathers was a predictor of psychological aggression only. Fathers have been known to be bread winners and could be spending less time with children among the people living in Bungoma County and hence less likely to physically punish them compared to mothers have for a long time been known as home makers and in charge of child care giving in this community. It can however be

concluded from the findings in this study that parents' demand and control is a risk factor of continued increase in cases of child maltreatment in Bungoma County.

4.4.2 Relation between Child Maltreatment and Behavior Problems

Analyses were conducted to ascertain the relation between child maltreatment by mothers and behavior problems; externalizing and internalizing behaviors. Results are presented in Table 11.

Table 11. Relation between Maltreatment by Mothers and Child Internalizing and Externalizing Behavior Problems

	1	2	3
1 Internalizing behavior problems	1.00		
2 Externalizing behavior problems	.72**	1.00	
3 Child Maltreatment	.46**	.44**	1.00

**Correlation is significant at the 0.01 level (2-tailed)

The results in Table 11 indicated that child maltreatment was significantly associated with child internalizing behavior ($r = .46, p = .00$) and externalizing behavior ($r = .44, p = .00$) respectively. This meant that child's internalizing and externalizing behavior problems increased with increase of maltreatment.

Hierarchical regression analysis was computed to find out the prediction of child internalizing behavior problems from maltreatment controlling for family income and child's gender. In step 1, family income and child's gender were entered and in step 2, child maltreatment was entered. Findings are presented in Table 12.

Table 12. Regression Analysis Predicting Child Internalizing Behavior Problems from Maltreatment by Mothers

	<i>R</i>	<i>R</i> ²	<i>R</i> ² <i>change</i>	<i>F</i> <i>change</i>	<i>Df</i>	<i>Beta</i>	<i>P</i>
<i>Step 1</i>	.12	.01	.01	.91	2(135)		
Gender						-.12	.11
Monthly Income						-.01	.94
<i>Step 2</i>	.47	.22	.21	36.10	1(134)		
Child Mal						.46	.00

Note: Betas are derived from the final block of the regression model

Background variables; gender of the children, monthly income of the family and child maltreatment by mothers accounted for 22% of the variance in child internalizing behavior problem score. Gender of the children and family income variables were not significantly associated with child internalizing behavior problems. Maltreatment by mothers was a positive and significant predictor of child internalizing behavior ($\beta = .46, p = .00$). This suggested that maltreatment by mothers was a risk factor to children child internalizing behavior problems.

Child externalizing behavior problems was predicted from maltreatment by mothers. Regression analysis was computed controlling for children's gender and monthly income. Results are presented in Table 13.

Table 13. Regression Analysis Predicting Child Externalizing Behavior Problems from Maltreatment by Mothers

	<i>R</i>	<i>R</i> ²	<i>R</i> ² _{change}	<i>F</i> _{change}	<i>Df</i>	<i>Beta</i>	<i>P</i>
<i>Step 1</i>	.14	.02	.02	1.33	2(135)		
Gender						-.14	.06
Monthly Income						.03	.75
<i>Step 2</i>	.47	.22	.20	33.67	1(134)		
Child Mal						.44	.00

Note. Betas are derived from the final block of the regression model

Background variables; gender of the children, monthly income of the family and child maltreatment by mothers accounted for 22% of the variance in child externalizing behavior problem score. Gender and family income variables were not significantly associated with child externalizing behavior. Child maltreatment was significantly related to child externalizing behavior problems ($\beta = .44, p = .00$). The findings implied that children whose mothers scored high on child maltreatment, scored high on externalizing behavior problem items. The study, therefore, indicates that maltreatment of children by mothers is a predictor of their internalizing and externalizing behavior problems.

Analyses were also computed using fathers' data to investigate whether maltreatment of children by mothers and fathers had similar effects. Correlation between child maltreatment by fathers and internalizing and externalizing behavior problems of children is presented in Table 14. The findings of fathers' data indicated that there was a significant association between child maltreatment and child internalizing and externalizing behavior problems. The correlation coefficients were ($r = .22, p = .00$) internalizing and ($r = .33, p = .00$) externalizing behavior problems respectively. This suggested that an increase in children's internalizing and

externalizing behavior problem corresponded to an increase in their maltreatment by fathers. See Table 14.

Table 14. Relation between Maltreatment by Fathers and Child Internalizing and Externalizing Behavior

	1	2	3
1 Internalizing behavior problems	1.00		
2 Externalizing behavior problems	.65**	1.00	
3 Child Maltreatment	.22**	.33**	1.00

**Correlation is significant at the 0.01 level (2-tailed)

Prediction of internalizing and externalizing behavior problems from child maltreatment by fathers was also computed and results were presented in Tables 15 and 16.

Table 15. Regression Analysis Predicting Child Internalizing Behavior Problems from Child Maltreatment by Fathers

	<i>R</i>	<i>R</i> ²	<i>R</i> ² <i>change</i>	<i>F</i> <i>change</i>	<i>Df</i>	<i>Beta</i>	<i>P</i>
<i>Step 1</i>	.05	.00	.00	.19	2(152)		
Gender						-.01	.88
Monthly Income						.00	.97
<i>Step 2</i>	.22	.05	.05	7.06	1(151)		
Child Mal						.22	.01

Note. Betas are derived from the final block of the regression model

Results of the prediction showed that gender of children, family income and maltreatment by fathers together accounted for 5% variance in child internalizing behavior problems. Maltreatment of children by fathers was the only significant predictor of child internalizing behavior problems ($\beta = .22, p = .01$). This meant high scores of fathers on child maltreatment corresponded with high scores of children on internalizing behavior problems.

Table 16. Regression Analysis Predicting Child Externalizing Behavior Problems from Child Maltreatment by Fathers

	<i>R</i>	<i>R</i> ²	<i>R</i> ² _{change}	<i>F</i> _{change}	<i>Df</i>	<i>Beta</i>	<i>P</i>
<i>Step 1</i>	.14	.02	.02	1.54	2(152)		
Gender						-.09	.26
Monthly Income						.09	.28
<i>Step 2</i>	.35	.12	.10	17.79	1(151)		
Child Mal						.33	.00

Note. Betas are derived from the final block of the regression model

Results in Table 16 indicated that gender, family income and maltreatment by fathers together accounted for 12% variance in child externalizing behavior problems. Child maltreatment by fathers was significantly related to child externalizing behavior problems ($\beta = .33, p = .00$). This implied that children whose fathers scored high on child maltreatment were likely to have high scores on externalizing behavior problems. The study, therefore, suggests that maltreatment of children by both fathers and mothers is associated with children internalizing and externalizing behavior problems.

Previous studies that addressed child maltreatment reported similar findings. For example, different studies by (De young et al., 2011; Covell & Howe, 2012; UNICEF, 2012) noted that maltreatment in children can have a significant impact on their neurodevelopment leading to low self-esteem, anxiety, depression, antisocial behavior and aggression. Mbagaya et al. (2013) also found out that in Kenya, Zambia and the Netherlands, history of child neglect was associated with most psychopathological symptoms though it varied based on country and culture. A study by Hagan et al. (2014) among 88 emerging adults aged 18-22 years in undergraduate studies at

South Western University in the United States also found that there was positive significant relation between childhood maltreatment and internalizing behavior especially among those children who scored high on the reactivity task ($b=.72, SE=.16, p<.01$). The study also reported a significant association between child maltreatment and externalizing behavior problems ($b=.83, SE=.23, p<.01$). The study concluded that childhood maltreatment was a risk factor for psychopathological problems in adults.

Results of the current study on significant association between child maltreatment and child internalizing and externalizing behavior problems also concurred with Alizadeh et al. (2011) study report. Using a sample of 681 mothers of children in primary schools in Tehran (347 girls and 334 boys), it was found that there was a relation between harsh parenting style that is associated with child maltreatment with internalizing and externalizing behavior problems. The authors reported a correlation coefficient of ($r = .25, p < .00$) between harsh punishment (used by authoritarian parents) related to child maltreatment with internalizing behavior problems and ($r = .26, p < .00$) with externalizing behavior problems.

Further analyses were conducted on whether child behavior problems also predicted child maltreatment as postulated by the transactional model (see Figure 3). When gender and family income were controlled, it was found that child internalizing and externalizing behavior problems were positive and significant predictors of child maltreatment by mothers, ($\beta = .46, p = .00$ and $\beta = .45, p = .00$) and fathers ($\beta = .21, p = .01$ and $\beta = .32, p = .00$) respectively. This denoted that increase in child internalizing and externalizing behavior problems increased with increase in child maltreatment by mothers and fathers. There is a likelihood that children

internalizing and externalizing behavior problems contributed to the parenting practices (child maltreatment). It can be concluded from the current study that child maltreatment by fathers and mothers in Bungoma County could be a risk factor of internalizing and externalizing behavior problems among children in middle childhood and vice versa. The results confirm prediction of this study in the transactional model (Holden, 2010) that the direction of parent-child effects is not explicit and may be bidirectional. Thus, parents and children influence each other during interactions.

The findings are not unique to this study alone and therefore broaden the existing literature most of which is from westernized countries. Eden and Rodriguez (2007) pointed out that harsh disciplinary practices attributed to child misbehavior predict child behavior problems and children with behavior problems invariably engage in destructive behavior that prompt parental disciplinary responses placing the children at risk for maltreatment. The authors noted that child maltreatment predicts externalizing behavior problems in children.

4.4.2.1 Relation between the Forms of Child Maltreatment and Behavior Problems

In the light of the significant correlation between child maltreatment and child internalizing and externalizing behavior, multiple regression analyses were conducted to determine the degree of each predictor; physical assault/maltreatment, psychological aggression and neglect on the outcome; child internalizing and externalizing behavior when effects of all other predictors were held constant. A strategy outlined by Field (2005) was adopted. According to the author, in regression analysis with many predictors, the first step is to run an analysis in which all the predictors are entered into the model and the output examined to see which predictors contribute

substantially to the models' ability to predict the outcome (model 1). The second step was to rerun the analysis including only important predictors using forward stepwise analysis rather than forced entry and use resulting parameter estimates to find out the individual contribution of each predictor in the model (model 2). Field also proposed the use of standardized Beta (β) values, measured in standard deviation units because they are not dependent on units of measurements of the variables and they tell us the number of standard deviations the outcome will change as a result of one standard deviation change in predictor. The standardized betas are measured in standard deviations and are directly comparable to indicate the importance of each predictor in the model.

In the current study, a series of analyses were done using mothers' and fathers' data in order to ascertain whether there were similarities or differences. In the first analysis, psychological aggression/maltreatment, physical assault/maltreatment and neglect by mothers were all regressed with child internalizing behavior problems. Results are presented in model 1 of Table 17.

Table 17. Regression Analysis Predicting Child Internalizing Behavior Problems from Forms of Maltreatment by mothers

Maltreatment	Un standardized Beta	SE <i>B</i>	Standardized Beta (β)	<i>p</i>
Model 1				
Psycho aggress/Emotional mal	.10	.03	.39	.00
Physical assault/mal	-.01	.06	-.02	.87
Neglect	.18	.03	.40	.00
Model 2				
Psycho aggress/Emotional mal	.09	.02	.33	.00
Neglect	.18	.03	.40	.00

In model 1, the study showed that psychological aggression/emotional maltreatment and neglect by mothers were significant predictors of internalizing behavior problems in children, ($\beta = .39, p = .00$) and ($\beta = .40, p = .00$) respectively when effects of other predictors were held constant. This suggested that an increase in the level of psychological aggression/emotional maltreatment and neglect by mothers corresponded to an increase in level of internalizing behavior problems in children. Physical assault by mothers was not a predictor of child internalizing behavior.

In model 2 of Table 17, regression analysis was computed to ascertain the form of maltreatment that substantially contributed to child internalizing behavior problem. Psychological aggression/maltreatment and neglect by mothers which had been found to significantly predict child internalizing behavior were regressed with internalizing behavior scores of children. Findings showed that psychological aggression/emotional maltreatment and neglect predicted child maltreatment: $\beta = .33$ ($p = .00$) and $\beta = .40$ ($p = .00$) respectively. This indicated that one standard deviation increase in neglect was associated with .40 standard deviations increase in child internalizing behavior. One standard deviation increase psychological aggression/maltreatment was also associated with .33 standard deviation units in child internalizing behavior problems. The findings suggested that child neglect contributed more to

the prediction model compared to psychological aggression/maltreatment by mothers. The results imply that children who are neglected by mothers are more likely to show symptoms of internalizing behavior compared to those who are psychologically maltreated.

Association between forms of maltreatment by mothers and child externalizing behavior problems was also computed using multiple regression analysis. Results are presented in Table 18.

Table 18. Regression Analysis Predicting Child Externalizing Behavior Problems from Forms of Maltreatment by Mothers

	<i>Un standardized Beta</i>	<i>SE B</i>	<i>Standardized Beta (β)</i>	<i>P</i>
Model 1				
Psycho aggression/emotional mal	.13	.04	.36	.00
Physical assault/mal	.03	.08	.05	.67
Neglect	.11	.04	.20	.01
Model 2				
Psycho aggression/emotional mal	.09	.02	.40	.00
Neglect	.18	.03	.20	.01

In model 1 of Table 18, this study showed that psychological aggression/emotional maltreatment by mothers, ($\beta = .36, p = .00$) and neglect, ($\beta = .20, p = .01$) were significant predictors of child externalizing behavior problems. After physical assault which was not a significant predictor of child externalizing behavior was removed from the model, psychological aggression/emotional maltreatment and neglect by mothers were significantly related to externalizing behavior problems in children: ($\beta = .40, p = .00$) and ($\beta = .20, p = .01$) respectively (see model 2 Table 18). The findings meant that psychological aggression/maltreatment by mothers contributed more to externalizing behavior in children compared to neglect. Contrary to psychological aggression and neglect of children, physical assault/maltreatment by mothers was not a

significant predictor of internalizing and externalizing behavior problems. This suggested that when effects of psychological aggression and neglect were held constant, physical assault by mothers was not a risk factor to internalizing and externalizing behavior problems in children.

Similar analyses were done to test whether forms of maltreatment by fathers were predictors of child internalizing and externalizing behavior problems in children. Results are presented in Table 19.

Table 19. Regression Analysis Predicting Child Internalizing Behavior Problems from Forms of Maltreatment by Fathers

	<i>Un standardized Beta</i>	<i>SE B</i>	<i>Standardized Beta (β)</i>	<i>p</i>
Psychological aggression	.03	.02	.11	.24
Physical assault	.01	.05	..03	.78
Neglect	.06	.03	.16	.07

Table 19 showed that there were no significant associations between psychological aggression, physical assault and neglect by fathers and child internalizing behavior problems. This implies that psychological aggression/maltreatment, physical assault/maltreatment or neglect by fathers had no effect on the level of children’s internalizing behavior when other forms of maltreatment were held constant.

Association between the forms of child maltreatment by fathers and child externalizing behavior problems were also assessed. Findings are presented in Table 20.

Table 20. Regression Analysis Predicting Child Externalizing Behavior Problems from Forms of Maltreatment by fathers

	Un standardized Beta	<i>SE B</i>	Standardized Beta (β)	<i>P</i>
Psychological aggression	.05	.03	.19	.05
Physical assault	.08	.05	.16	.12
Neglect	.03	.03	.07	.39

Results in Table 20 indicated that psychological aggression, physical assault and neglect were not predictors of child externalizing behavior problems when effects of other forms of maltreatment were held constant. Thus, increase in scores of psychological aggression; physical assault and neglect by fathers were not associated with increase in scores of externalizing behavior problem in children. The findings suggested that physical assault, neglect and psychological aggression by fathers were not risk factors to children's internalizing and externalizing behavior problems. The analyses also showed that there was a difference between mother- child and father-child relation on the premise that whereas psychological aggression/emotional maltreatment and neglect by mothers are predictors of internalizing and externalizing behavior problems in children, these forms of maltreatment by fathers are not predictors of internalizing and externalizing behavior problems in children hen other forms of maltreatment are kept constant.

The difference in the association between mother-child and father-child in terms of the link between the forms of child maltreatment and child behavior problems could have resulted from a strong bond that children form with their mothers and not fathers. This could be because mothers spend more time with children and any form of ill treatment by mothers was interpreted with a

lot of emotions that likely predisposed the children to externalizing and internalizing behavior problems. On the contrary, the short time that children spend with their fathers does not enhance a strong bond with them. It is likely that children interpret some forms of maltreatment such as neglect by fathers as normal child rearing and therefore less likely to react negatively by exhibiting internalizing and externalizing behavior problems. It is also possible that the short period children spend with their fathers is not adequate for the fathers to provide accurate reports of their children's levels of internalizing behavior problems. Tandon, Cardelli and Luby (2009) and Schneider, (2014) posited that internalizing behavior problems may be viewed as less problematic by parents because they are characterized by quiet internal distress rather than socially negative or disruptive behavior. This may make it difficult to detect the behaviors in young children unless one has interacted with the child for a longer period.

This study showed that physical assault/maltreatment by both fathers and mothers was not a predictor of child internalizing and externalizing behavior problems. This could be associated with physical assault being frequently used by parents in this county and therefore, being perceived by the children as a normal way of correcting them when they make mistakes. This was form of discipline was noted by KNBS & UNICEF (2016) report which indicated that in Bungoma County 81.6% of parents had used physical punishment in the last one month and 65% of the parents believed physical punishment as necessary part of child rearing. Therefore, in current study children in Bungoma County could have perceived the physical assault as a normal way of life and thus it had no negative effect on the children's behavior.

A few studies have also found no relationship between harsh punishments related to physical assault/maltreatment and child behavior problems among some children and not others and attributed the association to normativeness of physical assault. For example, Lansford et al. (2014) followed up American children for 11 years; from age 5 to age 16 and reported that early physical punishment related to child maltreatment was a predictor of later externalizing behaviors for European and American adolescents and not African-American adolescents. The authors concluded that physical punishment, which is associated with physical assault in the current study, was less expected by European Americans but was normative among the African Americans hence it had no negative effects on their children.

A different study on normativeness of physical assault and child behavior outcomes by Lansford et al.(2005) in Kenya, Italy, Philippines, India, China and Thailand consisting of 336 parent-child dyads reported that mothers and children in Kenya experienced more frequent and normative use of physical discipline which had less impact on children behavior than mothers and children in other countries. Mothers in China and Thailand reported less frequent and less normative use of physical discipline while those in the Philippines and Indian reported moderate levels of frequency of use of corporal punishment which was also moderately normative. The study concluded that when physical discipline was considered culturally acceptable, more frequent use of physical discipline was less strongly associated with adverse child outcomes. The use of physical assault by fathers and mothers in the current study could have also been interpreted as normative by the children resulting in no internalizing and externalizing behavior problems.

Gershoff (2002) meta analysis study that investigated the effect of corporal punishment related to physical assault in 88 studies reported that although corporal punishment was significantly associated with short time compliance by children, it was related to long time delinquency and behavior disorder, aggression, internalizing, behavior problems and mental health, normativeness of physical punishment may influence the association's negative behavior outcomes. Lack of significant association between physical assault and child behavior problems in the current study could also be a case of short time compliance and the negative effects of the maltreatment may be portrayed at a later stage in the children's lives.

On a different note, the result that psychological aggression/emotional maltreatment by mothers were a predictor of externalizing behavior problems in children in Bungoma County could suggest that the form of maltreatment is not normative and thus has a negative effect on the children behavior. The positive association between psychological aggression and externalizing behavior concurs with previous studies. For example, Stone et al. (2013) found that psychological control and corporal punishment was associated with aggression. In the study, parental reports on parental psychological control and externalizing behavior of 298 children majority from Dutch origin aged 7.04 ($SD=1.15$) years indicated that psychological control was positively correlated to ($r = .30, p <.01$) for internalizing and ($r = .36, p <.01$) for externalizing behavior. Yaros, Lochman and Wells (2016) also reported that psychological aggression by mothers was linked to the child's externalizing behavior among boys in middle childhood in urban primary schools in Southeastern United States. It can be concluded from this study that there is an association between child maltreatment and child behavior problems and children

may react similarly and also differently to different forms of maltreatment by fathers and mothers and this could be attributed to the strong bond children form with mothers than fathers.

4.5. Moderating Role of Child Personality Factors in Relation between Parenting Style and Child Maltreatment

This study sought to ascertain the moderating role of child personality factors on the relation between parenting style and child maltreatment. Hierarchical multiple regression analyses were conducted. According to Rose, Hombleck, Coakley and Franks (2004) hierarchical regression analysis demonstrates moderation effect by testing main and interaction effects of the predictor variables. Thus, in the first step, main effects were tested and in the second step, interaction effects were determined. According to Barron and Kenny (1986) and Holmbeck (1997) there was a moderation effect when the interaction effect was a significant predictor of outcome variable after controlling for independent moderator variable. In each of the analyses in the current study, parenting styles and child personality factors were entered in the first step. In the second step, the interaction between parenting styles and the child personality factor was added (child personality factors were standardized). A simple slope analysis was done to assess the nature of moderation. Data of mother-child and father-child relation was analyzed separately and compared.

The results of moderating role of child personality factors on the relationship between parenting style by mothers and child maltreatment are presented in Table 21.

Table 21. Moderating Role of Child Personality Factors on the Relation between Mothers' Parenting Style and Child Maltreatment

Model	<i>R</i>	<i>R</i> ²	<i>R</i> ² _{change}	<i>F</i> _{change}	<i>Df</i>	<i>Beta</i>	<i>P</i>
Agreeableness							
Model 1	.34	.12	.12	8.52	2(130)		
Parenting style						.22	.01
Agreeableness						-.35	.14
Model 2	.34	.12	.00	0.24	1(129)		
Parenting*Agreeableness						.11	.63
Extraversion							
Model 1	.28	.08	.78	5.48	2(130)		
Parenting style						.25	.00
Extraversion						-.54	.01
Model 2	.34	.11	.03	4.99	1(129)		
Parenting*Extraversion						.44	.03
Conscientiousness							
Model 1	.41	.17	.17	12.95	2(130)		
Parenting style						.23	.01
Conscientiousness						-.23	.25
Model 2	.41	.17	.00	0.30	1(129)		
Parenting*Conscientiousness						-.11	.59
Neuroticism							
Model 1	.38	.14	.14	10.79	2(130)		
Parenting style						.18	.00
Neuroticism						.21	.04
Model 2	.38	.15	.00	0.63	1(129)		
Parenting *Neuroticism						-.04	.43
Openness							
Model 1	.32	.10	.10	7.29	2(130)		
Parenting style						.25	.00
Openness						-.24	.29
Model 2	.32	.10	.00	0.03	1(129)		
Parenting *Openness						.04	.87

Note: Betas are derived from the final block of the regression model

The findings of main effects indicated that parenting style was a positive and significant predictor of child maltreatment. Whereas extraversion was a negative and significant predictor of child maltreatment ($\beta = -.54, p = .01$), neuroticism was a positive and significant predictor of child maltreatment ($\beta = .21, p = .04$) as shown in Table 21).

The findings implied that the higher the children scored on extraversion, the lower were their scores on maltreatment by mothers. On the contrary, the higher the children scored on neuroticism the higher were their scores on child maltreatment by mothers. The findings suggest that children who scored high on neuroticism were more likely to be maltreated than those who scored low. In addition, children who scored high on extraversion were less likely to be maltreated than those who scored low.

When the moderating effects of the personality factors was computed, it was found out that the interaction between extraversion and mother's parenting style was positive and significant predictor of child maltreatment ($\beta = .44, p = .03$). This suggested that extraversion personality factor moderated the association between parenting style by mothers and child maltreatment. Conscientiousness, agreeableness, neuroticism and openness did not moderate the association between parenting style and child maltreatment.

A simple slope analysis was conducted to ascertain how the levels of child extraversion affected the association between parenting style and child maltreatment. Low level of extraversion was represented by one standard deviation below the mean value of extraversion, mean was average levels, and high extraversion was one standard deviation above the mean value on the extraversion scale. Visual presentation shown in Figure 7 indicated that parenting style was associated with high levels of maltreatment at high level of extraversion (slope is steep); at the mean value, the steepness of the slope reduced indicating reduced level of maltreatment; the relationship got weaker at low levels of extraversion. This suggested that the association between parenting style and child maltreatment gets stronger at high levels of extraversion. Thus, children

who scored high on extraversion were more likely to be maltreated by their high demanding and controlling mothers. See Figure 7.

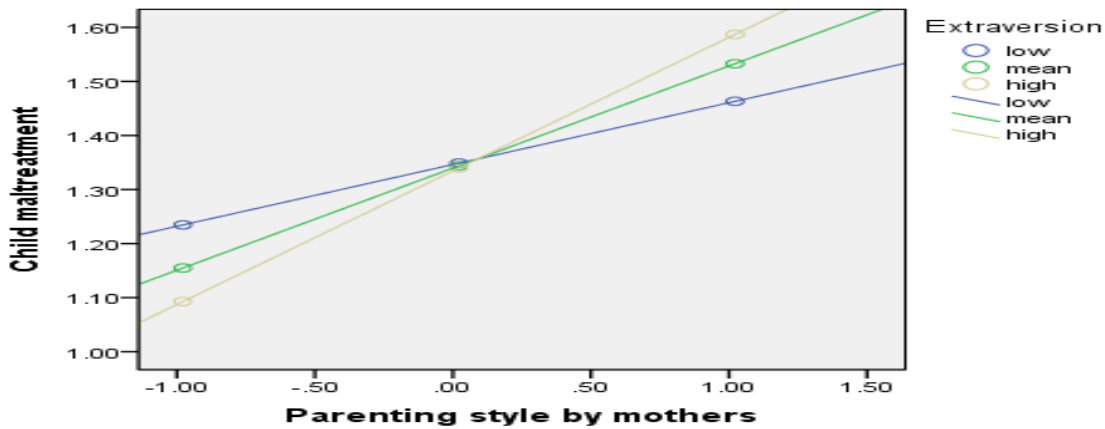


Figure 7. Moderating Role of Extraversion on the Relation between Mothers’ Parenting Style and Child Maltreatment.

The African proverb “A child who is fearless brings tears to his mother’s eyes” Ukwedu (2013) could be the driving force behind the harsh parenting to extraverted children by mothers as shown in Figure 7. The proverb denotes that fearless children are more likely to be found in trouble that can bring sorrow to the mothers, thus, fearless personality attributes in children are shunned. It is possible that mothers in Bungoma County maltreated children who are more fearless with the aim of making them fearful.

Moderating role of child extraversion on the relation between parenting style by mothers and child maltreatment found in this study concurs with a study by Halpenny et al. (2010) among children aged 1-17 years; mean age = 8.32 years living in Ireland which found that scores of authoritarian parenting style by mothers and corporal punishment were higher with children having hyperactivity behavior related to extraversion. Kalat (2013) also noted that parenting style depends on the child. Children with fearful temperament responded well to mild discipline

and those with fearless temperament responded poorly to any kind of discipline but better to rewards. Similar to the current study, the author concluded that mothers adjusted the level of maltreatment on the basis of child extraversion.

Analyses were computed to assess the moderating role of child personality factors on the relation between parenting style by fathers and child maltreatment (see Table 22).

Table 22. Moderating Role of Child Personality Factors on the Relation between Fathers' Parenting Style and Child Maltreatment

Model	<i>R</i>	<i>R</i> ²	<i>R</i> ² <i>change</i>	<i>F</i> <i>change</i>	<i>Df</i>	Beta	<i>p</i>
Agreeableness							
Model 1	.23	.05	.05	4.11	2(146)		
Parenting style						.18	.03
Agreeableness						.10	.72
Model 2	.24	.06	.01	.74	1(145)		
Parenting*Agreeableness						-.23	.39
Extraversion							
Model 1	.20	.04	.38	2.92	2(146)		
Parenting style						.19	.02
Extraversion						.07	.81
Model 2	.20	.04	.00	.09	1(145)		
Parenting*Extraversion						-.30	.76
Conscientiousness							
Model 1	.22	.05	.05	3.70	2(146)		
Parenting style						.19	.02
Conscientiousness						-.17	.50
Model 2	.221	.05	.00	.09	1(145)		
Parenting*Conscientiousness						.07	.77
Neuroticism							
Model 1	.323	.10	.10	8.51	2(146)		
Parenting style						.16	.05
Neuroticism						.37	.13
Model 2	.325	.06	.00	.27	1(145)		
Parenting *Neuroticism						-.12	.62
Openness							
Model 1	.246	.06	.06	4.70	2(146)		
Parenting style						.19	.02
Openness						-.09	.73
Model 2	.247	.06	.00	.06	1(145)		
Parenting style*Openness						-.06	.80

Note: Betas are derived from the final block of the regression model

The findings in Table 22 indicated that fathers' parenting style was a significant predictor of child maltreatment. The child personality factors were not significantly associated with child maltreatment. Unlike among mothers where interaction between parenting style and extraversion was found to be a predictor of child maltreatment, the study indicated that all the five child personality factors were not moderators of the relation between parenting style and child maltreatment. The difference could be associated with less time the children spend with fathers who are less likely to factor in personality of children during their short period of interaction with the children. It could also be possible that children do not portray their true characteristics related to extraversion in the presence of fathers during the short period that they interact with them to make the fathers to maltreat them.

A notable observation between mother-child and father-child relation that as least expected in current study is that conscientiousness, agreeableness, neuroticism and openness did not moderate the association between fathers' and mothers' parenting style and child maltreatment (see Tables 21 and 22). This could be attributed to the nature of overly controlling and demanding parents who expect a lot from their children while at the same time do not factor in child personality factors whenever children make even small mistakes. Thus, controlling and demanding parents could be driven by beliefs that use of harsh forms of punishment associated with maltreatment to correct children who are conscientious, for example, may reinforce their conscientiousness in future tasks. Similarly high demanding and controlling parents may likely assume that use of harsh forms of punishment (maltreatment) on children with difficult personalities such as neurotics may make them change to more complying behavior associated with agreeableness.

4.6 Moderating Role of Child Personality Factors in the Relation between Child Maltreatment and Behavior Problems

This study sought to determine whether child personality factors moderated the relation between child maltreatment and internalizing and externalizing behavior. A series of hierarchical regression analyses were computed to examine the interaction effects of the five personality factors and child maltreatment with internalizing and externalizing behavior problems. The variables were centered (standardized) before interaction terms were formed. Analysis were computed using mothers' and fathers' data separately to ascertain whether the findings based on mothers' data could be generalized to fathers' population too. In the step 1 of regression analysis, child maltreatment and the personality factor were entered and in step 2, interaction between child maltreatment and the personality factor was entered.

4.6.1 Moderating Role of Child Personality Factors in the Relation between Maltreatment by Mothers and Child Internalizing Behavior Problems.

Hierarchical regression analysis was conducted to determine the moderating role of child personality factors in the relation between child maltreatment by mothers and child internalizing behavior problems. Findings of main effects in Table 23 showed that neuroticism was a positive predictor of child internalizing behavior problem ($\beta = .32, p = .00$). This means that the higher the children were scored on neuroticism the higher they also scored on internalizing behavior problem. Interaction between child maltreatment by mothers and agreeableness was negative and significant predictor of child internalizing behavior ($\beta = -.27, p = .00$). The interaction between conscientiousness personality factor and child maltreatment by mothers was also a negative and significant predictor of child internalizing behavior ($\beta = -.24, p = .00$). Likewise, the interaction

between openness child personality factor and child maltreatment by mothers was a negative and significant predictor of child internalizing behavior ($\beta = -.25, p = .00$). On the contrary, the interaction between child maltreatment by mothers and neuroticism personality factor in children was positive and significant predictor of child maltreatment ($\beta = .18, p = .01$). See Table 23.

Table 23: Moderating Role of Child Personality Factors on the Relation between Maltreatment by Mothers and Child Internalizing Behavior Problems

Model	<i>R</i>	<i>R</i> ²	<i>R</i> ² _{change}	<i>F</i> _{change}	<i>Df</i>	<i>Beta</i>	<i>P</i>
Extraversion							
Model 1	.45	.21	.21	17.84	2(135)		
Child maltreatment						.46	.00
Extraversion						-.04	.65
Model 2	.46	.21	.00	.24	1(134)		
Child Mal*Extraversion						-.04	.63
Agreeableness							
Model 1	.49	.24	.24	20.98	2(135)		
Child maltreatment						.36	.00
Agreeableness						-.12	.11
Model 2	.55	.31	.07	13.05	1(134)		
Child Mal*Agreeableness						-.27	.00
Conscientiousness							
Model 1	.49	.24	.24	20.99	2(135)		
Child maltreatment						.35	.00
Conscientiousness					1(134)	-.11	.17
Model 2	.54	.29	.05	9.26			
Child Mal*conscientiousness						-.24	.00
Neuroticism							
Model 1	.56	.32	.32	31.15	2(135)		
Child maltreatment						.32	.00
Neuroticism						.32	.00
Model 2	.59	.35	.03	6.19	1(134)		
Child Mal*neuroticism						.18	.01
Openness							
Model 1	.49	.24	.24	20.71	2(135)		
Child Maltreatment						.37	.00
Openness						-.15	.05
Model 2	.54	.29	.06	11.23	1(134)		
Child Mal*Openness						-.25	.00

Note: Betas are derived from the final block of the regression model

The results implied that the interaction between child maltreatment and agreeableness, conscientiousness and openness decreased with an increase in internalizing behavior while the interaction between child maltreatment and neuroticism increased child internalizing behavior problems. The findings suggested that children who were less agreeable, less conscientious and less open to experience were at high risk of internalizing behavior problems when maltreated by mothers than those who were more agreeable, conscientious and open to experience.

Visual presentations of the moderating roles of agreeableness, neuroticism, openness and conscientiousness on the relation between child maltreatment and child internalizing behavior problems were computed to illustrate how the personality factors moderated the association as presented in Figures 8,9,10 and 11.

4.6.1.1 Moderating Role of Neuroticism in the Relation between Maltreatment by Mothers and Child Internalizing Behavior

Interaction between child maltreatment and neuroticism was a positive and significant predictor of child internalizing behavior ($\beta = .18, p = .01$). A visual presentation of the interaction effect shown in Figure 8 indicated that child internalizing associated with child maltreatment was high at high level of neuroticism (steep slope). At the mean value of neuroticism the effect reduced and at low level of neuroticism, child internalizing behavior was even much lower (slope is almost flat). This suggested that the association between maltreatment by mothers and child internalizing behavior get stronger at higher level of neuroticism. See Figure 8.

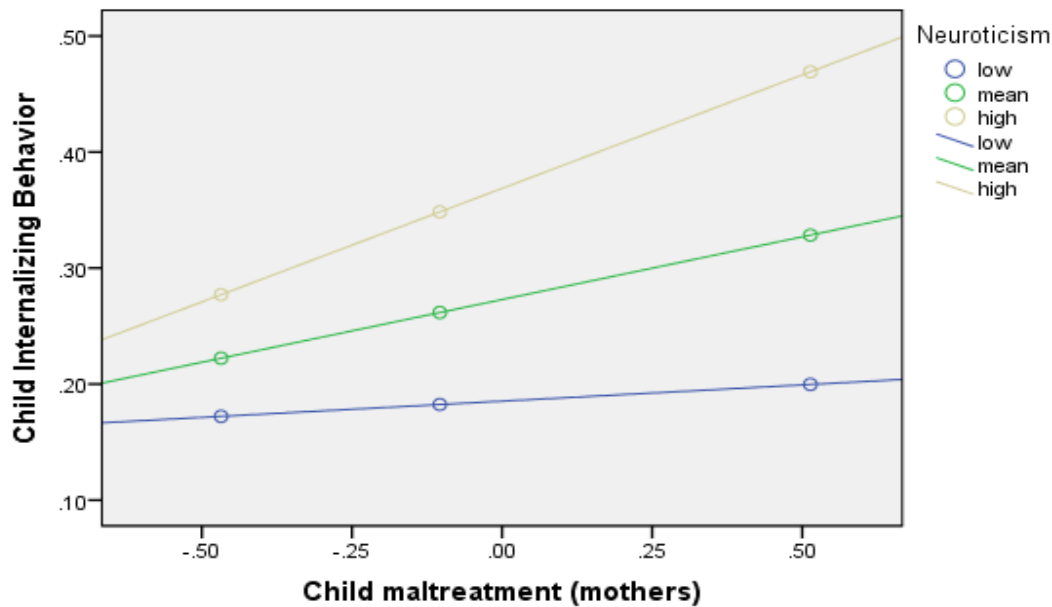


Figure 8. Moderating Role of Neuroticism Child Personality Factor on the Relation between Maltreatment by Mothers and Child Internalizing Behavior

The finding is consistent to reports by other previous scholars (Oren & Jones, 2009; Shinner & De young, 2013; Gao, 2012) who noted that children who scored high on neuroticism scale were likely to exhibit higher levels of internalizing behaviors. Slobodskaya and Akhmetova's study (2010) among Russian children aged (7-10 years) also found that high levels of neuroticism was positively related to internalizing behavior ($r = .47, p = .00$). The current study, none the less adds to the current literature that children who are more neurotic are at higher risk of internalizing behavior especially when maltreated by mothers than children who are less neurotic.

4.6.1.2 Moderating Role of Conscientiousness Child Personality Factor on the Relation between Maltreatment by Mothers and Child Internalizing Behavior

The interaction between child maltreatment and conscientiousness was a negative and significant predictor of child internalizing behavior $\beta = -.24$ ($p = .00$). A visual presentation of the interaction effect is as shown in Figure 9.

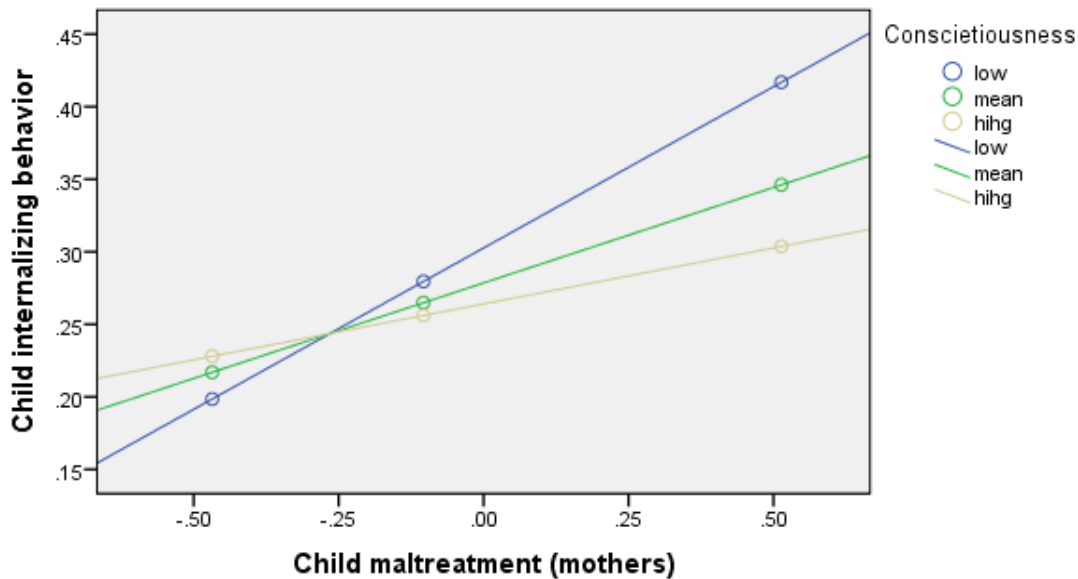


Figure 9: Moderating Role of Conscientiousness on the Relation between Maltreatment by Mothers and Child Internalizing Behavior.

Figure 9 indicated that child internalizing was high at low levels of conscientiousness; at mean values of conscientiousness, the relation was positive though the slope was less steep indicating a reduced level of child internalizing behavior. High levels of conscientiousness were associated with low levels of internalizing behavior problem among the children. This suggested that the association between maltreatment by mothers and child internalizing behavior get stronger at low levels of conscientiousness. The findings concurred with Gao (2012) who posited that delinquent behavior and conduct disorders related to internalizing behavior symptoms were

associated with low scores on conscientiousness. Slobodskaya and Akhmetova (2010) also found that conscientiousness was negatively related to internalizing behavior ($r = -.23, p = .00$). The findings of the current study adds to the existing literature by ascertaining that children who were less conscientiousness were likely to exhibit high internalizing behaviors when maltreated by mothers than those who were more conscientiousness.

4.6.1.3 Moderating Role of Openness Child Personality Factor on the Relation between Maltreatment by Mothers and Child Internalizing Behavior

This study found that the interaction between openness and child maltreatment was a predictor of child internalizing behavior ($\beta = -.25, p = .00$). Visual presentation is shown in figure 10.

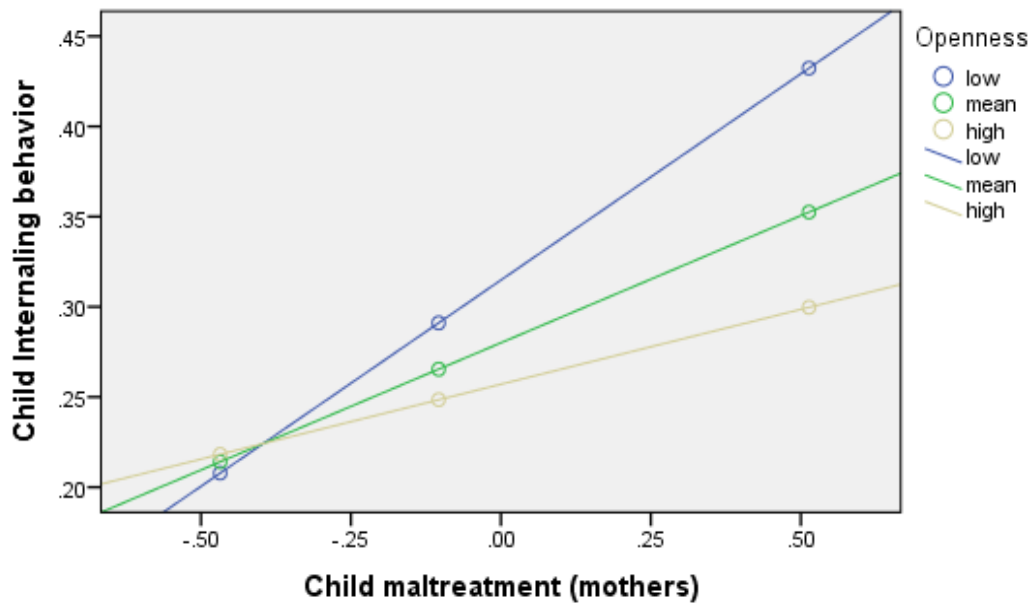


Figure 10. Moderating Role of Openness Child Personality Factor on the Relation between Child Maltreatment by Mothers and Child Internalizing Behavior

Simple slopes analyses in Figure 10 indicate that child internalizing behavior associated with child maltreatment by mothers was high at low levels of openness; at mean values of openness, there was a positive relation between maltreatment by mothers and child internalizing behaviors. At high levels of openness, child internalizing behavior was low. This implied that the association between maltreatment by mothers and child internalizing behavior gets stronger at low levels of openness to experience. The results are in line with Shinner and De Young's (2013) proposal that children who scored low on openness would likely exhibit internalizing behaviors. Slobodskaya and Akhmetova (2010) also found that high openness was negatively related to internalizing behavior ($r = -.29, p = .00$). The current study adds to already documented literature that when maltreated by mothers, children who are less open to experience are at higher risk of internalizing behavior compared to those who are more open to experience.

4.6.1.4 Moderating Role of Agreeableness Child Personality Factor on the Relation between Maltreatment by Mothers and Child Internalizing Behavior

Interaction between child maltreatment and agreeableness was a negative significant predictor of child internalizing behavior ($\beta = -.27, p = .00$). The visual presentation of the interaction effect is as shown in Figure 11.

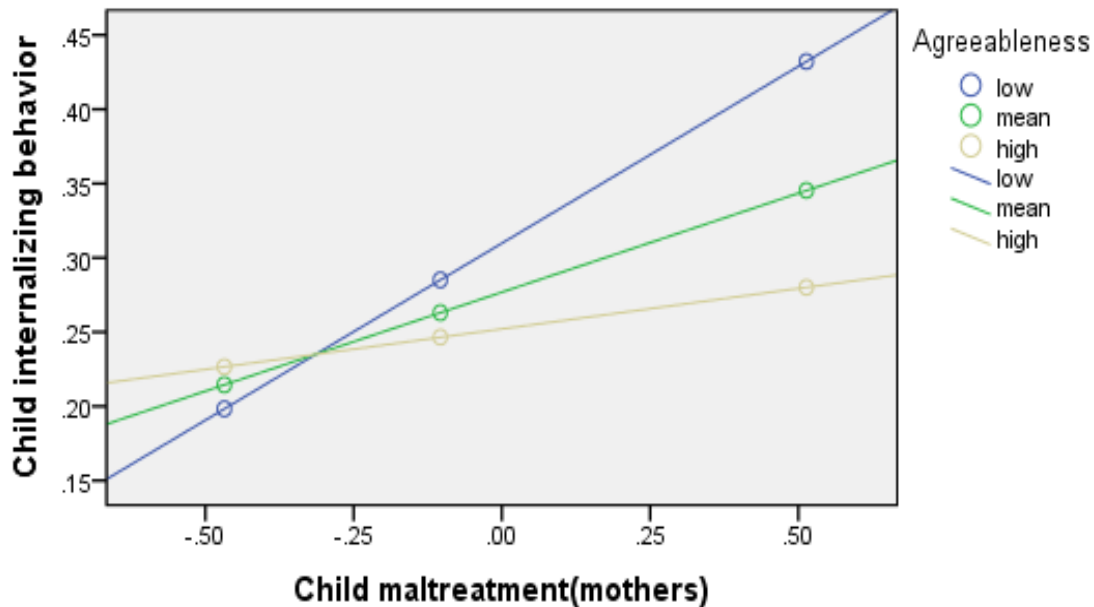


Figure 11. Moderating Role of Agreeableness Child Personality Factor on the Relation between Child Maltreatment by Mothers and Child Internalizing Behavior

Simple slopes analysis in Figure 11 indicated that child internalizing behaviors associated with child maltreatment by mothers was high at low level of agreeableness, at mean values of agreeableness, the level of child internalizing behavior reduced and at high level of agreeableness child internalizing behavior associated by child maltreatment by mothers was low. This suggests that the association between maltreatment by mothers and child internalizing behavior gets stronger at low levels of agreeableness. The results confirm Slobodskaya and Akhmetova's (2010) study which revealed that agreeableness in Russian children aged (7-10 year) was negatively associated with internalizing behavior ($r = -.21, p = .00$). The current study adds to documented literature that low levels of agreeableness which has been associated with low self control and interpersonal relationship puts a child at high risk of internalizing behavior when maltreatment by mothers than high levels of agreeableness.

Moderating role of child personality factors on the relation between child maltreatment by fathers and child internalizing behaviors was computed. See Table 24.

Table 24: Moderating Role of Child Personality Factors on the Relation between Maltreatment by Fathers and Child Internalizing Behavior

Model	<i>R</i>	<i>R</i> ₂	<i>R</i> ² _{change}	<i>F</i> _{change}	<i>Df</i>	<i>Beta</i>	<i>P</i>
Extraversion							
Model 1	.27	.07	.07	5.79	1(152)		
Child maltreatment						.20	.01
Extraversion						-.17	.03
Model 2	.30	.09	.02	2.90	1(151)		
Childmal*Extraver						.14	.09
Agreeableness							
Model 1	.30	.09	.09	7.63	1(152)		
Child maltreatment						.19	.02
Agreeableness						-.12	.01
Model 2	.30	.09	.00	.03	1(151)		
Child mal*Agreeab						-.01	.85
Conscientiousness							
Model 1	.30	.09	.09	7.73	2(152)		
Child maltreatment						.21	.01
Conscientiousness						.22	.01
Model 2	.31	.10	.00	.74	1(151)		
Childmal*Conscie						-.07	.39
Neuroticism							
Model 1	.28	.08	.08	6.54	1(152)		
Child maltreatment						.15	.07
Neuroticism						.17	.03
Model 2	.32	.10	.02	3.67	1(151)		
Child Mal*Neur						.15	.06
Openness							
Model 1	.32	.10	.10	8.45	1(152)		
Child maltreatment						.19	.02
Openness						-.24	.00
Model 2	.32	.10	.00	0.62	1(151)		
Child mal*Open						.06	.43

Assessing main effects, findings in Table 24 indicated that apart from child maltreatment by fathers, extraversion, agreeableness, and openness were negative predictors of child internalizing

behaviors; ($\beta = -.17, p = .03$), ($\beta = -.12, p = .01$) and ($\beta = -.24, p = .00$) respectively. This implied that an increase in children's level of extraversion, agreeableness and openness was associated with a decrease in the children's internalizing behavior problems. Conscientiousness and neuroticism increased with an increase in internalizing behavior of the children ($\beta = .22, p = .01$) and ($\beta = .17, p = .03$) respectively. However, the personality factors did not moderate the association between child maltreatment by fathers and child internalizing. The findings denote that unlike in mother-child relationship the strength of the association between maltreatment by fathers and child internalizing behavior did not change with level of child's personality factors. The findings were not expected, the study had hypothesized that child personality factors moderate the association between child maltreatment and internalizing behavior problems. It can therefore be noted that in some incidences and contexts like Bungoma County mother-child effects differ from father-child association an issue that has not been considered by previous studies who mainly researched on mother-child associations.

4.6.2 Moderating Role of Child Personality Factors on the Relation between Child Maltreatment by Mothers and Child Externalizing Behavior

In this study, whether child personality factors moderated the relation between child maltreatment by mothers and child externalizing behavior problems was assessed. The results are presented in Table 25.

Table 25: Moderating Role of Child Personality Factors on the Relation between Maltreatment by Mothers and Child Externalizing Behavior Problems

Model	<i>R</i>	<i>R</i> ²	<i>R</i> ² _{change}	<i>F</i> _{change}	<i>Df</i>	<i>Beta</i>	<i>P</i>
Extraversion							
Model 1	.46	.21	.21	17.97	2(135)		
Child maltreatment						.45	.00
Extraversion						.12	.13
Model 2	.46	.21	.00	.47	1(134)		
Child mal*Extraversion						.05	.50
Agreeableness							
Model 1	.49	.24	.24	21.03	2(135)		
Child maltreatment						.35	.00
Agreeableness						-.17	.03
Model 2	.53	.28	.04	6.96	1(134)		
Childmal*Agreeablenes						-.20	.01
Conscientiousness							
Model 1	.45	.20	.20	17.05	2(135)		
Child maltreatment						.26	.00
Conscientiousness						-.01	.86
Model 2	.50	.25	.05	8.94	1(134)		
Childmal*Conscientious						-.27	.00
Neuroticism							
Model 1	.59	.35	.35	36.57	2(135)		
Child maltreatment						.28	.00
Neuroticism						.39	.00
Model 2	.64	.41	.05	11.99	1(134)		
Child mal*Neuroticism						.24	.00
Openness							
Model 1	.46	.22	.22	18.48	2(135)		
Child maltreatment						.36	.00
Openness						-.12	.11
Model 2	.53	.28	.07	12.06	1(134)		
Child mal*Openness						-.26	.00

Results in Table 25 indicated that child maltreatment by mothers predicted externalizing behavior problems in children. In addition, neuroticism was a positive and predictor of child externalizing behavior ($\beta = .39, p = .00$). This implied that children who scored high on

neuroticism were likely to exhibit externalizing behavior when maltreated by mothers. On the contrary, agreeableness was a negative predictor of externalizing behavior ($\beta = -.17, p = .03$). This meant that children who score high on agreeableness are less likely to show externalizing behavior problems when maltreated by mothers.

In this study, it was also found that the interactions between child maltreatment by mothers and openness, agreeableness, conscientiousness and neuroticism personality factors in children were significant predictors of child externalizing behavior problems. Visual presentations were computed and presented in figures 12, 13, 14 and 15.

4.6.2.1 Moderating Role of Agreeableness Child Personality Factor on the Relation between Maltreatment by Mothers and Child Externalizing Behavior

The interaction between child maltreatment by mothers and agreeableness was a negative and significant predictor of child externalizing behavior ($\beta = -.20, p = .01$). The visual presentation of the interaction effect is as shown in Figure 12.

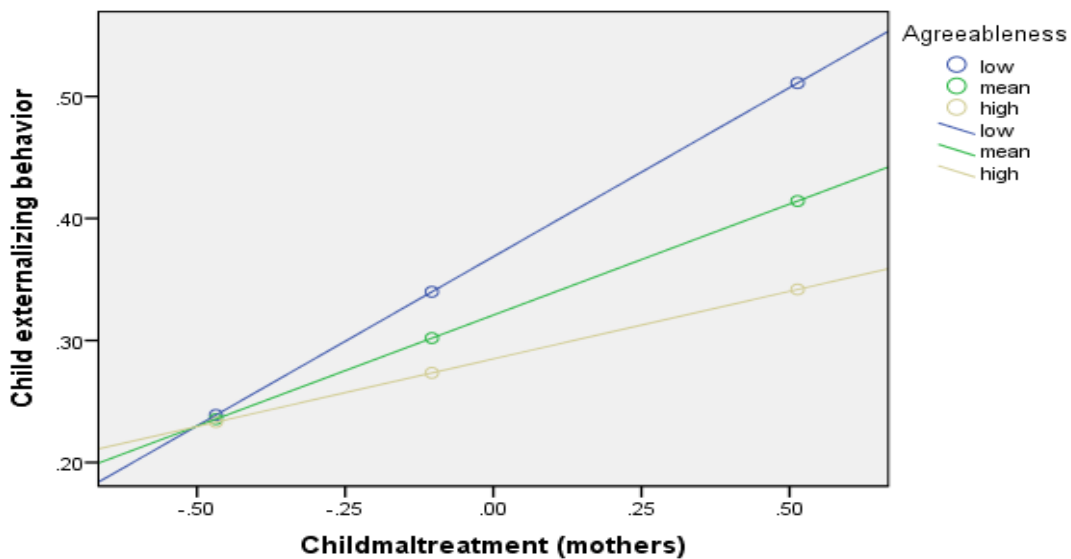


Figure 12: Moderating Role of Agreeableness Child Personality Factor on the Relation between Maltreatment by Mothers and Child Externalizing Behavior

Slope analysis in Figure 12 indicates that child externalizing behavior associated with child maltreatment by mothers was high at low level of agreeableness. At mean values of agreeableness, the level of child externalizing behavior was medium and at high levels of agreeableness child externalizing behavior was low. Hence, children who were less agreeable were more likely to have externalizing behavior problems when maltreated by mothers than those who are more agreeable. This concurred with Giao (2012) who noted that delinquent behavior and conduct disorders related to externalizing behavior symptoms were associated with low scores on agreeableness. Shinner and De young (2013) also proposed that agreeableness would be negatively associated with externalizing behavior problems. The current study confirmed that low scores on agreeableness were associated with high scores of externalizing behaviors. It further established that the association between maltreatment by mothers and externalizing behavior is stronger at low levels of agreeableness.

4.6.2.2 Moderating Role of Conscientiousness Child Personality Factor on the Relation between Maltreatment by Mothers and Child Externalizing Behavior Problems

Results in this study showed that the interaction between child maltreatment and conscientiousness was a significant predictor of child externalizing behavior ($\beta = -.27, p = .00$). The visual presentation is shown in Figure 13.

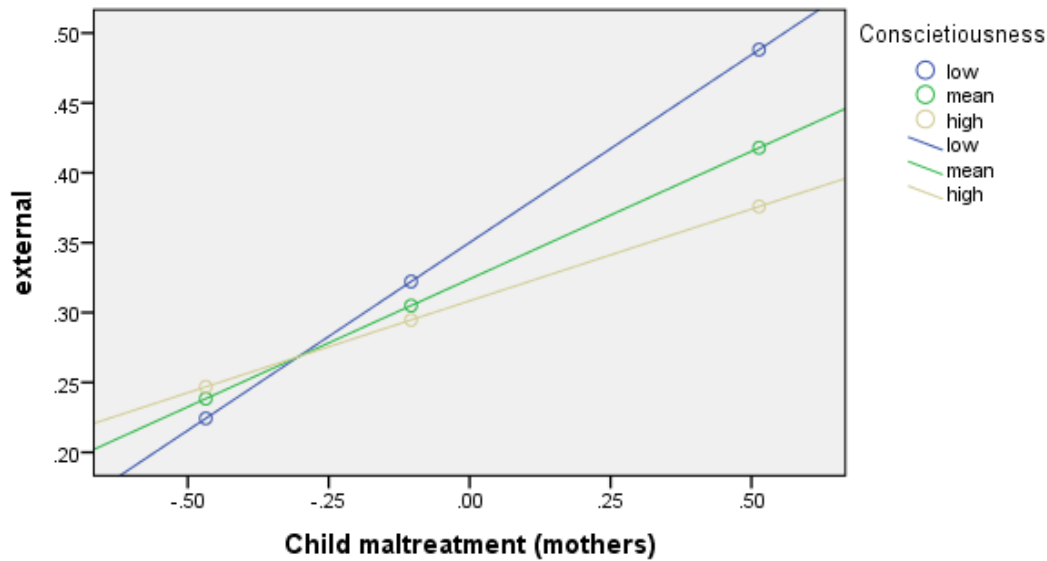


Figure 13. Moderating Role of Conscientiousness on the Relation between Maltreatment by Mothers and Child Externalizing Behavior

Slope analysis in Figure 13 indicates that child externalizing behavior associated with child maltreatment by mothers was high at low levels of conscientiousness. The level of externalizing behaviors reduced at mean values of conscientiousness and was low at high levels of conscientiousness. This suggested that children who scored low on conscientiousness were more likely to exhibit externalizing behavior when maltreated by their mothers. Giao (2012) and Shiner et al. (2006) also posited that externalizing behavior symptoms were associated with low scores on conscientiousness as indicated in the current study. Current study extended Giao and Shinner et al studies by establishing that the association between maltreatment by mothers and child externalizing behavior gets stronger at low levels of conscientiousness.

4.6.2.3 Moderating Role of Neuroticism Personality Factors on the Relation between Maltreatment by Mothers and Child Externalizing Behavior

This study found that interaction between child maltreatment and neuroticism was a significant predictor of child externalizing behavior ($\beta = .24, p = .00$). The interaction effects are presented in Figure 14.

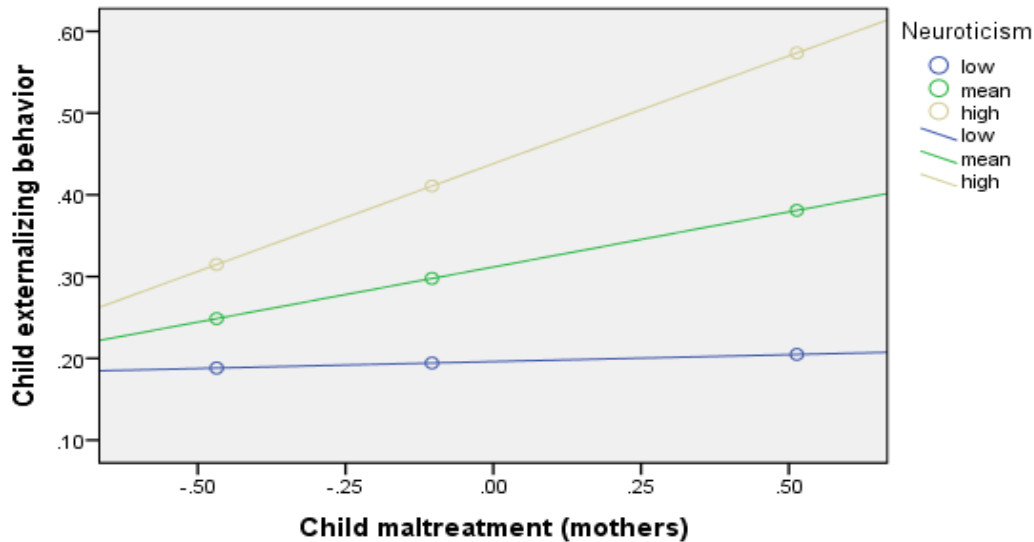


Figure 14. Moderating Role of Neuroticism on the Relation between Maltreatment by Mothers and Child Internalizing Behavior

A slope analysis of figure 14 indicated that child externalizing behavior associated with child maltreatment was high at high level of neuroticism. However, the level reduced at mean values of neuroticism. It was low at low levels of neuroticism and high at high levels of neuroticism. This suggested that children who scored high in neuroticism were at higher risk of externalizing behavior problems when maltreated by their mothers. The findings were in agreement with Oren and Jones (2009) who asserted that individuals scoring high on neuroticism were likely to show more externalizing behavior symptoms. The current study adds that the association between child maltreatment and child externalizing behavior gets stronger at high levels of neuroticism.

4.6.2.4 Moderating Role of Openness Personality Factors on the Relation between Maltreatment by Mothers and Child Externalizing Behavior

In the current study, the interaction between maltreatment by mothers and openness personality factor in children is a significant predictor of child externalizing behavior ($\beta = -.26, p = .00$).

Figure 15 presents the visual interaction effects.

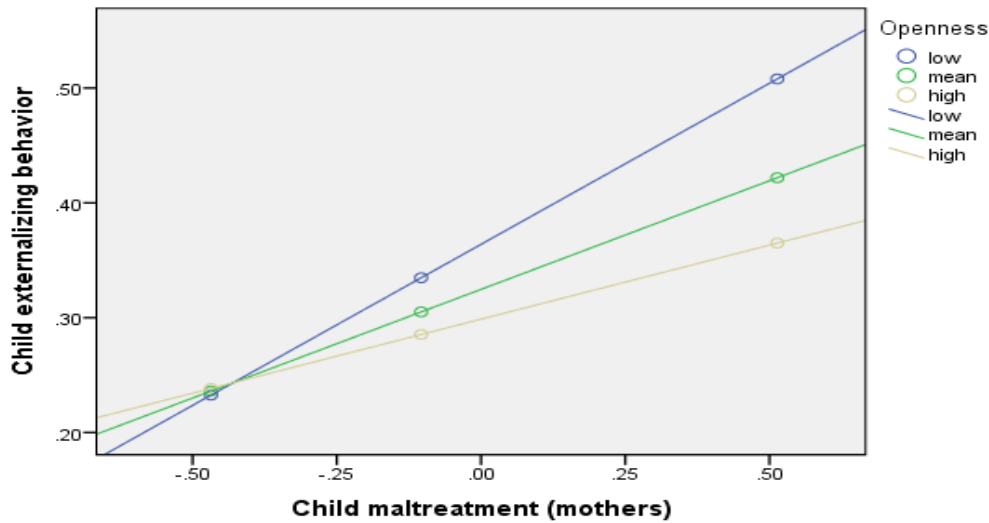


Figure 15. Moderating Role of Openness on the Relation between Maltreatment by Mothers and Child Externalizing Behavior

Slope analysis in Figure 15 indicated that child externalizing behavior associated with child maltreatment by mothers was high at low level of openness. At mean values of openness, child externalizing behavior reduced and at high level of openness; child externalizing behavior was comparatively lower. This could be attributed to the fact that openness is the tendency towards intellectual curiosity and appreciating other cultures. Children who scored high on openness were therefore less likely to exhibit externalizing behavior problems as they adapted faster to the harsh treatment compared to those who scored low on openness. In action, this study showed that the strength of relation between maltreatment by mothers and child externalizing behavior

problems gets stronger at low levels of openness to experience, conscientious, agreeableness but at high level of neurotic.

Further analyses were done to determine whether child personality factors moderated the relation between child maltreatment by fathers and child externalizing behavior to find out whether there were similarities with mother-child relation. The findings are presented in Table 26.

Table 26. The Moderating Role of Child Personality in the Relation between Maltreatment by Fathers and Child Externalizing Behavior

Model	R	R ²	R ² _{change}	F _{change}	Df	Beta	P
Extraversion							
Model 1	.33	.11	.11	9.37	1(152)		
Child maltreatment						.23	.00
Extraversion						.03	.66
Model 2	.41	.17	.06	10.09	1(151)		
Child mal*Extrave						.24	.00
Agreeableness							
Model 1	.35	.13	.13	10.86	1(152)		
Child maltreatment						.30	.00
Agreeableness						-.14	.08
Model 2	.36	.13	.01	1.07	1(151)		
Child mal*Agreeabl						.08	.30
Conscientiousness							
Model 1	.37	.14	.14	11.83	1(152)		
Child maltreatment						.30	.00
Conscientiousness						-.16	.03
Model 2	.38	.14	.01	1.60	1(151)		
Child mal*Conscien						.10	.21
Neuroticism							
Model 1	.43	.19	.19	17.46	1(152)		
Child maltreatment						.24	.00
Neuroticism						.28	.00
Model 2	.45	.20	.02	2.93	1(151)		
Child mal*Neurotic						.13	.09
Openness							
Model 1	.36	.13	.13	11.63	1(152)		
Child maltreatment						-.17	.03
Openness							
Model 2	.40	.15	.02	4.38	1(151)		
Child mal*Openness						.16	.04

The results in Table 26 indicated that apart from child maltreatment by fathers, conscientiousness, neuroticism and openness personality factors were significantly associated with child externalizing behavior problems. The study showed that conscientiousness and openness were negative predictors of externalizing behavior problems among children ($\beta = -.16, p = .03$) and ($\beta = -.17, p = .03$) respectively. On the contrary, neuroticism was a positive predictor of externalizing behavior ($\beta = .28, p = .00$) among children.

When the moderating effects of the child personality factors on the association between child maltreatment by fathers and externalizing behaviors were assessed, it was found that unlike mothers interaction between maltreatment by fathers and extraversion ($\beta = .24, p = .00$) and openness ($\beta = .16, p = .04$) were significant predictors of child externalizing behaviors (see Table 26).

A slope analyses was done to examine the moderating role of openness and extraversion on the association between child maltreatment by fathers and child externalizing behavior problems. See Figure 16.

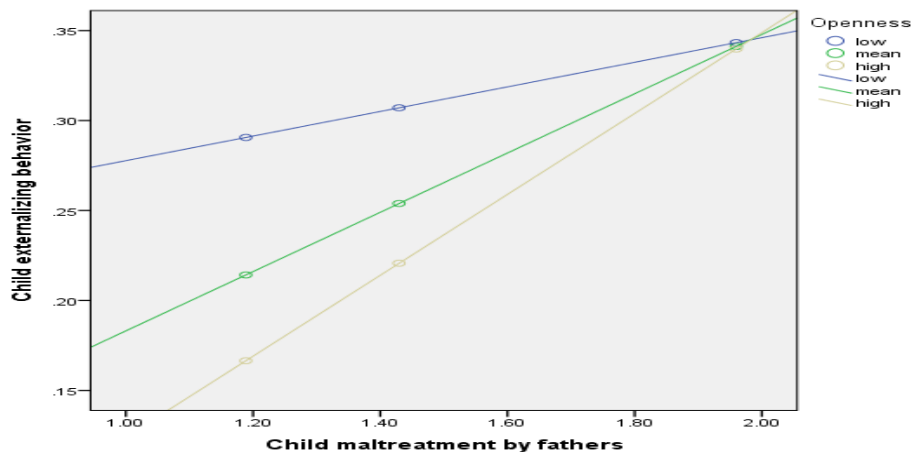


Figure 16. Moderating Role of Openness Personality Factor in Children on the Relation between Maltreatment by Fathers and Child Externalizing Behavior Problems

Figure 16 indicated that externalizing behavior in children associated with child maltreatment by fathers was high at high levels of openness. At mean value of openness externalizing scores reduced and at low level of openness externalizing behavior was low. This implied that the association between maltreatment by fathers and child externalizing behavior gets stronger at high levels of openness than low levels of openness. High scores on openness was therefore risk factor of child externalizing behavior associated with maltreatment by fathers.

4.6.2.5 Moderating Role of Extraversion Personality Factors on the Relation between Maltreatment by Fathers and Child Externalizing Behavior

Figure 17 presents visual representation of moderating role of extraversion on the relation between child maltreatment by fathers and externalizing behavior.

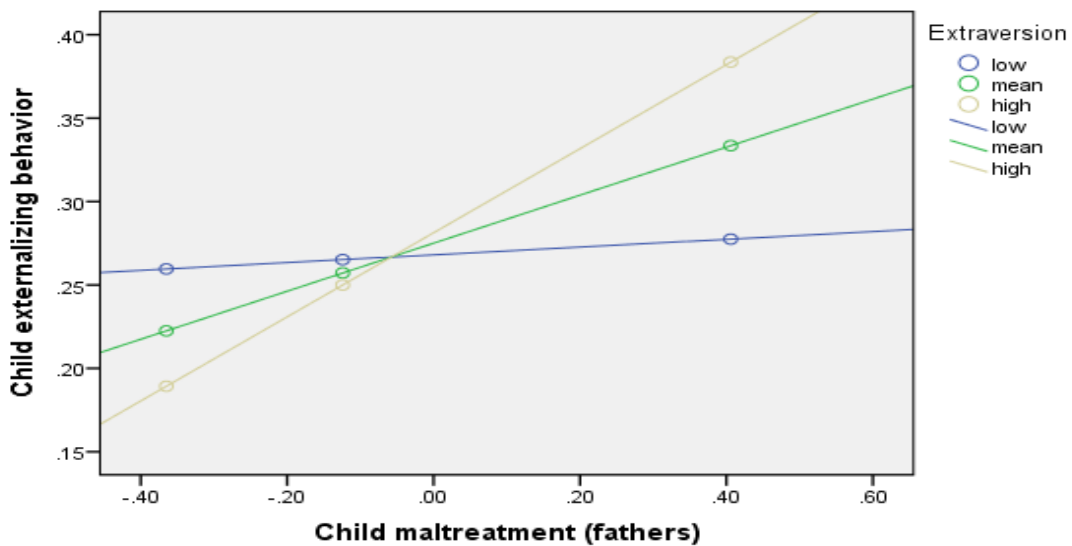


Figure 17. Moderating Role of Extraversion Personality Factor on the Relation between Maltreatment by Fathers and Externalizing Behavior

Simple slope analysis in Figure 17 indicated that child externalizing associated with child maltreatment fathers was low at low levels on extraversion. At mean levels of extraversion, child externalizing behavior increased and at high levels of extraversion, child externalizing behavior

was high. Slobodskaya and Akhmetova (2010) also found that high scores on extraversion scale predisposed Russian children aged 3 to 18 years to externalizing behavior problems. The current study established the proposal by Meunier et al. (2011) that child personality factors influence the bidirectional parent child relationship. Thus the association between maltreatment by fathers and child externalizing behavior gets stronger at high levels of extraversion of children. The findings however are contrary to Valles (2012) study where it was found that child temperament did not moderate the relation between parenting practices and aggressive behavior associated with externalizing behavior. The contradictions calls for further studies in different samples

Taken together, the findings of this study supported the null hypothesis that child personality factors: agreeableness, conscientiousness, neuroticism and openness do not affect the relation between fathers' and mothers' parenting style and maltreatment of children. Though the findings were least expected, they suggest that high demanding and controlling parents are likely to maltreat their children irrespective of the children personality factors.

On a different note, the current study findings negated the null hypothesis that child personality factors moderate the association between maltreatment and child behavior problems. The findings further notes that there is a difference in mother-child and father-child associations and parent child relationship cannot be generalized based on data obtained on relation between the child and either mothers or fathers alone. The differences could be attributed to differences in time spent with the child by fathers and mothers. In addition, how children interpret the forms of maltreatment by fathers and mothers and probably the type of bond they form with the each parent could have affected the results.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter gives a summary of the findings based on the study objectives as discussed in chapter 4. It also draws conclusions from the discussion of the results. In addition; this chapter makes recommendations for future research based on the findings and limitations of the current study.

5.2 Summary of the Findings

5.2.1 Parenting Style used for Children in Middle Childhood

Results of this study indicated that mothers predominantly used authoritative parenting style 48 (34.3%) followed by permissive 46(32.5%) and authoritarian 43(30.4%). The least predominant was undifferentiated parenting style which did not fit any of the three styles with only 3(2.8%) of mothers who participated in this study using it. Analysis of parenting styles by fathers indicated that fathers predominantly used authoritarian 60(38.9%) followed by authoritative 56 (36.1%) parenting styles. Fathers who used permissive parenting style were 32 (20.4%) and only 7(4.6%) used undifferentiated parenting styles. This suggests that a majority of parents for children in middle childhood in Bungoma County predominantly use authoritarian and authoritative parenting styles.

5.2.2 Level of Child Maltreatment of Children in Middle Childhood by Mothers and Fathers

The results showed that there were significant differences in levels of physical assault/maltreatment and psychological aggression/maltreatment by mothers ($t = -5.63, df = 137,$

$p = .00$) and fathers, ($t = 6.11$, $df = 154$, $p = .00$). The study results also indicated significant differences in levels of physical assault/maltreatment and neglect by mothers ($t = 5.72$, $df = 137$, $p = .00$) and fathers ($t = 6.66$, $df = 154$, $p = .00$). The highest level of maltreatment by both mothers and fathers was, therefore, psychological maltreatment, followed by physical maltreatment and the lowest was child neglect. The fact that physical assault was the second highest indicates that physical abuse is also common in Bungoma County, Kenya.

Results indicated that mothers maltreated children more than did fathers ($M = 1.67$, $SD = .52$, $n = 107$) and ($M = 1.51$, $SD = .52$, $n = 107$) $t = -2.72$, $df = 107$, $p = .01$. Comparison of forms of maltreatment by fathers and mothers showed a significant difference in physical assault/maltreatment by mothers ($M = 1.67$, $SD = .49$) and fathers ($M = 1.50$, $SD = .35$), $t = -3.5$, $df = 107$, $p = .00$. There was no significant differences in psychological aggression/maltreatment by mothers ($M = 2.01$ $SD = .98$) and fathers ($M = 1.78$, $SD = .74$), $t = 1.95$, $df = 107$, $p = .05$); and neglect by mothers ($M = 1.33$, $SD = .53$) and fathers ($M = 1.23$, $SD = .45$), $t = 1.32$, $df = 107$, $p = .19$).

Maltreatment of boys and girls by mothers and fathers was determined. This study showed that there were no significant differences in maltreatment (composite score) of boys and girls by mothers; boys ($M = 1.66$, $SD = .43$) and girls ($M = 1.67$, $SD = .49$), $t = -.20$, $df = 136$, $p = .84$). The results also showed no significant differences in maltreatment of boys and girls by fathers; boys ($M = 1.60$, $SD = .43$) and girls ($M = 1.50$, $SD = .41$), $t = 1.46$, $df = 153$, $p = .15$). No significant difference was also reported on physical assault, psychological aggression and neglect of boys and girls by fathers and mothers.

5.2.3. Relation between Parenting Style, Child Maltreatment and Child Behavior Problems

5.2.3.1 Relation between Parenting Style and Child Maltreatment

The results indicated that increase in demanding and control by parents was a risk factor of child maltreatment. Mothers' parenting style was significantly related to child maltreatment ($r = .20, p = .02, n = 138$). Regression analysis indicated that mother education level, gender of the child and family monthly income variables were not significantly related to child maltreatment. Mothers' parenting style as a positive and significantly predicted child maltreatment $\beta = .25, p = .01$ indicating that children of high demanding and controlling mothers were at a risk of child maltreatment.

This study also showed that the association between fathers' parenting style and child maltreatment was significant ($r = .28, p = .00, n = 149$) suggesting that child maltreatment likely increased with increase in fathers' demand and control. Regression analysis indicated that similar to mothers, education level of fathers, gender of children and monthly income of family were not significantly associated with child maltreatment by fathers. Fathers' parenting style remained a significant predictor of child maltreatment $\beta = .17, p = .04$.

Hierarchical regression analyses showed that mothers' parenting style was significantly associated with physical assault/maltreatment $\beta = .28 (p = .00)$ and psychological aggression/maltreatment $\beta = .30 (p = .00)$ and the association between mothers' parenting style and child neglect was not significant. For father-child interaction, fathers' parenting style was a predictor of psychological

aggression/ emotional maltreatment $\beta = .30$ ($p = .00$) and not a significant predictor of physical assault and neglect.

5.2.3.2 Relation between Child Maltreatment and Behavior Problems

This study found that maltreatment by mothers was significantly associated with internalizing behavior in children ($r = .46$, $p = .00$, $n = 138$) and externalizing behavior in children ($r = .44$, $p = .00$, $n = 138$) respectively. There were also significant associations between maltreatment by fathers and child internalizing behavior ($r = .22$, $p = .00$, $n = 145$) and externalizing behavior ($r = .33$, $p = .01$, $n = 145$).

Multiple regression analyses computed when other predictors were held constant showed that psychological aggression/emotional maltreatment $\beta = .33$ ($p = .00$) and neglect $\beta = .40$ ($p = .00$) by mothers were significant predictors of internalizing behavior problems in children. The findings of the study also indicated that psychological aggression/emotional maltreatment by mothers, $\beta = .40$ ($p = .00$) and neglect, $\beta = .20$ ($p = .01$) were significant predictors of child externalizing behavior problems. There were however no significant associations between psychological aggression, physical assault and neglect by fathers and child internalizing and externalizing behavior when effects of other predictors were held constant.

5.2.4. Moderating Role of Child Personality Factors on the Relation between Parenting Style and Child Maltreatment

Although results indicated that extraversion personality factor in children was a negative and significant predictor $\beta = -.54$ ($p = .01$) and neuroticism a positive and significant predictor $\beta = .21$, ($p = .04$) of maltreatment by mothers, this study found that interaction between neuroticism, openness, conscientiousness and agreeableness and mothers' parenting style were not significant

predictors of child maltreatment and did not therefore moderate the relation between mothers' parenting style and child maltreatment.

Interaction between extraversion and mothers' parenting style was a positive and significant predictor of child maltreatment; $\beta = .44$ ($p = .03$). This suggested that effects of mothers' parenting style on child maltreatment differed depending on the levels of extraversion personality factor of children. A simple slope analysis conducted to ascertain how the levels of child extraversion affected the association between parenting style and child maltreatment showed that the association got stronger at high level of extraversion. Therefore, children who scored high on extraversion were at a higher risk of maltreatment by demanding and controlling mothers compared to those who scored low. Extraversion personality factor in children was not found to moderate the relation between fathers' parenting style and child maltreatment.

Notably, interaction between fathers' and mothers' parenting styles and agreeableness, conscientiousness, neuroticism and openness personality factors of children were not significant predictors of child maltreatment. This suggested that irrespective of the children's level on these personality factors they were likely to be maltreated by high controlling and demanding parents.

5.2.5 Moderating Role of Child Personality Factors on the Relation between Child Maltreatment and Behavior Problems

5.2.5.1 Moderating Role of Child Personality Factors on the Relation between Child Maltreatment and Internalizing Behavior Problems

Regarding mother-child relationship, interaction between child maltreatment and agreeableness was negative and significant predictor of child internalizing behavior $\beta = -.27$ ($p = .00$). The interaction between conscientiousness personality factor and child maltreatment by mother was also a negative and significant predictor of child internalizing behavior $\beta = -.24$ ($p = .00$). Likewise, interaction between openness child personality factor and child maltreatment by mothers was negative and significant predictor of child internalizing behavior $\beta = -.25$ ($p = .00$). On the contrary, interaction between child maltreatment by mothers and neuroticism personality factor of children was positive and significant predictor of child internalizing behavior problems $\beta = .18$ ($p = .01$).

A simple slope analysis showed that child maltreatment by mothers was high at high levels of neuroticism; at the mean value of neuroticism there was a small positive relation between child maltreatment by mothers and child internalizing behavior and low at low levels of neuroticism child internalizing behavior was even much lower (slope is almost flat). This suggested that the association between maltreatment by mothers and child internalizing behavior got stronger at higher level of neuroticism.

The study also found that child internalizing was high at low levels of conscientiousness, openness and agreeableness. At mean values of conscientiousness, openness and agreeableness

the relation was positive though the slope was less steep indicating reduced levels of child internalizing behavior. At high levels of conscientiousness, openness and agreeableness the slope was almost flat. This indicated that the association between maltreatment by mothers and child internalizing behavior got stronger at low levels of conscientiousness, openness and agreeableness. This suggests that children who are less open, less conscientious and less agreeable are more likely to exhibit internalizing behaviors related to maltreatment by mothers than children who are more open, more conscientious and more agreeable.

With regard to father-child association, the results showed that the child personality factors did not moderate the relation between child maltreatment by fathers and child internalizing behavior problems.

5.2.5.2 Moderating Role of Child Personality Factors on the Relation between Child Maltreatment and Externalizing Behavior Problems

This study showed that child maltreatment by mothers and fathers predicted child externalizing behavior problem. The interaction between child maltreatment by mothers and agreeableness was negative and a significant predictor of child externalizing behavior $\beta = -.20$ ($p = .01$). Interaction between child maltreatment by mothers and conscientiousness was a significant negative predictor of child externalizing behavior $\beta = -.07$ ($p = .00$). Interaction between child maltreatment by mothers and neuroticism was a significant predictor of child externalizing behavior $\beta = .24$ ($p = .00$). Interaction between child maltreatment by mothers and openness personality factor in children is a significant predictor of child externalizing behavior ($\beta = -.26$, $p = .00$). This study found that interaction between child maltreatment and neuroticism was a significant predictor of child externalizing behavior ($\beta = .24$, $p = .00$).

Visual slope analysis showed that at low levels of agreeableness, conscientiousness and openness, child externalizing behavior was high, at mean level of agreeableness, conscientiousness and openness, the level of child externalizing behavior reduced and at high levels of agreeableness, conscientiousness and openness, child externalizing behavior was even lower. This indicated that the association between maltreatment by mothers and child externalizing behavior got stronger at low levels of openness, conscientiousness and agreeableness. This suggested that children who scored low on openness, conscientiousness and agreeableness personality factors were more likely to exhibit externalizing behavior problems when maltreated by mothers compared to those who scored high on openness, conscientiousness and agreeableness. A visual presentation of the moderating role of neuroticism showed that child externalizing behavior was associated with child maltreatment was high at high levels of neuroticism, the level reduced at mean values of neuroticism. It was low at low levels of neuroticism and high at high levels of neuroticism. This indicated that the association got stronger at high level of neuroticism.

Regarding father-child association, the interaction between child maltreatment by fathers and openness $\beta = .16$ ($p = .04$) was a predictor of child externalizing behaviors. A visual slope analysis showed that, externalizing behavior in children associated with child maltreatment by fathers was high at high levels of openness. At mean value of openness externalizing scores reduced and at low level of openness externalizing behavior was low. This suggested that the association between maltreatment by fathers and child externalizing behavior got stronger at high levels of openness than low levels of openness.

The study indicated that extraversion personality factor in children moderated the relation between child maltreatment by fathers and child externalizing behavior $\beta = .24$ ($p = .00$). Specifically, child externalizing associated with child maltreatment by fathers was low at low levels on extraversion. At mean levels of extraversion, child externalizing behavior increased and at high levels of extraversion, child externalizing behavior was high. This indicated that the association between maltreatment by fathers and child externalizing behavior got stronger with high level of extraversion. Based on fathers' data, neuroticism, conscientiousness and agreeableness personality factors did not moderate the relation between child maltreatment and child externalizing behavior problems.

5.3 Conclusion

5.3.1 Parenting Style for Children in Middle Childhood

Fathers were more authoritarian than authoritative and mothers more authoritative than authoritarian. Authoritative and authoritarian are the predominant parenting styles in Bungoma County, Kenya.

5.3.2 Level of Child Maltreatment among Children in Middle Childhood

Mothers and fathers in Bungoma County maltreat children aged 7-10 years. Although mothers maltreat children more than fathers, boys and girls in middle childhood experience same level of maltreatment by mothers and fathers. In order of prevalence, psychological aggression/emotional maltreatment is the most common followed by physical assault/ maltreatment and the least is neglect. There are therefore some similarities as well as differences in the treatment of children by mothers and fathers in middle childhood in Bungoma County.

5.3.3 Relation between Parenting Style, Child Maltreatment and Behavior Problems

5.3.3.1 Relation between Parenting Style and Child Maltreatment

There was significant association between parenting style and child maltreatment. Thus, maltreatment of children increased with parents' demand and control.

For specific forms of child maltreatment, whereas psychological aggression/emotional maltreatment increased with demand and control by both fathers and mothers, this study found that they had no significant association between parents' demand and control and child neglect. In addition, whereas mothers' demand and control was associated with physical assault/maltreatment, there was no association between fathers' demand and control and physical maltreatment. The study nonetheless supports the fact that parents' high levels of control and demand are risk factors to child maltreatment potential.

5.3.3.2 Relation between Child Maltreatment and Behavior Problems

There were also significant associations between child maltreatment and child internalizing and externalizing behavior problems by mothers and fathers. On the basis of these findings, child maltreatment is a risk factor of child internalizing and externalizing behavior problems.

5.3.4 Moderating Role of Personality Factors on the Relation between Parenting Style and Child Maltreatment

It was found in this study that extraversion personality factor moderates the relation between parenting style by mothers and child maltreatment. The other four personality factors; agreeableness, conscientiousness, neuroticism and openness do not moderate the association between parenting style by mothers and fathers and child maltreatment. The findings denote that

parents who are high demanders and controllers will likely maltreat children irrespective of the children's personality factors.

5.3.5 Moderating Role of Personality Factors on the Relation between Child Maltreatment and Internalizing and Externalizing Behavior Problems

Neuroticism conscientiousness, openness and agreeableness moderated the relation between child maltreatment by mothers and internalizing behavior problems. In particular, the association between child maltreatment and externalizing and internalizing behavior get stronger at low levels of conscientiousness, openness and agreeableness denoting that children with low levels of conscientiousness, openness and agreeableness are more likely to exhibit internalizing and externalizing behavior problems when maltreated by mothers than those who scored high on conscientiousness, openness and agreeableness.

All the five personality factors: conscientiousness, openness and agreeableness, extraversion and neuroticism did not moderate the association between maltreatment by fathers and child internalizing behavior problems. Openness and extraversion personality factors nonetheless moderate the association between maltreatment by fathers and child externalizing behavior.

5.4 Recommendations

5.4.1 Parenting Style for Children in Middle Childhood

This study found that the most predominant parenting style by fathers and mothers were authoritarian and authoritative parenting style. There is need to initiate programs on positive parenting among parents in Kenya to reinforce use of authoritative parenting style that balances control and demand by parents. Both fathers and mothers need to be targeted in these programs.

5.4.2 Level of Maltreatment of Children in Middle Childhood by Fathers and Mothers

This study showed that fathers and mothers are maltreating boys and girls in their homes. It is clear that the goals of protecting children from all forms of violence as outlined in the convention of the rights of the child have not yet been realized. First, there is need for education programs targeting fathers and mothers to help them adopt child friendly measures of correcting children. Second, the use of psychological aggression/emotional maltreatment that has been previously allotted little attention needs to be addressed. Third, boys and girls are equally in need of protection given that they both experience equal levels of maltreatment.

5.4.3 Relation between Parenting Style Maltreatment and Child Behavior Problems

This study found an association between maltreatment and child behavior problems. There is need for awareness creation to the fathers and mothers on the negative effects of child maltreatment on children's behaviors.

5.4.4 Moderating Role of Personality Factors on the Relation between Parenting Style and Child Maltreatment

Child personality factors; agreeableness, conscientiousness, neuroticism and openness were found not to moderate the association between parenting style and child maltreatment. The findings disapprove the fact that child attributes influence the relation between parenting style and child maltreatment and denotes that children of parents who are controlling and demanding are at risk of maltreatment in spite of their personality factors. Parents' education programs, therefore, need to include parents of all children irrespective of the children's personality factors.

5.4.5 Moderating Role of Personality Factors on the Relation between Child Maltreatment and Internalizing and Externalizing Behavior Problems

The current study showed that child personality factors have a potential effect on the association between child maltreatment and internalizing and externalizing behavior problems. There is need to educate parents on issues of child personality for them to understand that different children react differently to similar parenting practices. Programs targeting children should also include strategies to help children learn effective self regulations. These may act as protective factors against child maltreatment.

5.5 Suggestions for Further Research

On the basis of the limitations, findings and conclusions reached in this study, the following are suggestions for future studies;

1. There were some differences in findings on the basis of father-child and mothers-child relationship. Future studies could replicate this study in other populations to confirm the findings. In addition qualitative methods such as interviews with parents can be used to gather more data that can help explain the differences.
2. This study used self reports of parents to ascertain parenting styles and child maltreatment. The reports were prone to social desirability. Future studies could use observations and children reports to validate the findings.
3. The study noted that parents are predominantly using authoritative and authoritarian parenting styles and also psychological aggression/emotional maltreatment and physical assault/maltreatment. Future studies to replicate the study in different age cohorts to ascertain whether there is actually a shift towards positive parenting among Kenyan parents.

4. Cross sectional survey that was correlational in design used in this study established a significant association between parenting style, child maltreatment and child behavior problems. There is need for longitudinal studies to determine the causal effect of parenting style and child maltreatment on child behavior problems.

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APPENDICES

APPENDIX A: BACKGROUND INFORMATION OF THE CHILD

SECTION 1: Preliminary background information of the child (by child).

Name: -----School-----Class-----

Whom do you stay with----- Age-----

Mothers Telephone Number----- Fathers telephone number

Home village-----

SECTION 2: Background information of the child (by parent)

Respondent: Father----- Mother-----

Contacts -----

Child Name-----ID NO. -----

Child Education Level : -----

Child Gender-----

Child date of Birth-----

Relation with Child : Biological -----Step-----Grand Mother-----Grand Father----

Ethnic Group-----

Parent education level : -----

Parent occupation : -----

Household Monthly Income : -----

APPENDIX B: PARENTING STYLES AND DIMENSION QUESTIONNAIRE

Instruction: The following page contains a list of behaviors that parents/guardians may exhibit when interacting with their children. This questionnaire is designed to measure how often you and your spouse exhibit certain behavior towards your child

Name of child-----School-----

Class-----Child Birth Order-----

Tick (√) if you are

Father-----

or

Mother-----

Kindly use the following rating scale to rate how often you and exhibit this behavior and place your answer on the line to the left of the item.

Never=1, Once in a while=2, about half of the time=3, Most of the time=4, Always=5

		1	2	3	4	5
1	I encourage my child to talk about his/her troubles					
2	I use physical punishment as a way of disciplining my child					
3	I let my child get away with things					
4	I explain to my child's how I feel about my child's good and bad behavior					
5	I find it difficult to discipline my child					
6	I encourage my child to freely express him/herself even when disagreeing with parents.					
7	I punish my child by taking privileges away from him/her					
8	I emphasize to my child the reason for rules					
9	I give comfort and understanding when my child is upset					
10	I yell or shout when my child misbehaves					
11	I give praise when my child is good					
12	I give in to my child when the child causes a commotion about something					
13	I take into account my child's preferences in making plans for the family					
14	I grab my child when being disobedient					
15	I state punishment to my child and do not actually do them					
16	I show respect to my child's opinions by encouraging child to express them					
17	I allow my child to give input into family rules					
18	I give my child reasons why rules should be obeyed					
19	I give my child a lot of freedom					
20	I punish my child by putting my child off somewhere alone with little if any explanations					

21	I help my child to understand the impact of behavior by encouraging my child to talk about consequences of his/her own actions					
22	I scold or criticize when my child's behavior does not meet my expectations					
23	I explain the consequences of my child's behavior					
24	I slap my child when my child misbehaves.					
25	I threaten my child with punishment than actually giving it					
26	I take my child's desires into account before asking my child to do something					
27	I responds to my child's feelings and needs					
28	I use threats as punishment to my child with little or no justification					
29	I spank my child when is disobedient					
30	I explode in anger to my child					
31	I scold and criticize my child to make my child improve					
32	My child has to conform to what I want					

APPENDIX C: KISWAHILI VERSION OF PARENTING STYLE AND DIMENSION QUESTIONNAIRE

HOJAJI YA WAZAZI KUHUSU MITINDO YA MALEZI

Maagizo : Ukurasa ufuatao una orodha ya tabia ambazo wazazi huzidhihirisha wanapohusiana na watoto wao. Lengo la hojaji hii ni kukadiria mara ngapi wewe hudhihirisha tabia hizo.

Jina la mtoto-----Shule-----

Darasa----- Wekeamkwaju(√) ikiwa wewe ni

Baba-----

au

Mama-----

Tafadhali tumia vipimo vifuatavyo kukadiria mara ngapi wewe hudhihirisha tabia hizi kasha utoe jibu lako kushoto mwa tabia iliyopendekezwa kwenye jedwali.

Sijawahi=0, Mara mojamoja=1, Karibu nusu ya nyakati anapofanya makosa=2, Mara nyingi =3, Kila wakati =4

Mimi---

		0	1	2	3	4
1	Humhimiza mtoto wangu kuzungumza kuhusu shida zake.					
2	Humwadhibu mtoto wangu kwa kumchapa au kutumia adabu zingine kwa mwili wake.					
3	Mtoto akikosa huwa simwadhibu.					
4	Humjulisha mtoto wangu maoni yangu kuhusu tabia yake nzuri au mbaya.					
5	Hupata ugumu kumwadhibu mtoto wangu.					
6	Humhimiza mtoto wangu kujieleza waziwazi hata kama hakubaliani na mimi.					
7	Humwadhibu mtoto wangu kwa kumnyang'anya maslahi anayoyapenda na yasiyokuwa ya lazima.					
8	Humsisitizia mtoto wangu umuhimu wa kufuata kanuni au sheria					
9	Humliwaza/mbembeleza na kuemwelewa mtoto wangu anapokasirika.					
10	Humkemea au kumpigia kelele mtoto wangu anapofanya makosa.					
11	Humpongeza mtoto wangu anapotenda mema.					
12	Mtoto wangu anapozua rabsha kuhusu jambo Fulani mimi humwacha huru afanye anavyopenda.					
13	Huzingatia matakwa/maoni ya mtoto wangu katika mipango ya familia.					
14	Humkaba/kumshika kwa nguvu mtoto wangu wakati anapoonyesha utundu.					
15	Humfahamisha mtoto wangu adhabu atakayoipata iwapo atafanya kosa					

	ingawa sitekelezi adhabu hiyo afanyapo kosa					
16	Huheshimu maoni ya mtoto wangu kwa kumhimiza kuyaeleza.					
17	Humshirikisha mtoto wangu wakati ninatunga kanuni na sheria za familia.					
18	Humweleza mtoto wangu umuhimu wa kutii kanuni/sheria.					
19	Humpa mtoto wangu uhuru mwingi.					
20	Humwadhibu mtoto wangu kwa kumwacha akae mahali Fulani pekee yake bila kumweleza sababu mwafaka ya kufanya hivyo au wakati mwingine kutomweleza chochote.					
21	Humsaidia mtoto wangu kujua matokeo ya mienendo Fulani kwakumhimiza kueleza matokeo ya matendo yake.					
22	Humkemea au kushutumu mtoto wangu wakati mienendo yake ni kinyume na matarajio yangu.					
23	Huemweleza mtoto wangu matokeo ya mienendo yake.					
24	Humpiga kofi mtoto wangu wakati anapofanya makosa.					
25	Hutishia kumwadhibu mtoto wangu kuliko kumwadhibu wakati anapokosa					
26	Huzingatia matamano au matakwa ya mtoto wangu kabla ya kumwagiza kufanya kitu.					
27	Humtimizia mtoto wangu kulinganana hisia na matakwa yake					
28	Hutumia vitisho kama jinsi ya kumwadhibu mtoto wangu bila hata sababu					
29	Humchapa mtoto wangu anapofanya makosa.					
30	Humgurumia mtoto wangu kwa hasira kali					
31	Humkemea mtoto wangu na kumkosoa ilikumfanya abadili mienendo yake.					
32	Mtoto sharti atii yale mimi ninataka					

Scoring Guide

Authoritarian: Items 2,7,10,14,20,22,24,28,29,30,31,32

Authoritative: Items 1,4,6,8,9,11,13,16,17,18,19,21,23,26,27

Permissive: Items 3, 5,12,15,25

APPENDIX D: PARENT REPORT ON CONFLICT TACTICS SCALE

The statements in this section describe how parents relate to their children. Read each statement and tick the alternative responses that apply to you most. The responses are: *Never (1) once (2) few times (3) many times 4 every time (5)*

	Item	1	2	3	4	5
1	When my child does something wrong I explain why it is wrong					
2	When my child does something wrong I put him/her on time out or send him/her to his/her room					
3	When my child does something wrong I shake him/her					
4	When my child does something wrong I hit him with a belt, brush, stick or something					
5	When my child does something wrong I give him/her something else to do					
6	When my child does something wrong I yell, scream or shout at him/her					
7	When my child does something wrong I punch or kick him/her					
8	When my child does something wrong I spank him on the bottom with my hand					
9	When my child does something wrong I grab him around the neck and choke him.					
10	When my child does something wrong I say bad words to him/her.					
11	When my child does something wrong I beat him/her					
12	When my child does something wrong I told the child he/she will be sent away or kicked out of the house					
13	When my child does something wrong I burn him/her					
14	When my child does something wrong I told him/her that I will spank or hit him/her					
15	When my child does something wrong I hit him/her with a belt, hair brush or something else hard.					
16	When my child does something wrong I slap him/her on the hand, arm or leg					
17	When my child does something wrong I take away his/her favourite toy or anything he/she like to eat.					
18	When my child does something wrong I pinch him/her					
19	When my child does something wrong I threaten him/her with a knife					
20	When my child does something wrong I throw or knock him/her down					
21	When my child does something wrong I call him/her dumb or lazy					
22	When my child does something wrong I slap him/her in the face					
23	I left my child alone at home even when you thought some adult should be with him/her					
24	I fail to ensure my child get food					
25	I am always drunk and has problem to provide basic needs like food, shelter, clothing, school needs to my child					
26	I do not make sure my child is taken to hospital when he/she is sick					
27	I had many troubles and did not tell my child that I love him/her					

APPENDIX E: KISWAHILI VERSION OF THE PARENT CONFLICT TACTICS SCALE

Ripoti Ya Wazazi Kuhusu Wanavyohusiana naWanao

Taarifa katika sehemu hii zinapambanua namna wazazi huhusiana na watoto wao. Soma kila taarifa kasha uweke mkwaju kwenye jibu ambalo linakuhusu zaidi uhusiano wako na-----
----. Majibu yamewekwa kwenye viwango vifuatavyo:

Jina la mtoto-----Shule-----

Darasa----- Wekeamkwaju(√) ikiwa wewe ni

Baba-----

au

Mama-----

Hakuna siku (0), maramoja (1) marachache (2), maranyingi (3), kilawakati (4)

	Taarifa	0	1	2	3	4
1	Mtoto wangu anapofanya makosa, mimi humweleza afahamu kuwa kile alichokifanya ni makosa.					
2	Mtoto wangu anapofanya makosa, mimi hutoa aliko na kumwe kanje au kumwamrisha aende kwenye chumba chake.					
3	Mtoto wangu anapofanya makosa, mimi humtingiza					
4	Mtoto wangu anapofanya makosa, mimi humpiga kwa mshipi, burashi ,fimbo au kitukingine chochote					
5	Mtoto wangu anapofanya makosa, mimi humpa kazi nyingine afanye ili atoke alipo					
6	Mtoto wangu anapofanya makosa, mimi hupigia kelele au humkemea.					
7	Mtoto wangu anapofanya makosa, mimi humpiga ngumi au teke.					
8	Mtoto wangu anapofanya makosa, mimi humpiga kwa makalio kwa kutumia mkono wangu					
9	Mtoto wangu anapofany amakosa, mimi humkaba koo n akumnyonga.					
10	Mtoto wangu anapofanya makosa, mimi humtusi.					
11	Mtoto wangu anapofanya makosa, mimi humchapa.					
12	Mtoto wangu anapofanya makosa mimi humwambia kuwa nitamfukuza au kumtupa nje yanyumba.					
13	Mtoto wangu anapofanya makosa mimi humchoma na moto.					
14	Mtoto wangu anapofanya makosa mimi humwambia kuwa nitamchapa au kumgonga.					
15	Mtoto wangu anapofanya makosa, mimi humpiga kwa mshipi, burashi ya nywele au kitu ambacho ni kigumu.					
16	Mtoto wangu anapofanya makosa, mimi humpiga kofi kwa mkono au mguu.					
17	Mtoto wangu anapofanya makosa, mimi humnyang'anya vifaa vyake vya					

	kuchezea au chochote anachopenda kula.					
18	Mtoto wangu anapofanya makosa, mimi humchuna.					
19	Mtoto wangu anapofanya makosa mimi humtisha kwa kisu.					
20	Mtoto wangu anapofanya makosa, mimi humtupa au humgonga chini.					
21	Mtoto wangu anapofanya makosa, mimi humwambia kuwa yeye ni mvivu/ mtu asiyeweza kuongea					
22	Mtoto wangu anapofanya makosa, mimi humpiga kofi usoni.					
23	Humwacha mtoto wangu nyumbani peke yake hata pale ninapohisi kuwa anastahili kuwachwa mikononi mwa mtu mzima.					
24	Hukosa kuhakikisha kuwa motto wangu amepata chakula.					
25	Huwa mlevi na hukosa kumtimizia motto wangu mahitaji ya kimsingi.					
26	Huwa sihakikishi kuwa mtoto wangu amepelekwa hospitalini wakati yeye ni mgonjwa.					
27	Nimekuwa na matatizo kiasi kuwa sikuweza kuonyesha au kumweleza mtoto wangu kuwa ninampenda.					

Scoring Guide

Non-violent: Items 1, 2, 5, 17

Neglect: Items 24, 25, 26, 27

Physical assault: Items 3, 4, 7, 8, 9, 11, 13, 15, 16, 18, 19, 20, 22

Psychological aggression: 6, 10, 12, 14, 21

APPENDIX F: BIG FIVE QUESTIONNAIRE

Name of Child -----Age of child----- Child NO.

Gender-----

School of the child-----

Respondents Name-----

We would like to gather information about your child’s daily life. Kindly ticks in box on extend to which you agree or disagree to the statements below;

Almost Never (1) Almost Never (2) Sometimes (3) Almost Always (4) Always (5)

My child-----

		1	2	3	4	5
1	Like to meet other people					
2	Share my things with other children					
3	Do work without carelessness					
4	Get nervous for silly things					
5	Knows many things					
6	Is in bad moods					
7	Enjoy working hard					
8	Argue with others with excitement					
9	Like to compete with others					
10	Great deal of fantasy					
11	Behaves correctly and honestly with others					
12	Is easy for me to learn what is taught at school					
13	Know when others need help					
14	Like to move and do great deal of activity					
15	Get angry easily					
16	Like to give gifts					
17	Quarrel with others					
18	When asked question is able to give correct answer					
19	Like to be with others					
20	Get involved in things do and do them to best of ability					
21	If someone does something to hurt him/her forgives					
22	Concentrate on class work					
23	It is easy to tell others what he/she think					
24	Like to read books					
25	Check homework many times to make sure it is done correctly					
26	Say what think					
27	Treat peer with affection					
28	Respect and follow the rules and order					
29	Easily get offended					
30	When teacher explains something understand immediately					
31	Is sad					
32	Is kind to others					
33	Take and keep engagements					
34	Do something not get bored					
35	Keep room in order and organized					

36	Polite when talk to others						
37	Does what want to do without waiting						
38	Like to talk with others						
39	Not patient						
40	Able to convince someone what think						
41	Able to create new games for entertainment						
42	When start something has to finish						
43	If classmate has difficulty help him/her						
44	Able to solve Mathematical problems						
45	Trust in others						
46	Keep school things neat and organized						
47	Eaily loose calm						
48	When speak others listen and do what say						
49	Treat people who dislike kindly						
50	Like to know and learn new things						
51	Play when finish homework						
52	Does things with agitation						
53	Like to joke						
54	Is unlikely to divert attention						
55	Easily make friends						
56	Weep						
57	Like to travel and know habits of other countries						
58	Think people good and honest						
59	Worry for silly things						
60	Understands immediately						
61	Is happy and lively						
62	Let others use his things						
63	Does own duty						

APPENDIX G: KISWHILI VERSION OF THE BIG FIVE QUESTIONNAIRE

Jina la mtoto-----Shule-----

Darasa-----

Wekeamkwaju(√) ikiwawewe ni Baba----- Mama-----

Ningependa kujua kuhusu maisha ya kila siku ya mtoto wako. Tafadhali weka alama ya mkwaju kwenye taarifa unazokubaliana nazo kuhusu mtoto wako. Hakikisha kuwa umechagua kulingana na kiwango kinachoelezea zaidi kuhusu mtoto wako kwa kuweka alama ya mkwaju(√) kwa viwango kama vile:

hajawahi(0), nadra sana(1) wakati mwingine(2) karibu kila wakati (3),kila wakati (4)

----- (Jina la mtoto)

		0	1	2	3	4
1	Hupenda kutangamana na watu wengine					
2	Hutumia vitu vyake pamoja na watoto wengine.					
3	Hupenda kufanya kazi yake kwa makini.					
4	Hutishwa na mambo ya madogo madogo.					
5	Anajua vitu vingi.					
6	Hana raha					
7	Hufurahia kufanya kazi kwa bidii.					
8	Hubishana na wenzake kwa uchangamfu. au msisimko					
9	Hupenda kushindana na wenzake.					
10	Huzubaishwa kwa mawazo wakati wa mchana					
11	Katika uhusiano wake na wenzake, yeye ana tabia nzuri na ni mwaminifu.					
12	Ni mwepesi wa kuyashika anayofunzwa shuleni.					
13	Hufahamu wakati wenzake wanahitaji msaada wake.					
14	Hapendi kukaa mahali pamoja na anajihusisha katika shughuli nyingi.					
15	Hukasirika haraka.					
16	Hupenda kuwazawadia wenzake.					
17	Hugombana na wenzake.					
18	Anapoulizwa swali yeye hulijibu kwa usahihi					
19	Hupenda kuwa na wengine au wenzake					
20	Huzamia katika mambo anayoyafanya na kuyafanya kwa ubora wa uwezo wake wote .					
21	Ni mwepesi wa kumsamehe mtu anapomkosea					
22	Humakinika sana kwa kazi yake ya shule					
23	Ni rahisi kwake kuwaaambia wengine anachokifikiria					
24	Hupenda kusoma vitabu.					
25	Hukagua mara kadhaa kazi yake ya ziada kuhakikisha kuwa ameifanya vyema					
26	Husema anachokiwaza au fikiria.					
27	Huonyesha mapenzi kwa wenzake					
28	Huheshimu na kufuata kanuni na taratibu zilizowekwa.					
29	Hukasirishwa kwa upesi.					

30	Mwalimu anapomfunza yeye huelewa mara moja.						
31	Ana huzuni.						
32	Huwaonyesha wenzake ukarimu.						
33	Akiweka ahadi yeye huitimiza						
34	Hujishughulisha na vitu ili asichoshwe kwa kukaa bila kufanya chochote.						
35	Huweka mahali pake pa kulala katika hali safi na kwa mpangilio mwema						
36	Yeye ni mpole anapoongea na wenzake.						
37	Anapotaka kufanya jambo yeye hulifanya bila kungoja.						
38	Anapenda kuzungumza na wenzake.						
39	Akitaka kufanya jambo lazima afanye wakati huo huo hawezi kungoja,hana subira.						
40	Anao uwezo wa kumshawishi yeyote kuhusu anachokifikiri.						
41	Ana uwezo wa kuunda michezo mipya kujifurahisha						
42	Anapoanza kufanya kitu lazima akikamilishe kwa vyo vyote vile.						
43	Humsaidia mwanafunzi mwenzake anapokuwa na shida.						
44	Ana uwezo wa kufanya na kutatua maswali ya hesabu.						
45	Huwaamini wenzake.						
46	Huviweka vitu vyake vyote vya shule kwa hali safi na kwa utaratibu.						
47	Hukasirika haraka.						
48	Anapozungumza, wenzake humsikiza na kufanya anavyosema						
49	Huwa mkarimu kwa watu wasiompanda						
50	Hupenda kujua na kujifunza mambo mapya.						
51	Hucheza tu anapokamilisha mazoezi ya shule.						
52	Hupenda kufanya mzaha au utani.						
53	Hupenda kufanya kazi kwa hasira.						
54	Ni nadra kupungukiwa na umakini kutoka kile anachokifanya.						
55	Ni mwepesi wa kutengeneza urafiki.						
56	Hulia.						
57	Hupenda sana kusafiri na kufahamu tabia za watu wengine.						
58	Hufikiri kuwa watu ni wema na wasema ukweli.						
59	Huwa na wasiwasi kuhusu vitu vya visivyo vya maana						
60	Huelewa mambo mara moja						
61	Ana furaha na ni mchangamfu						
62	Huwaruhusu watu wengine kutumia vitu vyake						
63	Hutekeleza majukumu yake mwenyewe.						

Scoring Guide

Neuroticism: Items 4,6,8,15,17,29,31,37,39,47,52,56,59

Extroversion: Items 1,9,14,19,23,26,34,38,40,48,53,55,61

Agreeableness: Items 2,11,13,16,21,27,32,36,43,45,49,58,62

Conscientiousness: Items 3,7,20,22,25,28,33,35,42,46,51,54,63

Openness: 5,10,12,18,24,30,41,44,50,57,60

APPENDIX H: INTERNALIZING AND EXTERNALIZING ITEMS ON THE CHILD BEHAVIOR CHECKLIST

Below is a list of items that describes children. For each item that describes you child now or within past few months, please tick 2 *if the item is very true or often true of the child*, tick 1 *if the item is somewhat or sometimes true of the child* and tick 0 *if the item is not true of the child*. Please answer all the items as well as you can.

		0	1	2
1	Cannot sit still			
2	Complain of being lonely			
3	Cries			
4	Fear will do bad things			
5	Want to be perfect			
6	Complain not loved			
7	Feel others want to get him			
8	Inferior			
9	Nervous and tensed			
10	Loner			
11	Fearfull			
12	Dizzy			
13	Guilty			
	Non medical problem for example			
14	Pain (not stomach ache or headache)			
15	Headache			
16	Nausea			
17	Eyes problem			
18	Rashes			
19	Stomach aches			
20	Vomiting			
21	Secretive			
22	Self embarrassed			
23	Shy			
24	Sulks			
25	Suscipicious			
26	Unhappy			
27	Whinning			
28	Withdrawn			
29	Worries			
30	Overtired			
31	Argues a lot			
32	Bragging boasting			
33	Cruelty and bullying to others			
34	Demands alot of attention			

35	Destroys his/her own things			
36	Destroys things belonging to others			
37	Disobedient at school			
38	Doesn't seem to feel guilty after misbehaving			
39	Talks too much			
40	Teases a lot			
41	Temper tantrums or hot tempered			
42	Restless			
43	Mood changes			
44	Sturbon			
45	Steals outside home			
46	Show off			
47	Screams			
48	Prefer older children			
49	Attack people			
50	Lying			
51	Hang with troubled people			
52	Get in many fights			
53	Jealous			
54	Threaten people			
55	Trauncy			
56	Laud			
57	Use drugs			
58	Use obscene language			

APPENDIX I: KISWHILI VERSION OF THE CHILD BEHAVIOR CHECKLIST

Jina la mtoto-----Shule-----

Darasa-----

Wekeamkwaju(√) ikiwawewe ni Baba-----Mama-----

Hapo chinini orodha ya mambo yanayo mueleza mtoto au kijana. Kwa kila swali eleza kuhusu tabia ya mtoto wako kwa sasa au miezi 6 iliyopita. Zungusha *duara 0= ikiwa sio kweli, 1=wakati mwingine kweli, 2=Kweli kabisa au mara nyingi kweli*

----- (Jina la mtoto)

		0	1	2
1	Hatulii amechangamka kupita kiasi			
2	Analalamika kuwa mpweke			
3	Analia sana			
4	Anahofu anafikiri au kufanya jambo baya			
5	Anajisikia kuwa lazima awe mwema au mkamilifu			
6	Anajisikia au analalamika kuwa hakuna anayempenda			
7	Anafikiri kuwa watu wako nje kumuwindi			
8	Anafikiri kuwa hana dhamani			
9	Anahofu sana au wasiwasi			
10	Anaona sawa kukaa peke yake kuliko kukaa na watu wengine			
11	Ana wasiwasi au mafadhaiko			
12	Anasikia kizunguzungu au kichwa chepesi			
13	Anajisikia kujutia sana			
	Matatizo ya kiafya bila kujua sababu za matibabu kwa mfano			
14	Vichomi au mauzizo (sio tumbo au kichwa)			
15	Kichwa kuuma			
16	Kichefuchefu, kujisikia kuumwa			
17	Matatizo ya macho (sio kama yanaohusiana na miwani)			
18	Vipele au matatizo mengine ya ngozi			
19	Kuumwa na tumbo			
20	Kutapika			
21	Ni msiri anatunza vitu mwenyewe			
22	Hajiamini anasumbuliwa kwa urahisi			
23	Anaibu sana/hana haya au uoga			
24	Ananuna sana			
25	Hamwamini mtu			
26	Hana raha, ana huzuni, au kusononeka			
27	Analalamika sana			
28	Anajitenga hajihusishi na wengine			
29	Ana wasiwasi			
30	Anachoka sana mbila sababu ya msingi			

31	Anabishana sana			
32	Anajiona ni muhimu			
33	Mkatili,mnyanyasaji si mwema kwa wengine			
34	Anahitaji uhangelizi mkubwa			
35	Anaharibu vitu vyake			
36	Anaharibu vitu vya familia au vya watu wengine			
37	Hana heshima shuleni			
38	Haonekani kujuta baada ya kukosea			
39	Anaongea sana			
40	Ana utani mwingi			
41	Anahasira kali			
42	Hazingatii au kuchanganyikiwa kwa urahisi			
43	Anabadilika ghafula kitabia au kihisia			
44	Msubufu			
45	Kuiba mahala pengine popote isipokuwa nyumbani			
46	Kujionyesha			
47	Anapiga mayowe sana			
48	Anapendelea kuwa na watoto wakubwa			
49	Anatisha watu			
50	Anadanganya au kuongea uogo			
51	Ana jihusisha na watu wanaopatikana matatani			
52	Anapigana sana			
53	Mkatili,mnyanyasaji sio mwema kwa wengine			
54	Anawashambulia watu			
55	Anatoroka shuleni			
56	Anapiga mayowe sana			
57	Anatuvuta sigara,tumbako au madawa ya kulevya			
58	Anatumia lugha ya matusi			

Scoring Guide

Internalizing Behavior: Items

1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19,20,21,22,23,24,25,26,27,28,29,30.

Externalizing Behavior: Items

31,32,33,34,35,36,37,38,39,40,41,42,43,44,45,46,47,48,49,50,51,51,53,54,55,56,57,58

APPENDIX J: PREVALENCE OF CHILD MALTREATMENT 2014-2016

Maltreatment County	Emotional			Physical			Neglect			Total	Pos.
	2014	2015	2016	2014	2015	2016	2014	2015	2016		
Baringo	2	1	4	5	0	1	8	6	1	28	27
Bomet	0	1	0	3	1	3	5	2	3	18	32
Bungoma	1	0	0	18	11	10	30	13	21	104	6
Busia	1	0	2	11	6	8	26	12	12	78	10
Elgeyo/Marakwet				3	2	5	1	3	3	17	34
Embu	1	0	1	2	1	4	9	4	7	29	26
Garissa	0	0	1	4	1	3	6	1	2	18	32
Homabay	1	0	0	12	3	6	10	7	7	46	18
Isiolo				4	0	1	2	0	1	8	41
Kajiado	1	1	1	20	6	13	20	6	9	77	11
Kakamega	2	1	2	16	12	13	30	13	17	81	9
Kericho	1	1	0	5	3	3	15	7	2	37	22
Kiambu	4	1	5	45	31	36	66	30	26	244	2
Kilifi	1	0	0	0	2	5	2	2	5	17	34
Kirinyaga	1	1	1	2	3	3	4	6	5	26	28
Kisii	5	1	0	13	9	4	16	12	14	74	12
Kisumu	0	2	2	35	13	16	21	12	12	113	5
Kitui				2	2	5	9	0	8	26	28
Kwale				2	2	1	1	0	1	7	42
Laikipia	0	0	1	4	4	4	6	3	4	26	28
Lamu				1	2	1				4	43
Machakos	1	0	1	11	9	9	12	12	5	60	14
Makueni	1	0	0	7	4	2	9	7	1	31	24
Mandera				0	0	1				1	47
Marsabit				9	4		0	1		14	36
Meru				9	4	5	20	11	14	63	13
Migori	1	0	0	15	2	2	13	6	4	43	19
Mombasa	2	1	2	25	11	11	26	11	11	100	7
Muranga	1	1	0	9	3	7	14	8	7	50	16
Nairobi	19	8	17	160	99	88	162	108	75	736	1
Nakuru	5	2	0	34	28	21	53	29	26	198	3
Nandi	0	0	1	7	4	8	9	8	5	42	20
Narok				1	2	4	13	7	3	30	25
Nyamira				3	2	4	6	5	2	22	31
Nyandarua				5	4	5	20	2	4	40	21
Nyeri	0	1	2	10	4	2	17	8	6	50	16
Samburu				1	0	0	0	1		2	45
Siaya	2	0	1	11	7	8	11	10	10	60	14
Taita Taveta	0	0	1	2	1	1	5	1	2	13	37
Tana River				1	0	1	1	0		3	44
Tharaka Nithi				2	2	1	3	2	3	13	40
Transzoia				17	9	11	23	12	19	91	8
Turkana				2	2	1	2	0	2	9	39
Uasin Gishu	5	1	1	37	22	14	51	22	18	171	4
Vihiga	0	2	1	6	6	3	6	5	6	35	23
Wajir				1			0	1		2	45
West Pokot				1	0	2	4	2	2	11	39

Data extracted from Childline Report 2006-2016

APPENDIX K: POPULATION IN BUNGOMA COUNTY

Sub County	House hold	Children 0-14 years
Bungoma North (Kimilili)	24, 454	64, 052
Bungoma East (Webuye)	43, 141	109, 414
Bungoma West (Sirisia)	19, 819	49, 224
Bungoma South (Kanduyi)	46, 059	104, 096
Bungoma Central(Bumula)	34, 280	88, 766
Mt.Elgon (Kapsakwony)	31, 587	85,569
Webuye West	16, 451	30,182

Source: Kenya National bureau of statistics and Society for International Development (2013)

APPENDIX L: COUNTIES WITH ABOVE 1,000,000 PEOPLE IN KENYA

Name of County	Total Population	Children 0-14 years (% of Total population)
Nairobi	2,807,154	33.9%
Kiambu	1,701,341	38.5%
Kakamega	1,523,960	45.4%
Meru	1579941	39.5%
Bungoma	1,413,933	46.4%
Nakuru	1,331,206	40.2%
Machakos	1201660	40.7%
Kisii	1049138	41.8%
Kitui	1026795	45.6%

Source: Kenya National bureau of statistics and Society for International Development (2013).

APPENDIX M: SAMPLE SIZE ESTIMATION TABLE

Table for Determining Sample Size for a Given Population

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	166	850	266	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	206	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	376
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	156	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	336	100000	384

Note: "N" is population size
 "S" is sample size.

Source: Krejcie & Morgan, 1970

APPENDIX N: ETHICAL REVIEW COMMITTEE APPROVAL LETTER



MASENO UNIVERSITY ETHICS REVIEW COMMITTEE

Tel: +254 057 351 622 Ext: 3050
Fax: +254 057 351 221

Private Bag – 40105, Maseno, Kenya
Email: muerc-secretariat@maseno.ac.ke

FROM: Secretary - MUERC

DATE: 4th October, 2016

TO: Lylian Ayiro
PG/PHD/00019/2013
Department of Educational Psychology
School of Education, Maseno University
P. O. Box, Private Bag, Maseno, Kenya

REF: MSU/DRPI/MUERC/00312/16

RE: The Moderating Role of Child Personality on the Relationship between Parenting Styles and Child Treatment in Bungoma County, Kenya. Proposal Reference Number: MSU/DRPI/MUERC/00312/16

This is to inform you that the Maseno University Ethics Review Committee (MUERC) determined that the ethics issues raised at the initial review were adequately addressed in the revised proposal. Consequently, the study is granted approval for implementation effective this 4th day of October, 2016 for a period of one (1) year.

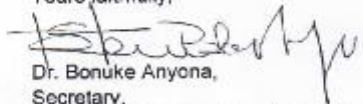
Please note that authorization to conduct this study will automatically expire on 3rd October, 2017. If you plan to continue with the study beyond this date, please submit an application for continuation approval to the MUERC Secretariat by 4th September, 2017.

Approval for continuation of the study will be subject to successful submission of an annual progress report that is to reach the MUERC Secretariat by 4th September, 2017.

Please note that any unanticipated problems resulting from the conduct of this study must be reported to MUERC. You are required to submit any proposed changes to this study to MUERC for review and approval prior to initiation. Please advise MUERC when the study is completed or discontinued.

Thank you.

Yours faithfully,


Dr. Bonuke Anyona,
Secretary,
Maseno University Ethics Review Committee.



Cc: Chairman,
Maseno University Ethics Review Committee.

MASENO UNIVERSITY IS ISO 9001:2008 CERTIFIED



APPENDIX O: RESEARCH PERMIT



REPUBLIC OF KENYA

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
State Department of Education – Bungoma County

When Replying please quote
e-mail: bungomaede@gmail.com

County Director Education
P.O. Box 1620-50200
BUNGOMA
Date: 20th January, 2017

RefNO: BCE/DE/19/VOI..1/237

All Sub – County Directors of Education
BUNGOMA COUNTY

RE: AUTHORITY TO CARRY OUT RESEARCH – LYLIAN AYIRO
REF: MSU/DRPI/MUERC/00312/16

The bearer of this letter **Lylian Ayiro** of Maseno University Ethics Review Committee has been authorized to undertake research on *“the moderating Role of Child Personality on Relationship between Parenting Styles and Child Treatment in Bungoma County, Kenya”* period ending 4th September, 2017.

Kindly accord her the necessary assistance.

A handwritten signature in blue ink, appearing to read 'Christine Owino'.

CHRISTINE OWINO
FOR: COUNTY DIRECTOR OF EDUCATION
BUNGOMA

APPENDIX P: COPY OF SCHOOL CONSENT LETTER

SCHOOL CONSENT LETTER

My name is Lilian Ayiro, a student from Maseno University. I am carrying out a study on "Parenting Style and Child Treatment among children in Bungoma County".

I kindly wish to carry out the study in your school. The study will involve a sample of pupils aged 7-10 years in class 1-3 responding to questionnaire in the classroom.

Their class teachers will also provide a report on behavior of the children selected. Parents of the selected children will fill questionnaire items on their parenting practices. The information gathered will be entirely used for this study.

A total of 15 primary schools in the county are to participate in the study and report will not mention the name of school or pupils.

Confidentiality will be upheld throughout the research process.

Kindly tick if you

I accept my school to participate

Do not accept my school to participate



HT [signature] 06/02/17

APPENDIX Q: COPY OF TEACHER CONSENT LETTER

TEACHER CONSENT LETTER

My name is Lilian Ayiro, a student from Maseno University. I am carrying out a study on "Parenting Style and Child Abuse Treatment among children in Bungoma County".

I kindly wish to carry out the study in your class. The study will involve a sample of pupils aged 7-10 years in class 1-3 responding to questionnaire in the classroom.

I will request you to provide a report on behavior of the children selected in your class. Parents of the selected children will fill questionnaire items on their parenting practices. The information gathered will be entirely used for this study.

A total of 15 primary schools in the county are to participate in the study and report will not mention the name of school, the teacher or pupils.

Confidentiality will be upheld throughout the research process.

Kindly tick if you

I accept my school to participate Joan Jumba ☎ 0720445060

Do not accept my school to participate



APPENDIX S: BUNGOMA COUNTY MAP

