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JUVENILE OFFENDERS' PERSPECTIVE ON THEIR VIOLENT OFFENDING BEHAVIOR, EXPLORATORY QUALITATIVE STUDY LIDETA REMAND HOME, ADDIS ABABA, ETHIOPIA, 2024

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APPROVAL SHEET

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ABSTRACT

This study aimed to explore juvenile violent offenders' perspective about their offending behavior by using exploratory qualitative methodology. Fourteen participants convicted of violent behavior were recruited from the sites and consented to participate in the study. A semi-structured one to one in-depth interview was conducted to elicit the juvenile perspective and analyzed using both inductive and deductive thematic analysis.

Data analysis subsequently revealed four common themes among participants. These themes are: (1) Perceived influence (2) Individual difference on process of offending, (3) response after violence 1 (4) consequence. The results of this study can be explained by cognitive, psychodynamic, general strain theory social learning theory and the violence abuse cycle model.

ABBREVIATIONS

CFDRE- Criminal Code of the Federal Democratic Republic of Ethiopia

CICWL- Children in Conflict with Law

FDRE- Federal Democratic Republic of Ethiopia

ICCPR- International Convention on Civil and Political Rights

ICESCR -International Convention on Economic, Social, and Cultural Rights

ICRC-- International Convention on the Rights of Children

LJORC- Lideta Juvenile Offenders Rehabilitation Centre

MCA-Mental Capacity Act

PROCL.NO-Proclamation number

UN-United nation

UDHR-Universal Declaration of Human right

1. INTRODUCTION

1.1 Background

Juvenile offenders are children who are conflict with law from adolescence to adulthood and engage in acts against the victim's will, or in an aggressive, exploitative, or threatening manner with victims of any age. It varies from state to state depending on political and social revolutions. (1). The World Health Organization (WHO) defines a juvenile offender as group whose age ranges between 10 to 17 years or a person under the age of majority who engages in acts prohibited by law (2).

Violence by juvenile offenders is a problem of increasing concern around the world. According to office of juvenile office report of USA in 2022, 1 in 5 abusive behaviors were committed by young people whose age ranges between the ages of 12 and 19(1)

According to a 2013 Addis Ababa Social and Labor Department report, stated that 25.5% of offenders were between the ages of 15 and 18, of whom 17.2% were under violent offenders.(2).

There are number of models' which tried to understand juvenile offenders and this includes cognitive theory, theory of anomie General strain theory

A cognitive model of juvenile offenders explores beliefs and cognitive schemas. Cognitive biases in juvenile offenders are specific or general beliefs/attitudes that violence is generally accepted norms of rationality and are associated with initiating and perpetuating offenses(3). Some of the reported cognitive errors involved in juvenile abusive behavior are misinterpreting the consequences of actions, denying responsibility, or blaming others. This type of cognitive error is referred to as permission-giving thoughts as all cognitive distortions do not serve as a pathway to violently offensives behaviors (4–6)

Looking at Ethiopia's juvenile justice system, the Penal Code has special provisions for juvenile offenders, and the current Ethiopian Penal Code classifies children into three different categories.

The first category is the so-called "infants " from 0 to 9 years old, the second is "young people" from 9 to 15 years old, and the third category is children from 15 to 17 years old and treated like an adult. The code treated these criminals differently(7)

1.2. Statement of the problem

In recent years there has been an alarming increase in serious and violent crime by young people in developing countries and around the world(8).Across the globe, research on juvenile offenders is still in its infancy especially qualitative studies. For many years, conducting qualitative research on convicted juvenile violent offenders has been recognized as a challenge so that it remains inadequately investigated(9). It has been argued that violent juvenile offenders have more in common with non-violent and adult offenders. My thesis encourages careful recruitment and participation, attempted in addressing these challenges through Methods of Mental Ability Act (MCA) combined with National research ethics of Ethiopia for minors, constantly reviewing and complying with it.

1.3 Significance of the Study

The study has three thrusts. First, the study advances our knowledge of the viewpoint of juveniles. This includes examining the mentalities that lead juvenile to engage in criminal activity. The viewpoints will help create a framework for comprehending how various experiences affect juvenile's behavior.

Second, by giving juvenile offenders the chance to assess their perspective, allows us to pinpoint the areas in which the offenders are negatively impacted.

Third, opening the door for further study and possibly to implement effective therapeutic intervention for violent juvenile offenders for study participants.

2.REVIEW OF LITERATURE

2.1 Theoretical Background of juvenile violent offender

2.1.1 General strain theory

According to general strain theory (GST), there is a higher chance of crime when there are strains, especially when those strains are severe. Parental rejection, being victimized and discrimination are a few examples. These strains exacerbate crime for a number of reasons, chief among them having the negative emotions that elicited .(23).Also stated that juvenile offending behavior caused by presence of negative emotion/Explains role of emotion during pre-crime and post crime time.(24–26).

2.1.2 Cognitive e theory

The cognitive model investigates the beliefs and cognitive schemas that determine the affective responses and behavioral strategies of the individual (Beck et al., 1990). The field of violent offending research predominantly comes from a cognitive or behavioral theoretical base.(10,11) According to this theory distorted beliefs and interpretations about one's offending fantasies, urges, and behavior regarding magnifying their perceived need for offending , minimizing self-efficacy for controlling one's offending behavior (3) .There is a gender difference in thinking pattern and pattern of being influenced by peer group. Like male participants thinking masculine reasons for their offending behavior and females are more found to be influced by peer pressure.(12,13)

2.1.3. Social Learning theory (behavioral theory)

Juvenile offending behavior is acquired through direct and observational learning experiences, from inappropriate example, or lack of reinforcement of mediocre behavior. They point to tangible rewards associated with violations.(10,11)

2.1.4 The theory of Anomie

Formulated by Robert Merton, the idea is largely based on the work of Emile Durkheim. The discrepancy between social conditions and an individual's prospects for growth, fulfillment, and production within society is called anomie. The 'tension' between society's ideals and the legitimate means of realizing them, the state of anomie, provokes a range of behaviors, from

submission to withdrawal, to rebellion, ritualism, creativity, and various other deviant reactionists.

2.1.5 Social control theory

Aggressive behavior depends on the strength of an individual's attachment to conventional goals, values, people, and organizations. Adolescents who are socially engaged and socially attached are less likely to engage in abusive behavior. (11,20)

2.1.6 Cultural deviance theory

Culture deviance theory holds that juvenile offending behavior is a result of youths' desire to conform to lower-class neighborhood cultural values that conflict with those of the greater society. Lower-class values include being tough, never showing fear, living for today, and disrespecting authority. Those adolescents who share lower-class values and admire criminals, drug dealers, and pimps find it difficult to impress authority figures such as teachers or employers. (13,22)

2.1.7 Psychodynamic theory

Psychodynamic theory holds that juvenile criminals are the result of unresolved emotional distress and internal conflict. Violent offenders are dominated by their identities and suffer from an inability to control their impulses (13,14). Perhaps because they had an unhappy childhood experience(adverse child hood experience), or because they had family members who were unable to provide adequate love and care. (10,11,21,22)

2.1.8 Biological theory

During puberty, most of the endocrine systems that control sexual behavior develop significantly. Factors include neurological and hormonal factors, and genetic studies have revealed predefined risks (12,14). Altered sexual behavior is a common complaint in post-brain trauma patients whose evaluation of an identified sexual deviant behavior after frontal head injury.(10).

2.1.9 Cycle of Violence theory

Lane developed the violence abuse cycle model in 1978 as a theoretical framework to study violent behaviors in juvenile offenders. The cycle was created by clinically observing teenagers undergoing treatment in a closed juvenile treatment facility in Colorado. It is noteworthy that the cycle can be used with any age, gender, or intellectual level of the offender (Lane, 1991).

Figure1. Violence abusive cycle model



2.2. Prevalence

According to office of juvenile office report of USA in 2022, 1 in 5 abusive behaviors were committed by young people between the ages of 12 and 19(1)

In a survey of 13,700 offenders in Ghana, who reported crime, 57% of respondents said the abuser was between the ages of 13 and 17 at the time of the assault. (27).

Another cross-sectional study involving sub-Saharan countries reported that approximately 21% of offenders were between the ages of 15 and 21.(28).

A cross-sectional study conducted in five regions of Ethiopia to examine the prevalence of child sexual assault also showed that about 12% of offenders were under the age of 19 (27). A similar study was also conducted at Tikur Ambessa Specialized hospital to assess patterns of sexual abuse and the perpetrator profile showed that 16.8% were under the age of 18.(2).

2.3 Rights of juvenile offenders

Concerning right of juvenile sex offenders, they are seen and get evaluated under the law Article 40(3) of the United Nations Convention on the Rights of the Child (UNCRC) stipulates that states must determine when a child is old enough to break a sentence, thereby prescribing juvenile offenders. Rights should be protected by law. States must care for, advise and guide children so that they can become part of the community(31).

"There, juvenile offenders must receive the general, moral and professional training (practice) necessary to adapt them to life in society and to the pursuit of honest business under reasonable discipline." In principle, the placement should be done. "the term of imprisonment shall be maximum of five years, and shall in no case exceed the adulthood of the juvenile offender" (Article 162). (32).

2.4. Risk Factors Associated with violent offending

Numerous risk factors of juvenile offending are identified. that includes family instability(3,33,34), low socio-economic status, experience of trauma, abuse and neglect(35–38)

authoritarian parenting. Different studies also stated that there is a difference in gender and offending severity in addition to how they enter in to crime.(39)

Some studies also mentioned that influence of social media also plays a risk factor for juveniles to involve in offence((40)

2.5 Treatment approaches

Cognitive-behavioral therapy is the most widely used and empirically supported treatment model for offenders in terms of reducing recidivism and re offending. The aim is to alter the behavioral, cognitive, and emotional response patterns associated with crimes(27,41–44).

A 2019 study evaluating treatment programs for risk of recidivism showed no recidivism - 54.2%, non-sexual recidivism - 33.7%, and sexual recidivism - 7.2%, compared sexually-related probation violation recidivism – 12%. (45,46)with other study of biological treatments as 45% violent recidivism and it strongly suggests that future sexual offenses are less likely to occur in comparison(48)

3. OBJECTIVE OF STUDY AND RESEARCH QUESTIONS

3.1 Objective

This research has two objectives namely general and specific objective.

A) General Objective

- To gain deeper understanding of juvenile violent offenders' perspective towards their violent offence

B) Specific Objective

- To identify what perspective is held by violent juvenile offenders
- To investigate the relationship between thoughts and offending behaviors of juvenile
- To identify what contributed to violent offending behavior and examine how they feel about their offending conviction

3.2. Research Questions

1. What perspective do juveniles have before, during, and after offending behavior?
2. Does cognitive biases contribute to violent offending? If so how?
3. How juveniles understand their offending behavior and what meanings do they give to these experiences?
4. How do they feel about their violent offending behavior?

4. METHODS

4.1 Study design

An exploratory qualitative study design approach was employed in this study. As qualitative research is appropriate to get an intimate and detailed understanding of violent offenders Perspective about their offending behavior.

4.2 study setting

The study is conducted at the Juvenile remand home, Lideta sub-city, Addis Ababa, Ethiopia. This particular detention center is chosen because it is the only juvenile remand in Ethiopia

Historically, after the war of 1941/1942, there were many single, destitute children on the streets of Addis Ababa, a time when Ethiopia was developing a modern police force. At that time, as Superintendent of education, a correctional school was established as part of Addis Ababa Prison (later renamed Training Center and Remand Detention Center).(49,50)

The center was originally established to care for orphans abandoned and after war of struggle for independence from occupying fascist Italy. In 2009, the center became under the Women and Children's affairs bureau (WCAB) and it houses offenders aged between 9-17 years.

The facility meets the basic need and services of juvenile inmates. It provides recreational service counseling, accommodation, hygiene and health care. Additionally, offenders attend regular class. There are teachers, social workers, administrative staffs and counseling psychologists who are working in assessing psychological wellbeing of juveniles as routine work and was participated when psychological distress occurred during data collection. And during the study period there were about 80 juvenile offenders who are remanded and about 41 were doing violent crime of those 26 (32.5%) were fulfilling the inclusion criteria.

4.3. Study period

The study period was from August 9th to December 25th, 2023 G.C

4.4 Sampling method

I have used purposive sampling based on judgment of what elements to facilitate an investigation. The sample size was determined by law of saturation point.

4.5 Source population

Study population is drawn from all juvenile offenders convicted of crime and remanded at lideta remand center during August 15th to December 9th 2023 G.C

4.6 Study population

Juveniles whose age range between 9 -17 years of age and who are convicted of violence offense and who are remanded in rehabilitation center during the study period.

4.7 Eligibility criteria

A) Inclusion criteria

1. Those who have been convicted and referred to service for at least one violent offence
- 2)Those who are receiving rehabilitation services in the Remand Home during study period regard less of their duration of stay at center

B. Exclusion criteria

- 1)Those who will not acknowledge committing the violent offending behavior
- 2)Those whose case is still at court at time of study in order to prevent potential contamination of disclosure through research participation.
- 3)Those with recognized learning disability, hearing impairment or any other conditions that affect their ability to communicate in the context of an in-depth interview.

4) Those whose parents /Guardians do not have capacity to give consent according to clinician capacity assessment or who refuse to give consent

5) Juvenile offender who decline to participate even if the guardian gives a consent

4.8 Ethical clearance

It was ethically cleared by the appropriate body and potential ethical concern was discussed such as consideration of double vulnerability (cognitive vulnerability since they juveniles and institutional vulnerability since they are at remand home so that Protections for those participants was focused on devising a consent procedure that adequately insulate subjects from possible risks and safe guard the right of participant.) and providing direct benefit to research subjects situationally.

Linkage referral was arranged to clinical psychologist in need of psychological support and acute psychological distress during the interview was addressed by the principal investigator and later linked to clinical psychologist.

4.9. Data collection procedure and challenges

Participants were recruited in collaboration with center staff and caseworkers to identify potential participants after eligibility has been decided. And the private setting inside the remand home was selected to conduct interview,

One-to-one, Semi-structured interviews were conducted using an interview guide, which I refined with my advisors and compatible with chosen method of analysis. And allows to deliver flexibility and tailored interview. The questions that make up the timeline are usually open-ended to encourage respondents to express their opinions on the issue. Although all interviews utilized the same questions, the researcher had the opportunity to ask follow-up questions based on the participants' responses.

To develop trust full relationship with participants questions about stay at remand center, schooling family, enjoyment and their support system were explored first. This is followed by pre-crime recollections to share their experiences and thoughts leading up to the offence.

The final topic focused on the offending and post-offence. Field notes were taken throughout interview process and one participant was interviewed per day to aid reflexivity and to add those notes immediately once the interview is over. As soon as possible, field notes were converted into proper, well-written field notes to help with recall.

I took note about my own thoughts and feelings in the research immediately after each interview to support later analysis and facilitate reflection and involves ensuring that the process of inquiry is documented, and traceable to ensure dependability. These notes included information about emotional responses to the interview, as well as nonverbal information such as participants' postures, actions, and facial expressions.

Before I was able to identify and approach any potential participants I was faced with a number of challenges. The original intention was to conduct research with juvenile sexual offenders and audio recording during the time of data collection. But, it was not approved by remand home general manager and ethical committee of the center considering that 'purposively selecting sexual offenders put them at multiple vulnerable risks' and I believe this is genuine concern and it may be due to a mismatch between the research traditions in the fields.

After reviewing literatures which focused on qualitative data collection method in criminology research and Ethical considerations in data collection for vulnerable participant, I was therefore collecting data through field note. Studies also suggest that non-tape recorder methods, Field notes in those groups of participant also options .(51,52) This is done after discussing with supervisors.

Along with the challenges, there were also opportunities. For example, staff cooperation was noted, and participants were surprisingly candid in their responses and were able to discuss freely some sensitive aspects of their perspectives. Using effective and well-established questioning techniques helped to obtain these valuable responses.

4.10 Operational definitions

Children in conflict with law- children who had committed a legally forbidden act.

Juvenile- any person with the age between 9 and 17.

Remand home-institution in which juvenile offenders committed for detention

Violent offenders- consists of murder, non-negligent man slaughter, rape/attempt rape, robbery and aggravated assault and it should be convicted of crime by the law

Perception-thought, idea, and understanding and their feeling of juveniles

Permissive giving thought-cognitive distortion that is used as a gate way to behavior for offending

Versatile violent offenders -these offenders committed more than one offending behavior

4.11 Data analysis, thematic analysis

It went through a number of stages, such as getting to know the data, creating codes, coming up with themes, going over themes, naming and characterizing themes, and writing a research report. Transcripts and English translations of field notes were made.

Referencing the participant interview and the line number that supported the stated points (these were codes), I transferred the notes into OPEN CODE. After classifying each participant's points into smaller themes, matching the themes to the quotes that supported them.

The themes were found using both inductive and deductive thematic analysis, as was covered in the methodology chapter.

This made it possible to combine the subthemes into larger themes that addressed the research question and added details about the juvenile offenders' perspectives on violent offending. The researcher concentrated on the sub-themes that were shared by all of the participants in the data set.

5. RESULTS

5.1 Background characteristics

A total of fourteen participants took part in the study and all the in-depth interviews were included in the analysis. All participants were of Ethiopian origin and aged between 12-17 years old, of which 10 of them are male. The average length of interview was 49 minutes. During the interview one of participant developed strong emotional reaction and all possible necessary intervention was taken to handle the distress and the interviewee was not included in the analysis.

Nine of participants had disclosed at least one abuse preciously. Two had disclosed sexual abuse (one of them is male) and the remaining psychological abuse, neglect and emotional abuse. Only three of participants lived with both biological parents (nuclear family system) and eight of them have single parenting (only father or only mother) of which five are with no father figure in life.

Table-1. Characteristic of study participants

Characteristic of study participants	N (%)
Sex	
Male	10 (71.4)
Female	4 (28.6)
Educational status	
Not attending school	1 (7%)
Elementary grade	13(93)
Highschool	0
Type of violent crime	
Rape	4 (28.5%)
Attempted rape	1 (7%)
Physical abuse	9 (64%)
Reported victim of abuse	
Sexual abuse	2 (14%)
psychological abuse and neglect	7(50%)
Time spent at remand home	
Less than 1 year	8 (57.2 %)
Between 1 year and two year	4(28.6%)
More than two years	2(16%)
Place of residence before conviction	
Addis Ababa	8 (57.2 %)
outside A/A	6 (42.8%)

5.2 Introduction to themes and Subthemes

The juvenile perspectives of the participants may share a number of overlapping themes. Numerous prevalent viewpoints have been recognized. There were four main themes generated from in-depth interviews that explain precursors and consequence of juvenile offending among youths in Addis Ababa, Ethiopia. The themes were perceived influence, individual difference, response after violence and consequence.

Table 2: Emerging them lists from in-depth interviews

Perceived influence	<ul style="list-style-type: none">◆ Negative child hood experience◆ Family instability◆ Substance use
Individual difference on offending process	<ul style="list-style-type: none">◆ Poor self-control◆ Forget fullness◆ Intention to violence◆ Perceived desirable act
Response after violence	<ul style="list-style-type: none">◆ Regression◆ Opportunity for learning lessons◆ Feeling trapped◆ Self-stigmatization
Consequences	<ul style="list-style-type: none">◆ Low self-esteem◆ Cause Illness

5. Theme 1- Perceived influence

Negative childhood experience

Nine participants mentioned that negative childhood experiences were one of the contributing factors. They explained that their past experiences included being exposed to forced labor, physical punishment, feeling of rejection, and encountering mistreatment when they tried to defend themselves.

'I think I'm affected by heavy load of my childhood. I objected to the way they were speaking to me, treating me like an animal. They would say things like, "you can't do that, you are nothing" (14-year-old male, IDI1).

'One day my mother told me she'd heard that I was sleeping closely with some of the boys. Without any evidence, she began severely beating me until I lost control and urinated. I thought that experience changed my life, and I will never forget it' (15-year-old female, IDI 2).

'After tying my neck with my leg, my father used to beat me, and my mother didn't do anything to make safe' (16-year-old male, IDI14)

Participants also indicated that their behavior was influenced by the absence of a father figure. If they had a father present in their lives, they believed that justice would have been served and they would not have been ignored by their peers.

'In the second grade, a man sexually assaulted me. My grandmother didn't do anything when I told about it. No justice was served because I don't have a father figure. There were important times in my life when I was disregarded by my peers, and there is a great deal of hatred in my groups' (16-year male, IDI4).

Family instability

Nine out of the total participants described that their present behavior is influenced by the unstable family environment they have experienced. They elaborated on the impact of growing up in a divorced and frequently argumentative family, which also included a neglectful stepmother, on their current behavior.

'My early years were difficult. Because my parents used to fight all the time, I would always have to go somewhere even at night. The door would also sometimes be locked. That's another unfortunate part of my life, which is why I consider myself to be a street boy.'

(14-year-old male, IDI 7)

'My childhood was not good; my mother and father divorced at the age of five, and I mostly grew up with my mother and went out to the street' (17-year-old, female IDI9).

'I was raised by my father and a terrible stepmother, and I have no idea who my real mother is. She injured me and forgot to feed me, and I think these bad experiences have affected my behavior. My dad isn't the best either' (16-year-old male, IDI13).

Substance use

Information obtained through interviews revealed that as they began smoking early on due to peer pressure administered to them by older school peers and after that they become persistent substance users. On that particular they were using substance in group and it makes them to be unaware of what they are doing.

'I was smoking with my school friends, and I can't even recall the reason for the fight. I've always become violent after smoking. The boy had some bruises around his neck after we got into a fight' (16-year-old male, IDI13).

'After smoking, I lost my temper and kicked my teacher. I kicked her in the shins when she attempted to grab me and drag me to the office' (14-year-old male, IDI8).

But one participant asserted in contrary way that when he uses substance his intention to violence will be low and it used as a buffer. "When I become aggressive and thinking to revenge I drink alcohol and smoking Mastish, I will be calm and forgot that"

A need to be part of the peer group unit

Participants recounted their personal encounters, detailing the impact of peer influence on their lives. In order to maintain their membership within the group, they are required to adhere to the established norms and regulations, even if it does not align with their own desires. By conforming to these expectations, they are embraced as valued members of the friendship circle. Interestingly, the female participants in the study did not exhibit this effect.

'It is hard for me to stay a member as approval for inclusion if did not accept their idea. We act and think as a group and adhere to rules and help each other' (16-year old male, IDI3.)

'I accept my friend's request that was not my main need. It was nighttime, with no light in the area. We begged for food for a long time, and we were all hungry. However, I had not intended use force to obtain money' (13year old male, IDI4).

5. Theme 2 – Individual difference on process of offending

Participants mentioned that as they were engaging to offending behavior in various process. Some stated that it was impulsively and on the contrary, some were thinking over and over about the act.

Violence intention

Seven participants provided accounts of not feeling wrong while engaging in the action. They clarified that they perceived their actions as correct and experienced no negative emotions at that particular time and the process was planned. In all Sexual violent offenses, the act appeared to be more within the participant's control.

"I felt at the time that it was the correct thing to do, given her interest in playing with me. I was thinking about having sex and thinking about how I could do it, so when the chance presented itself, I took it. I didn't feel bad about doing it. It didn't seem wrong to me" (14-year male, sexual offender IDI1).

'I liked her and she really liked me. We just sat down and talked, and then I cuddled her and she cuddled me. That day, she was wearing a short skirt, and I was just sitting next to her' (13-year-old, male, sexual offender, IDI13).

Forgetfulness/Do not remember

Three of participant noted that since it has been long time they forgot and claim not to remember the incident process. of participant asserted that as he was too young to understand what happened when he was 13 at the time of committing crime.

'I didn't remember in detail. It lapsed some years. I remember only we were discussing and drinking, calling that little boy and going to residential place' (14-year-old male, IDI6)

'I can't remember everything, as it has been many years and I was young to understand' (14-year-old male, crime committed three years ago, IDI10)

Perceived desirable act

Some participants have expressed that their actions may have been influenced by the perception that the victim desired their actions. Asserted that violent is not their fault and instead attributed blame to the victim and their parents. Four of participants attributing blames to victim, family member.

'She didn't tell me no; instead, she gave me the go-ahead to do it. I assumed that since I wasn't pressuring her, it was simple and she wanted it' (16years male, sexual offender IDI3).

'My mother physically and mentally abused me, and I believe that this has caused damage to my brain, which is why I find it so difficult to control my emotions' (15-year-old female, IDI12).

Poor self-control

Three of interviewees have mentioned that on occasion, they exhibit impulsive behavior or lose control of their actions. This tendency can often lead them to engage in criminal acts, as they have previously harmed others by throwing whatever objects were within reach.

'I am a difficult girl. I get angry easily when people insult me; I have no idea what I'm doing and I throw available things that is in front of me. I was unaware of my thoughts at the time' (15-year-old female, physical offender, IDI2).

'I have difficulty to control my self during become anger and everybody knew that, I was losing my mind, losing control, and becoming someone else' (14-year old male, IDI 11).

5. Theme 3 - Response to violence act

Regretting about offending behavior

Almost all participants expressed their feelings of regretting their violent action, being ashamed, and feeling guilty because of the action. For instance, there were moments they lost a close friend and relatives because of their violent character.

I now regret not doing it. At the time, I didn't really care, but in retrospect, it wasn't worth it. I lose the childhood friendship, which is very precious' (16-year-old male, IDI5).

'I want to go up to her and say I'm sorry. She was the closest friend I had, and I was always there for her in times of need, and she was the same for me. I feel bad because I can't see her now because she has to be out in Hawassa when I go out' (16-year old, male, IDI3).

Opportunity for learning lessons

Five participants shared their thoughts on how they perceived their aggressive behavior and acknowledged the opportunity for improvement. They recognized that engaging in violent acts can serve as a valuable lesson for those who are willing to learn.

'It gives me a chance. I have my family and a close friend to talk to. After I offended, my father tried to take care of me, but I was the one without family support' (13year old male, IDI4).

'It gives me chance and place for learning, I learn from my wrong behavior and it is not a place that I become hungry' (14-year-old male, IDI7).

Feeling trapped

Four participants expressed their feelings about the reaction they had towards their offending behavior, in which they experienced being stuck in their lives the never-ending cycle of monotonous and unproductive existence.

'I think my life is stuck. I lost myself, I lost communication with my mother, and my two younger siblings. As an older son, I was unable to provide for my mother and look after my siblings. I regret not being able to assist them when they most needed it' (14-year-old male, sexual offender, stayed at the center for two years, IDI1).

'Everything in my life has been thrown off after that offence including my work and education. but I used to be a grade eight student and help my grandmother. This is boring, and I'm living with nothing right now' (16-year-old male sexual offender, IDI3)

Self-Stigmatization

Participants expressed their feeling about their violent behavior which lead to social exclusion and lack of motivation to go to school.

'Living with such bad behavior is the worst thing ever; it makes you feel less than other people, including your friends and neighbors. Even after I get out, I might find it difficult to return to school' (15-year-old female, IDI2).

'Even after I've been freed, they may l stigmatize me, nobody believes me, and I wonder how I'll ever be able to live in that village' (17-year-old female, IDI9).

5. Theme 4- Consequences

Low self-esteem

Participants conveyed their belief that their violent actions inflicted a sense of inferiority upon the victim and subjected them to enduring mental trauma. Surprising to many, one participant mentions that it gives her a privilege by claiming she would be happy about this because it is what she needs to be and her good friend would say “you are lucky “engaging with him.

'No pain is as terrible as having to endure it; it makes her feel less than others, including her friends and neighbors, it may have made her angry and low on herself and depressed about that' (16-year old male, IDI5).

Caused harm or increased risk for illness

Participants conveyed their belief that their aggressive behavior inflicted harm upon others and subjected the victim to a heightened vulnerability of developing mental issues.

'He had a head injury and was bleeding; he might be angry and consider attacking my family. Even though he is doing well and received treatment, he might consider this to be defeatist. He is impacted by the wound' (13-year-old male, IDI4).

'It may be creating mind problem as his head is get injured. I know he was crying a lot just as little boy. May GOD made him strong' (14-year old male, IDI7).

6. DISCUSSION

6.1.1 The Relationship between Themes and Psychological theory

The elements that the participants described make up the theme, and the sub-theme about having poor self-control illustrates the general strain theory and the part that emotion plays in violence.

One could speculate that classical conditioning played a role in antecedent thinking, wherein the environment was paired with a stimulus that acted as a trigger for antecedent thinking, given that some offenders do engage in antecedent thinking about the offense, which is based on situational factors like being in the same location as the previous offense.

Psychodynamic theory "victim to victimizer theory" that based on the idea that relationships become internalized through the experience of powerlessness, leading to the victim-persecutor internal working model. This shows that the dynamics of the participants' own early abuse may be the source of the belief that 'They Wanted It' may have its roots in the dynamics of the participants own early abuse.

The role of a cognitive distortion associated with the externalization of blame prior to violent crimes (perceived desirable act). It is evident that the study participants externalized their offense in a comparable manner and violence abusive cycle model explain the pre-violence fantasy and post violence regretting.

6.1.3 Connecting themes with literature

A) Similarities between themes and literature

In the existing literature, Exploring Perceptions of Offender (Anistasha H. Lightning 2022) there was themes "caught off guard" focuses on the subjective experience of losing control, feeling confused, after offending this goes with "feeling trapped or stuck in 'life situation in current thesis The same study mentioning themes of potential triggers and listing substance influence, peer influence, social media influence and home structure, those are similar with current study with themes of perceived influence that consists of family factor(home structure), substance influence but no reported of social media influence in the current study.

According to Katherine Aucoin's 2006 study, "The Role of Emotion in the Aggressive Behavior of Juvenile Offenders," there appears to be a desire on the part of violent offenders to explore these feelings, as well as a desire to shield oneself from unpleasant experiences. When considering the criteria for vicarious trauma, it is intriguing to note that all of them engaged in self-protective behaviors. Since most current participants report having been victims of past abuse, it appears that protecting oneself by avoiding particular stimuli may be an adaptive coping strategy to counteract the experience of past victim.

B) Difference between themes and literature

Despite there being many similarities between the existing literature and identified themes in this research, there are some important differences that must be noted.

One major finding of this research that was on understanding of violent juvenile offender understanding about their offense (Louise Ozarow, 2011) those who stayed long at the correctional center reported positive consequence but in the current thesis those who stayed relatively long mentioning that their life is hold-on.

Females placed more value on friendships and group membership and were highly influenced by peers, according to literature about the investigation of gender differences in young offenders (Jordyn G., 2017); however, this finding is inconsistent with current findings.

George Ebo Browne's (2011) qualitative investigation of juvenile offenders identified differences based on themes such as living in a dangerous community, juvenile masculine identities, but the results of the recent in-depth interview did not reveal any similar themes.

6. 1.4 Strength and Potential Limitations of the Study

A) Strength

Fourteen juvenile offenders provided qualitative data that offered a unique perspective on the issue of juvenile violence. Prior research had mostly concentrated on quantitative techniques for gathering data, and this kind of rich data was conspicuously lacking. To the best of my knowledge, no qualitative studies involving violent young offenders in Ethiopia have been discovered through search engines. The fact that the research included opinions from juvenile offenders—a group that may be challenging to reach—is another strength of the study. Quality of research was assessed by sensitivity to context, Commitment and rigour, and coherence and importance.

The research's other strength is the steps taken to lower the risk of exploitation because these are doubly vulnerable groups. These include promoting participant autonomy, using staged consent forms, giving participants control over the location and timing of the interviews, and encouraging them to talk as much or as little as they want about any experiences they choose.

The ability to use internal reflexivity to counteract the limitation of being influenced by my background reading, university training, and personal experience is my third strength.

B) Potential Limitations of the Study

One of possible limitation in this study is the possibility of expectation effects. Even though they weren't given the research questions, the participants in may have learned about the researcher's interests.

The other limitation is being post-offence self-report interview, participants might have projected a retrospective reality of their offenses depending on what they believed the researcher desired to hear.

The key limitation is the way in which data is recorded; taking notes in the field may result in the omission of important details and information, and interpretations may be overly literal and closest to the researcher's viewpoint.

7.CONCLUSION AND RECOMMENDATION

Recommendations to parents

Parents should be taught about violent punishment of a child has a negative impact on the future of the child and about alternative ways of disciplining children for parents/Guardians of study participant.

Recommendation to Addis Ababa University

Some juvenile offenders may find challenging to adopt a different identity due to the "stuck" situations in which they find themselves. Therapeutic interventions can arise from opportunities to move situations that are "stuck." In order to provide department of psychiatry must create the necessary frame work to work with the remand home and providing evidence-based intervention

Recommendation to Schools

Some participant mentioning that they were influenced by school friends to take substance that leads them to engage in criminal activity so that Educational authorities should plan activities that would aim at informing students on the consequences of negative peer group influence.

Recommendation to remand home

According to the thesis, those who spent a lot of time in the center expressed a sense of being trapped in their life after the violence and said that it interrupted their childhood. They felt as though their life was on hold. The concept of an interrupted childhood symbolizes profound difficulty about their future, so the remand home should evaluate how well the interventions they receive are working.

Recommendations to Child and women affairs office

According to this thesis, a large number of juvenile offenders have a history of broken families, including divorce, separation, or the death of one or both parents. As a result, to reduce the dynamic factors that lead to juvenile offending, special institutions that are dedicated to the care and rehabilitation of those groups should be given priority.

RESEARCH IMPLICATIONS

Clinical implication

The cognitive role in the process of juvenile offending is examined. The findings suggest a connection between the process of violent offending, cognitive and social learning mechanisms. Suggestions for directions for clinical interventions can be made by mobilizing the positive aspects of the participants' self and the process of guilt and regret expressed in the offending. Within a framework providing interventions may provide these young offenders with the chance to alter their behavior, potentially preventing the creation of additional victims and to lessen the burdens of juvenile victims and their families.

Direction for future researcher

Future researchers would be wise to make sure they have the necessary support networks in place, like field and academic supervision, as these are essential for helping the researcher deal with unforeseen circumstances.

Given the theory that sexual offenders may operate at below average intellectually, it might have been interesting to recruit offenders who have committed sexual offenses, especially when it comes to reference themes like perceived influence and the offending process.

Conclusion

For most of the participants, there is evidence to suggest that their early experiences of abuse and neglect contributed to their violent offenses. According to current research, a cognitive distortion model may not be the only explanation for the criminal behavior of juvenile offenders. Unlike the prevalent models of criminal behavior, which seem to be primarily influenced by behavioral and social learning models.

According to the current study's findings, young criminals are not inherently bad people; rather are often presented with avenues to commit crimes. Everyone has to play a part in bringing about change. Everyone, from members of the community to law enforcement, has something to do.

Everything will be worthwhile, even if only a few young people are prevented from committing juvenile crimes. There are long-term advantages for the young person, their family, and the community when they are prevented from becoming juvenile offenders.

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ANNEXES

Annex-1: Information sheet for parents

Hello, my name is Dr. Tilahun and I study psychiatry at Addis Ababa University. I come here at Lideta sub-city remand home after getting permission from detention center manager and go through ethical process. I am looking for juvenile to take part in my research into the perspective of young people placed in a young offender institution, particularly interested in their perspective about their offending behavior

Main the aim, is to explore the perspective of juvenile violent offenders on their offending behavior. It aims to identify areas that may have contributed to the offending behavior and their feelings about it, and therefore focuses on understanding their experiences and how they understood them.

Your child will be asked to participate in private setting. These interviews will take note in order to help the researcher consider his/her responses and use for data analysis. All of these interviews will be held at the location named below. During the session, your child will be asked some questions about how he/she ended up serving a probationary sentence and be given the opportunity to discuss these in detail. During these sessions, there will not be any hazards or risk to your child's personal safety, however, he/she may experience distress if/when he/she wishes to discuss any issues which may be difficult for him/her. Your child will be reminded that he/she can stop the interview at any point and withdraw from the interview should they require and get immediate support

The discussions and interviews will be held at remand home in an interviewing room and it takes about 45-60 minutes.

Your child is not obliged to take part in this study, and is free to withdraw at any time during the interviews. Should he/she choose to withdraw from the program they may do so without disadvantage to your child and without any obligation to give a reason.

Your child will remain anonymous throughout the analysis and write up of this research. If you have questions or complaints at any time about this study, you can contact the through address given below

Address

Phone No-0922277989(Dr. Tilahun Gizaw)

Email-tilahungizaw518@gmail.com

Advisors address

1)Dr. Asnake Limenhe (0912970980)

2)Dr. Biruh Alemayehu (0911103377)

Department:

Psychiatry, Addis Ababa University

Phone – (+251)914769486

Annex-2: Brief assessment of capacity to give consent

I will now ask you some questions to check your understanding regarding the research study.

1)Do you know the purpose of the study?

Yes No

2)Can you list the risks and benefits of the study?

Yes No

3)Do you know what will do if not comfortable or change your idea on research

Yes No

4) if the parent answered all the above questions correctly it is confirmed that they had capacity.

Yes No

Annex 3: Consent form for parents/Guardians

Title of research: 'Exploring juveniles perception about their violent offending behavior

Name of Researcher-Dr. Tilahun Gizaw (final year psychiatry resident)

Make right if you agree and X in front of sentences if not agree

1) I confirm that I have read /informed by other who I believe and understood the information sheet dated and regarding the above study and have had the opportunity to ask questions

2) I understand that my child participation is voluntary and that he/she may withdraw at any time and for any reason without affecting any medical or legal rights

3) I give my consent to Dr. Tilahun to talk my child about his/her perspective about violent offending behavior and to record their conversation

4)I agree my child to take part in the above study.

Name of child Date

Parents name Date Signature/finger print-----

Researcher Date Signature -----

Annex 4 -Information sheet for participants

Hello, my name is Dr. Tilahun, and I am training to become a psychiatrist with University of Addis Ababa. I come here after getting permission from your parents

I am looking for young people to take part in the research about the experiences of young people who are have been placed in a Young Offender's Institute particularly interested in hearing about their perspective about your violent offending behaviors before and after coming into the center. Before you can decide to take part, there are some things you need to know:

- 1) If you agree, the interview will talk with you for about 45-60 minutes, to give you a chance to have your say. The principal investigator will have some questions prepared to help you tell your perspective, but you are free to tell me about what you choose and you can change your mind at any time
- 2) Principal investigator will take a note about conversation so that he/she can remember what you have said. This note recording will be kept safe and confidential and will be put in private area being locked
- 3) You will remain anonymous, as the investigator will not use your real name in the research. The data collector will not share anything you say is with any one unless you choose to have them present in the interview) or anyone else, unless you tell something that makes you, or someone else, are in danger for future
- 4) You can have written or verbal feedback about our stay when it is complete, if you wish.
- 5) If you wish to make a complaint at any time, please speak to me first, and then if you are still not happy, please contact your councilor

Annex- 5: Interview guide

Section A: Descriptive data/filled from their document)

Code:

Age and sex

Residence

Lives with

When crime happened

Education level

Types of offence

Victim's age and gender

Length of stay at remand home

Section B: perspective on their offending behavior

How did you come to this center?

1. could you give me brief description of your offense?
2. tell me about your experience of offending behavior?
3. Please tell me about your thought before, during and after this offense?
4. How do you get the relationship between your thought and offense?
5. How do you feel about this offending behavior?
6. what do you think it means for the victim?
7. If you had to describe what it means for you?
- 8, How is your memory about the event?
9. Anything you want to say?

Annexe-1: የመረጃ ቅጽ(ለወላጆች)

ሰላም ነው! ስሜ ዶ/ር ጥላሁን ግዛው ይባላል። በአዲስ አበባ ዩኒቨርሲቲ የአእምሮ ህክምና ትምህርት ክፍል የአዕምሮ ህክምና ስፔሻላይዝ በማድረግ ላይ የምገኝ ሃኪም ነኝ። በ ልደታ ክፍለ ከተማ ጸባይ ማረሚያ አገልግሎት በማግኘት ላይ ያሉ ወጣት ልጆች ላይ ላይ ጥናት እያካሄድኩ ነው። የጥናቱ ዓላማ ፈጽሞ በተባለው ወንጀል ነክ ጉዳይ ዙሪያ የልጆችን አስተሳሰብ፣ ስሜት እና ስለ ድርጊቱ ያላቸውን አርዳድ ለመዳሰስ ነው። በዚህ ጥናት ላይ ለመሳተፍ የተመረጡበት ምክንያት ከላይ በተጠቀሰው መሰረት በጉዳዩ ላይ ጥናት የሚያደርገው አጥኝ እንዲያነጋግራቸው እና ስለ ጥናቱ ከሃላፊው ፍቃድ እና ህጋዊ ሂደት ተከትሎ ይካሄዳል። በጥናቱ ላይ በመሳተፍ ከ አእምሮ ጤና እና ከስነልቦ መረበሽ / አካላዊ ጋር ተያያዥ ነገሮች ከተከሰተ /በሃኪሙ ከተገኝ ህክምና እንዲያገኙ ያስችላል። ለውደፊትም ሌላ ተያያዥ ጥናቶች እንዲሰሩ እና ለሚመለከተው አካል የጥናቱን ውጤት መሰረት ያደረገ ሙያዊ አስተያየት ይሰጣል። ተጨማሪ እና ተያያዥ ችግሮች ካሉም ከሚመለከተው አካል ጋ በመሆን አስፈላጊው እና ህግ በሚፈቅደው፣ በሚያዘዘው መሰረት ለመስራት ጥርት ይደረጋል። ጥናቱ ተፈጻሚ በተባለው ድርጊት ላይ የህግ ዋስትና አይሰጥም። ቅሬታዎች ካሉ ለሚመለከትው አካል በፈቀዱት ጉዳይ ላይ ቢቻ ለተጨማሪ ምርመራ ሁኔታዎችን ያመቻቻል።

ቃለ መጠይቁ ከ45-60 ደቂቃ ይወስዳል፣ ቃለ መጠይቁ የሚካሄደውም እዚሁ ተቋም ደህንነቱ እና ሚስጥርነቱ በተጠበቀበት ሁኔታ ነው። በመካከል እረፍት መውሰድ ይቻላል። በቃለ መጠይቁ ወቅት ምንም መረጃ እንዳያመልጠኝ ማስታወሻ እጽፋለሁ። የመዘገብነቸው ነገሮች ለዚህ ጥናት ብቻ ጥቅም ላይ ይውላሉ፣ በሁሉም የጥናት ማስታወሻዎች እና ሰነዶች ላይ በቁጥር በመግለጽ ምስጢራዊነቱን እጥብቃለሁ። ስም ወይም ሌላ መለያ መረጃ አልጠቀምም።

በዚህ ጥናት ውስጥ የሚኖረው ተሳትፎ በፈቃደኝነት ነው። ስለ ጥናቱ ግንዛቤ ከተረጋገጠ በኋላ የፍቃደኝነት መጠየቅ ፎርም ላይ እንዲፈረሙ ይደረጋል፣ ልጅዎ ደግሞ የቃል ፍቃድ እንዲሰጡ ይጠየቃሉ። የፍቃደኝነት ከሰጡም በኋላም ቢሆን ቃለ መጠይቁ በማንኛውም ጊዜ ማቋረጥ ይቻላል። ለመሳተፍ መወሰን ወይም አለመወሰን ከጸባይ ማረሚያው በሚያገኙት ክትትል ላይ ምንም ተጽእኖ አይኖረውም። በጥናቱ ወቅት ሌላ ተጨማሪ ህገ_ወጥ ድርጊት መፈጸሙ መፈጸሙን ቢገልጹም አንኳን ለማንም አካል ተላሊፎ የሚነገርበት አግባብ አይኖርም። ጥናቱ የሚያሳድረው አደጋ አይኖርም ነገርግን የምናነሳው ርዕስ በቃለ መጠይቁ ሂደት የስሜት መረበሽ ካለ በማንኛውም ጊዜ ቃለመጠይቁን ማቆም እና ሙያዊ እርዳታ እንዲያገኙ ይደርጋል። በዚህ ጥናት ላይ በማንኛውም ጊዜ ጥያቄ ወይም ቅሬታ ካለ በቀጣይ በሚገለጸው አድራሻ ማድረስ ይቻላል።

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አማካሪዎች

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ስልክ- (+251)11896205

Annex- 2: ፈቃድ የመስጠት አቅም አጭር ግምገማ

ጥናቱን በተመለከተ ያለዎትን ግንዛቤ ለመፈተሽ አሁን አንዳንድ ጥያቄዎችን እጠይቅዎታለሁ።

1) የጥናቱ ዓላማ ተረድተዋል ?

አዎ አልተረዳሁም

2) የጥናቱ ጥቅሞችን እና ጉዳዮችን መዘርዘር ይችላሉ?

አዎ አልችልም

3) ምችት ከሌለው ወይም በምርምር ላይ ሀሳብዎን ካልቀየሩ ምን እንደሚያደርግ ያውቃሉ

አዎ አላውቅም

4) ወላጁ ከላይ የተጠቀሱትን ጥያቄዎች በሙሉ በትክክል ከመለስ አቅም እንዳላቸው ይረጋገጣል

አዎ አልተርጋገጠም

Annex-3: የፍቃድኝነት መሙያ ቅፅ

የጥናቱ ርዕስ -ልጆች ስለ ፈጸሙት ወንጀል ነክ ጉዳይ እይታቸውን እና ስሜታቸውን በጥልቀት መረዳት

የአጥኝው ስም -ዶ /ር ጥላሁን ግዛው (የድህረ ምረቃ የመጨረሻ ዓመት የአእምሮ ህክምና ባለሙያ)

በተገለፁት አረፍተ ነገሮች ከተስማማችሁ ፊት ለፊት ምልክት ያድርጉ።

1)የተፃፈውን መረጃ አንብቤ ወይም በሚያነብ ሰው ተነግሮኝ በሚገባ ተረድቻለሁ ፣ጥያቄ የመጠየቅ እድሉ እንዳለኝም ተገንዝቢያለሁ

2)ልጄ በጥናቱ የሚሳተፈው በፍቃደኝነት ላይ የተመሰረተ መሆኑን ተረድቻለሁ ፣ያለምንም እና ያለማንም ተፅዕኖ ከጥናቱ በማንኛውም ጊዜ ማቋረጥ እንደምችል ተገንዝቢያለሁ።

3)በጥናቱ ልጄ እንዲሳተፍ ተስማምቻለሁ።

ስም -----ቀን -----ፊርማ /የጣት አሻራ

የወላጅ /ያሳዳጊ ስም ----- ቀን-----ፊርማ /የጣት አሻራ /

የአጥኝው ስም -----ቀን -----ፊርማ

Annex-4 የመረጃ ቅጽ ለልጆች

ጤና ይስጥልኝ ፣ ስሜ ዶክተር ጥላሁን ግዛው ይባላል፣ እንዳናግርህ/ሽ ከወላጅ እና ከተቋሙ ፈቃድ ካገኘህ በኋላ ነው።ስለ ወንጀል ነክ ድርጊት አመለካከታችሁን እና ስሜታችሁ በጥልቀት ለመረዳት ነው።

1) ከ 45-60 ደቂቃ ያህል ካንተ/አንች ጋር እናወራለን። ያንተን/ችን አረዳድ እና ስሜት ለማወቅ እንዲያግዘኝ አንዳንድ ጥያቄዎች ይኖሩኛል ፣ ግን ስለመረጡት ነገር በሚታወሩበት/ሪበት በማንኛውም ጊዜ ሃሳብ መለወጥ ይችላል።

2) የተናገርከውን/ሽውን ለማስታወስ ውይይቱን እመዘግባለሁ፣ማንነታችሁን ሳይጨመር ድሚጽ ብቻ እቀርጻለሁ።. ይህ ቀረፃ ደህንነቱ የተጠበቀ እና ሚስጥራዊ ሆኖ የሚቆይ ሲሆን በግል በሚቆለፍበት ቦታ ይቀመጣል።ለጥናቱ አላማ ብቻ ይወላል።

3) በምርምር ጊዜ እውነተኛ ስም አልጠቀምም።የምትነግሩኝን ነገር ለሌላ ለማንኛውም ሰው አልናገርም።ሚስጥር ይጠበቃል።

4) ሲጠናቀቅ ስለ ቆይታችን የጽሑፍ ወይም የቃል ጥያቄ ማቋረጥ ይችላል.

5) በማንኛውም ጊዜ ቅሬታ ማቅረብ ካሰብክ/ሽ መጀመሪያ እኔን ወይም አማካሪህን/ሽን ማናገር ይቻላል

ANNEX-4 -የቃለ መጠይቅ መመሪያ

5. መምሪያ

ይህ መምሪያ በልደታ የተሃድሶ ተቋም ውስጥ ላሉ እና ወጣት ላይ ይውላል። የቃለ-መጠይቁ መምሪያ ታሳታፊዎች በነጻነት ሃሳባቸውን እንዲገልጹ ማብራሪያ ይሰጣል።

ክፍል ሀ:- መሠረታዊ መረጃ ጥያቄዎች

.መለያ ኮድ_

ጾታ_

እድሜ_

የመኖሪያ ቦታ_

የትምህርት ደረጃ_

የወንጀል ዓይነቶች እና የተጎጂዎች ዕድሜ

ተቋሙ ዉስጥ ያሳልፈው/ችው የጊዜ ርዝመቶች

ክፍል ለ: ሃሳብን መሰረት ያደረጉ መጠይቆች

1. ስለ ተፈጻሚው ወንጀል ነክ ተግባር እስኪ በአጭሩ አስረዳኝ/ጅኝ?
2. በዚያን ጊዜ ምን እንደተከሰተ በአንተ/ች አረዳድ ንገረኝ /ሪኝ?
3. ድርጊቱ ከመፈጸሙ በፊት ፤የዚያኑ ጊዜ እና ከተፈጸመ በሁዋላ የነበረውን ሃሳብ /ሽ እንዴት ነበር? ምን አነሳሳህ/ሽ?
4. በሀሳብህ/ሽ እና በወንጀል ነክ ድርጊቱ መካከል ያለውን የግንኙነት ምን ይመስላል? በችኮላ/በ ቢሲጭት ነበር ወይስ አስበህበት/ሽበት?
5. ስለዚህ ወአንጀል ነክ እና ህግ ያላከበር ባህሪህ/ሽ ምን ይሰማሃል/ሻል?
6. ለተጎጂው ምን ማለት ነው ብለህ/ሽ ታስባለህ/ቢያለሽ?
7. ለአንተ/ለ አንች ምን ማለት እንደሆነ መግለፅ ቢኖርብህ/ሽ ምን ትላለህ/ያለሽ?

8. ስለንበረው ሁኔታ/ስለ ወንጀል ነክ ድርጊት ምን ያክሉን ታስታወሳልህ/ሻለሽ?

9. መናገር/መጠየቅ የምትፈልገው/ገው ማንኛውም ነገር አለ?