Stakeholders' Perceptions of The Relationship Between Parental Role and Students' Delinquent Behaviors Change at College Saint-Andre, Nyarugenge District, Rwanda.

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Abstract: **This research aimed at assessing the stakeholders' perceptions of the relationship between parental role and student's delinquent behaviors change at Collège Saint-André. Specific objectives of the research were to find out the relationship between parent- child relationship; child safeguarding and protection; and parent regular follow- up and student's delinquent behaviors change at Collège Saint-André. Alternative hypotheses of the research were H1-3: there is significant relationship between parental- child relationship; child safeguarding and protection; and parent regular follow- up and student's delinquent behaviors change at Collège Saint-André. The research used a mix of descriptive, empirical and correlational design. A sample of 104 respondents were selected from five clusters namely parents, students, teachers, staffs, and the sector education officers who responded to a questionnaire designed in form of five levels Likert scale. The data was analyzed using SPSS Statistics version 23. The results of the study revealed that parental- child relationship was positive and significant ($\beta1= 0.351$; $p< 0.05$) to student's delinquent behaviors change at Collège Saint-André; child safeguarding and protection was positive and significant ($\beta2= 0.219$; $p< 0.05$); and parent regular follow- up was positive but not significant ($\beta3= 0.062$; $p>0.05$). The R^2 results indicated that parental- child relationship, child safeguarding and protection, and parent regular follow- up contribute 67.2% to the change in student's delinquent behaviors at Collège Saint-André. The researcher concluded that parental- child relationship as well as child safeguarding and protection were positive and significant to students' delinquent behaviors change. Therefore effective mechanisms of facing todays' challenging juvenile delinquent behaviours specifically in schools consists of promoting awareness of the role of parents through improved good communication increasing trust into children, ensure their security from violence and flexible follow- up promoting autonomization. The researcher recommended to parents to improve their relationship with their children, to promote safeguarding and protection to their children and moderate their regular follow- up while promoting children's autonomy.**

Key words: **delinquent behaviors, parental role, stakeholders, students.**

I. BACKGROUND TO THE STUDY

Globally, parental role in eradicating their children's delinquent behaviors is a global issue because so countless countries are facing various problems caused by a lack of parental role in the education of their children and one of those problems identified is delinquent behaviors Bartz (2017). Junger-Tas *et al*. (2012) assessed delinquent Behaviour in 30 Countries and found that the highest prevalence rates are found in Anglo-Saxon and West-European countries, followed by the Scandinavian countries, Mediterranean Europe and the Post-Socialist countries. The new EU member states have lower delinquency rates than Western Europe. Low rates were found in Cyprus, Portugal and Venezuela (Junger-Tas *et al*., 2012). In USA, juvenile delinquency is unlawful behavior by a minor. Juvenile delinquency crimes include public order offenses; drug law violations; property offenses, such as burglary and theft; and person offenses, including assault, robbery, rape, and homicide. According to the Juvenile Court Statistics report by the National Center for Juvenile Justice (NCJJ), the categories of offenses most commonly handled by juvenile courts in 2018 include: Simple assault (20% of cases), drug law violations (14% of cases), larceny (13% of cases), obstruction of justice (12% of cases), disorderly conduct (6% of cases) (Khuda, 2019).

In Africa, researchers indicated that delinquency is related to a family disruption, technological development, Government policies, peer group influence, and trial group and ethnicity. Although official statistics show decreases in delinquency, the integrity of these data is questionable. While delinquency rates generally are lower in developing than developed countries, delinquency appears to be a growing social problem. In Africa, the most common offense is theft, and delinquency is more prevalent in urban areas. Suggested causes of delinquency in Africa have included urbanization, instability of the family structure, lack of employment and educational opportunities, migration, lack of parental control, and individual maladjustment. Prevention efforts include controls on alcoholic beverages, police patrols, and special

police juvenile units. While management of juvenile offenders varies by country, most have their own juvenile justice systems, including courts and correctional facilities and services (Igbinovia, 2015). In East African Countries, a research of Mugerwa (2016) on challenges of rehabilitating the juvenile delinquents in Uganda showed that juvenile delinquency has become a threat to the urban centers and families with major characteristics of theft, arson, drug trafficking, addiction to commit crimes which altogether have constituted a threat to the general public. In Kenya, Langat and Odhiambo (2021) assessed policing juvenile delinquency in criminal justice in Kenya. The study found that of the 12,000 children in the justice system in the entire country, 74.6 percent are males while 25.4 percent are females between six to 17 years. Juvenile crime in Kenya is firmly rooted in poverty. The study showed that 80% of children appearing before the juvenile court are from poorest families, some arrested for committing crimes, and some taken in to be processed by the care and protection system. (Langat & Odhiambo, 2021).

In Rwanda, the government has embarked on a process to upgrade rehabilitation centres for youths in the country namely Iwawa Rehabilitation and Vocational Skills Development Centre, which is located on an island in Lake Kivu and hosts over 6,000 males, Gitagata, in Bugesera District able to host 1,000 and is preserved for young female delinquents, and Nyamagabe Rehabilitation Centre able to host 2,000 males. A research of institute of policy Analysis and Research – Rwanda (2011) listed the following key factors associated with a higher likelihood of juvenile delinquency can be organized into four categories namely: (i) Individual factors such as substance abuse, antisocial behavior, cognitive disabilities, hyperactivity, and physical problems; (ii) factors related to the family such as low socioeconomic status, poor parent-child relationships, broken homes, and abusive or neglectful parents. Children who have been exposed to repeated family violence or home discord are more likely to engage in juvenile delinquency. Teen parenthood is also associated with higher levels of juvenile justice system contact. (iii) factors related to peer including weak social ties, antisocial or delinquent peers, and gang membership. Young people who are subjected to bullying or ostracism from peers are more likely to engage in delinquent behavior. (iv) factors related to school and community including poor academic performance and neighborhood disorganization. Communities that are economically impoverished and high-crime neighborhoods are more likely to produce juvenile delinquents. (vii) Employment status: Unemployment is a major risk factor with those unable to find employment being at risk of retreating into substance abuse and/or turning to petty crime as a survival strategy (Pamela & Batoni, 2011; Lobos, 2020; Bocar, A. (2014).

Habyarimana and Andala (2021) showed that parental involvement in eradicating delinquent behaviors of children was through itorero during Rwanda tradtional. Nowadays parents no longer have time for their children instead they leave them to house workers and this is believed to the great cause of children misbehaviors as far as parents are not around. As a solution of the students' misbehavior, several schools, both private and public institutions, have programs designed at intensifying parental participation such as boys and girls scouting, school-community socio-economic projects, disaster volunteer task force, and school-community work brigade. However, increasing parental involvement remains a tough challenge among school administrators and their teachers despite clear programs, concerted efforts, and strong motivations (Sadberry, 2016). Many parents, whose children are currently enrolled in a particular school, are enormously concerned, more often being active to assist in their child's classroom, communicating constantly with their child's teachers, assisting with their homework, getting involved with school projects, and discussing their child's individual academic strengths and weaknesses with teachers (Maluleke et al., 2014).

Concluding this point, different research topics were consulted and according to all views, it is seen that the parental role is very important to eradicating misbehaviors. Many countries all over the world are trying to involve parents to eradicate delinquent cases still they present facts and excuses of what is making them busy. Some countries tried to find a possible solution to this issue yet they are failing. So the government of Rwanda is calling on parents to be much more involved in the life of their children to combat the issue of poor academic performance and delinquency of children in schools. This research aims at assessing the relationship between parental role and eradication of the students' delinquent behaviors at College Saint-Andre, Nyarugenge District, Rwanda.

II. PROBLEM STATEMENT

Juvenile delinquency is a global concern. Most of the delinquent behaviours are never deliberately committed by sober minded individuals of the Rwandan society; rather, there are historical and environmental factors behind the said incidences. Researchers have listed key factors for the increased incidences of delinquent behaviors among Rwandans especially children and the youth namely: (i) Drug and substance abuse: excessive use of alcohol and other drugs distorts one's mental capacity to restrain themselves from acts considered illegal and or against the socially approved norms. In fact, recent study findings linking drug abuse to recent criminal activity including; theft, drunk driving, rape, involvement in fights, among youths (Chassin, 2018). (ii) Poverty: Poverty limits the capacity of households to provide for daily needs of its members and as a result, members especially the youth may resort to accessing basic necessities through means considered deviant from the law and social norms such as sex for pay and theft (Jarjoura, 2012). (iii) Unemployment: Unemployment rate among the active youth (16-30) is at 3.3% percent at national level and reaches 12% in urban areas (NISR, 2016). The persistently unemployed youth tend resort to alternative and deviant means of survival such as sex trade, unofficial relationships (sugar

mummies/daddies), theft and burglary among others to make ends meet (Papps & Winkelmann, 2020). (iv) Dysfunctional families: the personality of the child is affected by poor or defective relationship with and between parents and being subject to frequent humiliations. The lack of emotional involvement of parents into a child's early life, the failure to set limits to the degree of deviance tolerable among the children and use of authoritarian type of child rearing among others could also give rise to delinquency among the youth (Dymowska & Pięta, 2015). (v) Peer influence: The influence of peer groups however may be detrimental to one's line of choices including joining undertaking illegal and anti-social behaviors like pre-marital sex, petty theft, alcohol and drug abuse, idleness and disorderly, among others (Rao, 2021).

In education sector, Friedlander (2015) indicates that Rwanda has a slew of educational issues, including low academic performance and school misbehaviors in public schools, primarily in Rwanda's 9 and 12 year Basic Education. Many schools claim that learners' poor academic performance and misbehaviors are due to a lack of parental involvement in their children's education. If you try to figure out why, it is because parents do not have time to care for their children. It is because also there is the violence factor in the home, the peer pressure, the lack of moral guidance, and lack of children's counseling, this is affecting learners' performance, and socially acceptable behaviors, and therefore it leads to the educational failure in children (Friedlander, 2015).

The low involvement of parents in students' discipline was also indicated by the research of Habyarimana and Andala (2021) while assessing parental involvement and students' discipline in twelve years basic education schools (12 YBE) in Nyarugenge District. 39% of teachers, 57% of students and 63% of parents teachers committee (PTC) representatives confirmed that absenteeism, noise in classrooms, truancy and drug abuse commonly occur in 12YBE schools. It was confirmed by 50% of teachers, 62% of students and 56% of PTC representatives that parents are not adequately involved in students' discipline control in the areas of effective intercommunication with the teachers and other school authorities, rewarding students for good behaviours, visiting students for discussing their discipline with teachers and other school authorities and attendance of school meeting on discipline (Habyarimana & Andala, 2021).

Daily experience shows that some parents are not involved in education of their children and yet those youths are not misbehaving. On the other side, some parents are highly involved in the education of their children by providing all financial means, good relationship, and regular follow- up and yet their children misbehave at school. And another category is the parents who are involved in education of children and they have good behaviors. This complex situation leads to the following question: what is the relationship between parental role and students' delinquent behaviors change?

Research Objectives

The study aims at assessing the relationship between parental role and students' delinquent behaviors change at College Saint-Andre, Nyarugenge District, Rwanda. Specifically, the research analyzed the relationship between parental- child relationship, child safeguarding and protection by parents, parent regular follow- up and student's delinquent behaviors change at Collège Saint-André.

III. THE RESEARCH HYPOTHESES

H_{1-3}: There is significant relationship between parental- child relationship, child safeguarding and protection, parent regular follow- up and student's delinquent behaviors change at Collège Saint-André.

IV. THEORETICAL FRAMEWORK

Four theories guided the research. Namely: (i) Child guidance theory: The work of Rogers & McPherson (2014) is commonly acknowledged as having a substantial impact on positive parenting. The authors said that a parent and kid should have mutual respect based on the basic human right of equality, and parents should express praise for their child's achievements, since this demonstrates that they believe in the child and accept them as they are. Parents should not, on the other hand, create unrealistic expectations for their children, as this would discourage them. The parents should not establish expectations for their children that they cannot meet, since this will depress them. Instead of exerting their power to convince the kid to do or not do anything, parents should employ natural consequences that result from the child's behavior. The parents should act rather than talk while punishing their children, as this might lead to fights, and this is advised (Rogers & McPherson, 2014). For this research, parent guidance theory was applied under parent- child relationship whereby the parent guide their children on good and positive behaviors. A good parent- child relationship is characterized by mutual exchange of feeling and the parents motivate the children reached the expectations defined in a good relationship. (ii) Parenting style theory: To better understand the parent-child relationship, Albertos et al., (2016) performed research that focused on the parents. They came up with three distinct styles of parenting: authoritarian, authoritative, and permissive. Authoritarian parents might be compared to dictators because they are very strict and make the rules without regard for the child's needs or feelings. It is their way or the highway. Authoritative parents also have rules, but they listen to and respect the needs of their children. This is a mutual exchange where both parties matter. Permissive parents let children run the show and set the rules. Neglectful is a fourth parenting style. Neglectful parents are uninvolved with their children altogether. In the same ways, the parents should possess all dimensions enveloping four parenting style so that parents react or respond in accordance to a behavior that a child shows not having a static style or dimension (Albertos et al., 2016). In this research, parenting style theory was applied whereby parents' follow- up and parent- child relationship involve a mix of low authoritarian,

low authoritative, and high permissive parenting in dealing with juvenile delinquency. Effective parent- children relationship requires more listening to the children than dictating a series of laws or applying severe punishments. (iii) Behaviorism theory: Behaviorism is a theory of learning based on the idea that all behaviors are acquired through conditioning, and conditioning occurs through interaction with the environment. According Morris *et al*., (2012) all actions are taught through contact with the environment. According to this behaviorism theory, behaviors are acquired from their environment, and intrinsic or inherited characteristics have relatively little impact on behavior. In this way, all decisions we generally make about what we think and how we act are based on feedback we receive from our surroundings (environment), both physically and in relationships. As a result, the researchers have seen that youngsters may act or perform in response to feedback from their parents. Parents, on the other hand, should not focus too much on the behaviors that they do not enjoy seeing in their children. If these actions are not favorably rewarded, children are more likely to drop out. Positive discipline is commonly referred to like this because the emphasis is on what the child is doing properly, as opposed to punishment to cease unwanted conduct. The negative punishment is not encouraged because it is highly severe and has an undertone of wanting the child to suffer (Morris *et al*., 2012). This research applied behaviorism theory. Parents use behaviorism to show their children how they should react and respond to certain stimuli and behave in a certain way pleasing their parents. This goes with rewarding system to encourage children's good behaving. Parent- child relationship, safeguarding and follow- up by parents are conditioning methods of parent to influence the behaviors of their children. This research assessed their effectiveness to the eradication of children's delinquent behaviors. (iv) Social learning theory: Social learning theory suggests that social behavior is learned by observing and imitating the behavior of others. Based on ideas of Rumjaun & Narod (2020) humanities are, in many aspects, extraordinarily brilliant, even in infancy. They do not need direct feedback from their environment to learn; instead, they can learn by watching or being directed by others in our social group. This is the underlying concept underpinning modeling's effectiveness, and it is based on Albert Bandura's social learning theory. The goal is to be conscious of the examples provided by parents, as parents or caregivers, and to use the power of modeling to teach children the actions and emotions that will support the best outcomes Rumjaun & Narod (2020). They insisted that in order to benefit from observational learning, one must put effort into it. This research applied social learning theory. The research found that parental role has a contribution to the eradication of students' delinquent behaviors, but there are other factors which contribute including environment. The relationship with surrounding people and even physical objects (such as technological materials) influence the behavior of the children negatively or positively.

V. EMPIRICAL FRAMEWORK

Nourmarifa and Siti (2019) assessed parent and child relations in the perspective of adolescents with juvenile delinquency. This research showed that relations according to adolescents with risky behavior were the existence of positive and negative relations. Positive relationships such as nurturing, transmitting values, closeness, attention, and togetherness. Negative relationships such as lack of support, lack of understanding, communication errors between parents and children, and conflicts that are not accompanied by good conflict management. Such negative relationships contribute to the development of negative self-identity and low self-control and causes the growth of a tendency to delinquent behaviors on children (Nourmarifa & Siti, 2019). Yusuf, Daud and Arshat (2021) conducted as research on perception on the role of parenting style on juvenile delinquency among adolescents in the Government Remand Homes, Lagos State Nigeria. According to the study, adolescence encompasses the period ranging from ages 10 to 21 years. This is a period when young children are developing into adulthood, extending from puberty to independence. It has three stages namely; early adolescent from 10 to 14 years, middle adolescence from 15 to 17 years and late adolescence from 17 to 21 years. The study examined the role of parenting style on juvenile delinquency, using 170 adolescents with behavioural issues who were place at government remand homes Lagos Nigeria. Simple random sampling was used in selection of the sample. The hypotheses were tested using Pearson correlation at .05 significance level. Results indicate that abusive type of parenting style stands as the main predictor of juvenile delinquency among the adolescent. The research suggested that parent at all levels should step up their parenting effort and adopt authoritative style of parenting as the appropriate style of parenting, based on the research outcome (Yusuf, Daud, & Arshat, 2021). Different research indicate the role of parent-child relationship on delinquency. According to the studies, children's personalities can be shaped through parenting patterns provided by parents. Therefore, the relationship between parent and child is definitely an intimate relationship because it will not be broken up at any time. Parenting patterns and various kinds of parental responses to children will form a bond between the child and the parent as a caregiver. Various kinds of parental behavior towards children will be accepted, infused and studied by the child throughout his life. The research conducted by Muqorrobin (2016) explains that parenting parents have a significant correlation with juvenile delinquency. Herdiana (2016) states that the more authoritarian parenting is done by parents, the higher the level of juvenile delinquency will also be higher. A research conducted by Garvin (2017) shows that the more parents apply authoritative parenting, the lower the tendency for adolescents to become delinquent. The results of research conducted by Arif (2016) show that there is a positive correlation between permissive parenting with juvenile delinquency.

Under the U.S. Department of Justice, Wiebush, Freitag, and Baird (2015) conducted an assessment on "preventing delinquency through improved child protection services". The survey indicated that maltreated children are significantly more likely than non-maltreated children to become involved in delinquent and criminal behavior. The prevalence of childhood abuse or neglect among delinquent and criminal populations is substantially greater than that in the general population. Maltreated children are significantly more likely to become involved in delinquent behavior than their non-maltreated peers, and delinquent youth with a history of abuse or neglect are at higher risk of continuing their delinquent behavior than delinquents who have not suffered child abuse or neglect. Given the links between child maltreatment and juvenile offending, designing and implementing programs to reduce the incidence of child maltreatment as a means of preventing delinquency are a promising—though often overlooked—strategy. Among such strategy include promoting parents role in child safeguarding and protection activities (Wiebush, Freitag, & Baird, 2015). In this line of child safeguarding and protection, Salmelainen (2016) assessed the causes and the role of child neglect on delinquency. The research identified a number of central parental functions which are associated with quality of parenting: realistic perception of the child, realistic expectations of the needs a child might satisfy in the parent, realistic expectation of the child's coping and achievement, empathy with the child, ability to be emotionally positively engaged with the child, ability to give priority to the child's developmental needs, and ability to restrain aggressive behaviour towards the child. The degree to which parents can achieve each of these, she maintains, is influenced by a range of factors including an individual parent's immaturity, emotional problems, psychosis, intellectual ability, education, and substance abuse history. Neglectful parents appear to exhibit deficits in several areas of parenting. The research recommends improving child safeguarding and protection through improve the economic well-being of families, especially those families with several dependent children, reduce the burden of child care and increase the availability of practical support, reduce social isolation and increase the availability of emotional support, increase a parent's knowledge of child development and the demands of parenting, as well as home and child management, enhance a parent's skill in coping with the stresses of infant and child care, especially in families where there is a child with special needs such as a prenatally drug-exposed child or a child with a disability (Salmelainen, 2016).

At school, a child may encounter peers who are delinquent and that child is at risk of being affected. Follow- up by parents allow the timely provision of advices and guidance to the child by his/ her parents. In this line, Ezarina *et al*. (2022) analyzed the role of family life and the influence of peer pressure on delinquency using evidence from Malaysia. The current study showed that parental un-involvement, parent separation, peer pressure, criminal gang membership, and parents' involvement in crime were the important factors for involvement in delinquency. The findings revealed the importance of guidance and counseling for parents and adolescents, to help them cope with life challenges and to build their social and emotional skills, as well as the necessity of appointing school psychologists and public health experts to help the youths become valuable individuals (Ezarina *et al.*, 2022). Regular follow- up of children at school goes the creation of parent- teacher- association (PTA) where the parents collaborate with the teachers and exchange the contribution to the development of the student. In this line, Kiral & Gidis (2019) have said that it is imperative for parents to cooperate with various social units and organizations to achieve the positive effective development of a child. In this context, PTA or School Parent Associations (SPA) can work closely with the parents, teachers, administrators, and other community members to provide support for the improvement of education and student performance. The main role of the local PTA is to build strong working relationships among parents, teachers and schools, in support of students and this can include recruiting and coordinating volunteers, providing special recognition in awards ceremonies or through other activities, organizing parent education events, planning teacher appreciation activities and much more (Kiral & Gidis, 2019).

VI. CONCEPTUAL FRAMEWORK

Generally, a conceptual framework means an analytical tool with several variations and contexts Walter et al., (2012). For this research, the conceptual framework shows the relationship between two variables namely "Parental role" which is independent variable and "Students' delinquent behaviors change" as dependent variable. Independent variables analyzed by this research include parent- child relationship, child safeguarding and protection, and regular follow- up. Those cited variables of the research are schematized as by the following figure 2.4.

Figure 1: The Conceptual framework
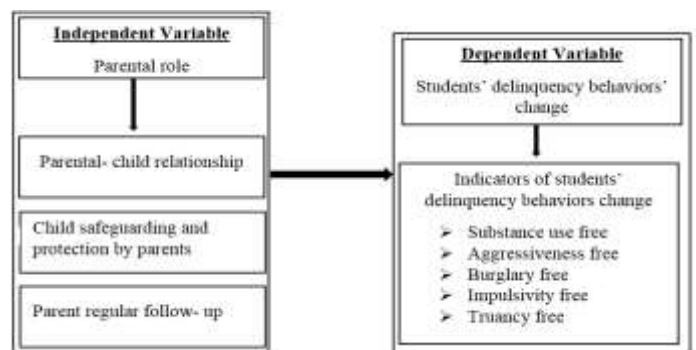
Source: Author (2022).

VII. RESEARCH METHODOLOGY

The research design of this study consists of a mix of descriptive research, empirical research and correlational research designs. As a descriptive research, this research applied descriptive statistics whereby analyzing indicators of students' delinquent behaviors on the side of dependent

variable; and parent- child relationship, child safeguarding and protection by parents and regular follow- up of parents to the education of their children, on the side of independent variables. The study presented the results in form of mean, standard deviations, frequency and percentages (Ndunguru, 2017; & Nassaji, 2019). This research applied empirical design because the research had hypotheses, objectives, methods of data collection, methods and tools of data analysis, and tested the tools from reliability and validity (Dan, 2017). This research applied correlational design because the research tested the relationship between dependent and independent variables. For inferential statistics, this research applied regression analysis which is a powerful statistical method that allows to examine the relationship between two or more variables of interest namely parent- child relationship, child safeguarding and protection, regular follow- up, and students' delinquent behavior. This research applied two techniques namely correlation analysis and regression analysis (Nassaji, 2019).

This studies study targeted College Saint-Andre, Nyarugenge District, which is localized in Kigali city, Nyarugenge district, Nyamirambo Sector, about 4.5 km from the middle town. The criteria for inclusion in this study would be seniors one up to senior six, the teachers, the school personnel, and the parents whose children are in College Saint-Andre. Therefore, the total population of this research is 3035 including 1990 parents; 995 students; 6 staff, and 43 teachers at College Saint-Andre André, and Sector Education Officer at Nyamirambo sector where the school is located.

This research could not reach all 1990 parents due to several reasons including their availability and the distance to reach the school because they live in all 5 provinces of the country. And the researcher could not go to meet them in their geographical areas. For this reason, the sample was necessary and it was calculated as indicated in the following section. The sample was applied to a total population of 3028 including parents, students, and teachers. The school's staffs were not sampled due to their limited number. The Sector Education Officer also was taken into consideration as representing the government institutions. Therefore, by applying Slovin's formula the sample is calculated as the following:

$$n = \frac{N}{1 + Ne^2}$$ (Anokye, 2020).

To explain the formula, n stands for the sample size, N is the total population size and e is the margin of error. By applying the formula,

$$n1 = \frac{3028}{1 + 3028 * (0.1)^2} = \frac{3028}{1 + (3028 * 0.01)} = \frac{3028}{1 + 30.28} = \frac{3028}{31.28} = 97$$

At those 97 parents, students, and teachers, the researcher added 6 staffs of College Saint- André who participated in the research as a whole, and 1 sector education officer and therefore,

n2= 6+1= 7.

The total sample used in the research is:

$n_{1+}n_2$= 97+7= 104.

A purposive way of sampling was appropriate to select informants in line with this study objectives. The research applied probability sampling whereby all parents, students, teachers, staffs, and the sector education officer had equal change to be selected to participate in the research. The research applied cluster sampling whereby 5 clusters were created namely a cluster of parents, a cluster of students, a cluster of teachers, a cluster of staffs, and a cluster of sector education officers. Inside each cluster, the researcher selected randomly 60 parents, 32 students, and 5 teachers deliberately. 6 staffs and 1 sector education officer were taken as a whole.

The data was collected using a questionnaire designed in form of five levels Likert scale where the the scale of measurement was 1 = Strongly disagree (SD); 2 = Disagree (D); 3 = Uncertain (U); 4 = Agree A); 5 = Strongly Agree (SA). The instrument was tested for validity and reliability through piloting whereby the researcher administrated the questionnaire to a sample of 10 parents from Saint- Joseph Secondary School and the results were tested for validity and reliability. For validity, the research used content validity test recommended by Yaghmale (2003) as outlined in table 1 where four key elements namely were object of analysis namely relevance, simplicity, clarity, and ambiguity.

Table 1: Content validity test checklist

	1. Relevance		3. Simplicity
1	Not relevant	1	Not simple
2	Item need some revision	2	Item need some revision
3	Relevant but need minor revision	3	Simple but need minor revision
4	Very relevant	4	Very clear
	2. Clarity		4. Ambiguity
1	Not clear	1	Doubtful
2	Item need some revision	2	Item need some revision
3	Clear but need minor revision	3	No doubt but need minor revision
4	Very clear	4	Meaning is clear

Source: Yaghmale (2003).

For testing the reliability, the researcher computed the Cronbach's Alpha coefficient using IBM SPSS Statistics 23 and the results were 86.4% indicating that the tool is reliable as indicated by the table 2.

Table 1: Reliability Statistics

Cronbach's Alpha (α)	N of Items
.864	4

Source: Field data (2022).

The data was analyzed using IBM SPSS Statistics to compute descriptive as well as inferential statistics. Before running regression analysis the researcher tested five assumptions of multiple regression to check whether they are not violated. These assumptions are: linear relationship, no auto-correlation, no or little multicollinearity, normality, and homoscedasticity (Rosenthal, 2017). SPSS contains a number of statistical procedural tools for performing a wide range of studies. And it is a statistics software package used to analyze the findings from the instruments of data collection used (questionnaire, Interview guide) in human behavior research that are transformed into quantitative data. It is why, it was efficiently used SPSS for analyzing the result from the questionnaire that could be given to the partners such as the parents, the students, the teachers, the staff, in order to have the analytical result (Almalki (2016).

VIII. MODEL SPECIFICATION

The research model applied is the following:

$$SDBChange = \beta_0 + \beta_1 PChildRel + \beta_2 SgPROT + \beta_3 RegFOLLOWUP + \varepsilon.$$

Where: SDBChange indicates Student Delinquent Behaviours Change; PChildRel indicates Parent- child relationship; SgPROT indicates Safeguarding and Protection; and RegFOLLOWUP indicates Regular follow- up; while ε indicates other factors. β_0 indicates intercept whereas β_{1-3} indicate the slope for the population model.

This research run multiple regression and the results will be presented in form of three tables such as: Parameters estimates, Model summary and Analysis of Variance (ANOVA).

IX. RESEARCH FINDINGS

9.1 Analysis of perceptions of stakeholders on relationship between parental role and student's delinquent behaviors change at Collège Saint-André

Indicators of students' delinquent behaviors change at Collège Saint-André

The results presented in table 3 indicate that the stakeholders strongly agreed on the proposed indicators of students' delinquent behaviors change namely free from substance use, aggressiveness free, free of burglary, impulsivity free, and truancy free. The overall mean is 4.98 which falls between 4.21 and 5.00 representing strongly agree. Individual variables have individual mean greater than 4.00 and indicate that all variables are agreed. The overall standard deviation is 0.022 very closer to zero which indicates homogeneity of answers.

Table 3: Respondents' views on indicators of students' delinquent behaviors change

Statements on indicators of students' delinquent behaviors change	Respondents' views				
	N	Min.	Max.	$\bar{x}$	σ
Free from substance use is a sign of students' delinquent behaviors change.	104	4	5	4.99	.010
Aggressiveness free is an indicator of students' delinquent behaviors change.	104	5	5	5.00	.000
Free of burglary is an indicator of students' delinquent behaviors change.	104	4	5	4.89	.100
Impulsivity free is an indicator of students' delinquent behaviors change.	115	5	5	5.00	.000
Truancy free is an indicator of students' delinquent behaviors change.	115	5	5	5.00	.000
Average	**104**	**4.6**	**5**	**4.98**	**.022**

Source: Field data (2022).

Parental- child relationship and student's delinquent behaviors change

The objective one of the research was to analyse the relationship between parental- child relationship and student's delinquent behaviors change at Collège Saint-André. The results of the research as indicated by the table 4 show that parental- child relationship contribute to student's delinquent behaviors change as indicated by the overall average mean of 4.69 which falls between 4:21 and 5:00 representing strongly agree. All five variables analysed namely safety, unconditional love, mutual respect, acceptance, and flexibility have individual mean greater than 4.00. This indicate that all cited variables contribute to increase students' delinquent behaviours change among students of Collège Saint- André. For the standard deviation which indicates the level of deviation of responses from the mean, the results in table 4.5 show that the responses were homogenous as indicated by the overall standard deviation of 0.363 closer to zero.

Table 4: Respondents' views on relationship between parental- child relationship and student's delinquent behaviors change

Statements on the relationship between parental-child relationship and student's delinquent behaviors change	Respondents' perceptions				
	N	Min.	Max.	$\bar{x}$	σ
Safety increase trust and solid ground of the parent-child relationship and the child's emotional wellbeing and increase student's delinquent behaviors change.	104	4	5	4.82	.459
Unconditional love ensure that parents will always be there to support the children despite their ups and downs and increase student's delinquent behaviors change.	104	4	5	4.79	.357
Mutual respect including kindness, good communication and listening to child's needs increase acknowledge child' individuality and increase student's delinquent behaviors change.	104	4	5	4.91	.256
Acceptance of child's limitations and flaws allows gently helping him through hurdles and increase student's delinquent behaviors change.	115	3	5	4.27	.333
Flexibility allows parents always to adjust their parenting with the evolution of their child and increase student's delinquent behaviors change.	115	4	5	4.66	.409
Average	**104**	**3.8**	**5**	**4.69**	**.363**

Source: Field data (2022).

Child safeguarding and protection and student's delinquent behaviors change

The second objective of the research was to find out the relationship between child safeguarding and protection by parents and student's delinquent behaviors change at Collège Saint-André. The table 5 indicates that stakeholders agreed on the relationship between child safeguarding and protection by parents and student's delinquent behaviors change at Collège Saint-André as indicated by the overall mean of 4.14 which falls between 3.41 and 4.20 representing agree. All five variables analysed namely prevention from violence, abuse, exploitation, neglect and advocacy have individual mean greater than 4.00 which shows that respondents agreed on the contribution of individual variable to the change in student's delinquent behaviors at Collège Saint-André. The overall standard deviation is 0.387 closer to zero and indicates homogeneity of answers. Therefore the responses are closer to the mean.

Table 5: Respondents' views on relationship between child safeguarding and protection and student's delinquent behaviors change

Statements on the relationship between child safeguarding and protection and student's delinquent behaviors change	Respondents' perceptions				
	N	Min.	Max.	x̄	σ
Prevention of child from violence by parents increase student's delinquent behaviors change.	104	3	5	4.12	.355
Prevention of child from abuse by parents increase student's delinquent behaviors change.	104	3	5	4.26	.452
Prevention of child from exploitation by parents increase student's delinquent behaviors change.	104	4	5	4.18	.354
Prevention of child from neglect by parents and increase student's delinquent behaviors change.	115	3	5	4.08	.353
Advocacy for safeguarding and child protection by parents increase child security and increase student's delinquent behaviors change.	115	3	4	4.05	.419
Average	**104**	**3.2**	**4.8**	**4.14**	**.387**

Source: Field data (2022).

Parent regular follow- up and student's delinquent behaviors change

The third objective of the research was to assess the relationship between parent regular follow- up and student's delinquent behaviors change at Collège Saint-André. The results in table 6 indicate that respondents disagreed on the relationship between parent regular follow- up and student's delinquent behaviors change at Collège Saint-André. This is indicated by the overall mean of 2.52 which falls between 1.81 and 2.60 representing do not agree. The individual results also show that among five variables namely child management, parent accountability, influence of parents, parents' skills, and technical ability none of them has reached an average of 4.00 indicating agreement. The overall standard deviation is 0.827 and is less than 1. This indicates that answers were homogenous.

Table 6: Respondents' views on relationship between regular follow- up and student's delinquent behaviors change

Statements on the relationship between regular follow- up and student's delinquent behaviors change	Respondents' perceptions				
	N	Min.	Max.	x̄	σ
Child management is an effectiveness regular follow-up mechanisms used by parent to the child discipline and increase student's delinquent behaviors change.	104	1	4	2.25	.955
Parent accountability empowers the child discipline and has the relationship with regular follow-up of the parent which increase student's delinquent behaviors change.	104	2	3	3.56	.752
Influence of the parent has the impact to the child and shows the regular follow up of the parent and this increase student's delinquent behaviors change.	104	1	3	2.18	.954
Parent skills characterizes the efficiency regular follow up of the parent and increase student's delinquent behaviors change.	115	2	3	3.01	.653
Technical ability of the parent helps the parent to follow up their child in term of discipline and good marks scores and increase student's delinquent behaviors change.	115	1	2	1.61	.819
Average	**104**	**1.4**	**3**	**2.52**	**.827**

Source: Field data (2022).

9.2 Diagnostic tests

The research tested five assumptions of multiple namely: linearity, no auto-correlation, multicollinearity, normality, and homoscedasticity. The target was to check whether none among these assumptions were violated.

Assumption of linearity

Pearson's correlation test was applied and the decision rule states that any score of -1 or +1 is said to be perfect correlation (negative or positive respectively); any score of +0.5 to +1.0 indicates strong positive correlation; and any score of -0.5 to -1 indicates strong negative correlation. Good correlation coefficient is therefore between -0.5 and +0.5. The results outlined by the table 7 indicate that there was no threat of linearity since all Pearson Correlation results are between 0 and +0.5 falling between the range of good correlation.

Table 7: Linearity test results

0		PChildRel*	SgPROT**	RegFOLLOWUP ***
PChildRel	Pearson Correlation	1	.046	.225
	Sig. (2-tailed)		.031	.201
	N	104	104	104
SgPROT	Pearson Correlation	.046	1	.043
	Sig. (2-tailed)	.031		.317
	N	104	104	104
RegFOLLOWUP	Pearson Correlation	.225	.043	1
	Sig. (2-tailed)	.201	.317	
	N	104	104	104

(*PChildRel = PARENT- CHILD RELATIONSHIP; **SgPROT = CHILD SAFEGUARDING AND PROTECTION; ***RegFOLLOWUP = REGULAR FOLLOW UP).

Source: Field data (2022).

Assumption of no- autocorrelation

The researcher tested the model for autocorrelation by applying Durbin-Watson statistic test. The decision rule for this test states that the Durbin Watson statistic ranges from 0 to 4, with a value of 2.0 indicating zero autocorrelation. The Durbin-Watson statistic value between 1.5 and 2.5 indicates that the data is not autocorrelated. The study results indicated that the Durbin Watson statistic value was 1.925 which falls between 1.5 and 2.5 the acceptable range indicating where successive error differences are small. Based on these results, the research confirms that there is no autocorrelation among variables as indicated by the table 8.

Table 8: Autocorrelation test results

Model Summary^b

Model	Durbin-Watson
1	1.725^a

a. Predictors: (Constant), PChildRel, SgPROT, RegFOLLOWUP

b. Dependent Variable: SDBChange

Source: Field data (2022).

Assumption of no multicollinearity

The researcher applied two tests namely Variance Inflation Factor (VIF) and tolerance diagnosis. The decision rule states that VIF should be between 1 and 5; and tolerance should not be below 0.2 (Daoud, 2017). The results of the research as indicated by the table 9 indicate that VIF results fall between accepted range because VIF for PChildRel is 1.842 with tolerance of 0.543; VIF for SgPROT is 2.062 with tolerance of 0.485; and VIF for RegFOLLOWUP is 1.898 with tolerance of 0.527. These results indicate that there is no threat of multicollineraity.

Table 9: Multicollinearity test results

Model		Collinearity Statistics	
		Tolerance	VIF
1	PChildRel	.543	1.842
	SgPROT	.485	2.062
	RegFOLLOWUP	.527	1.898
a. Dependent Variable: SDBChange			

Source: Field data (2022).

Assumption of normality

For checking whether there is or no threat of this assumption, the research applied Kolmogorov-Smirnov and Shapiro-Wilk tests using SPSS. And because the sample is 104 >100, the results should be checked on the side of Kolmogorov-Smirnov. The decision rule for a normal distribution states that the probability value (p value) should be not statistically significant (>0.05). As indicated by the table 9, the results of Kolmogorov-Smirnov indicate that the data follow a normal distribution since all the results are greater than 0.05. The p value is 0.172 for PChildRel; 0.392 for SgPROT, and 0.176

for RegFOLLOWUP. The research affirms that the assumption of normality is not violated.

Table 10: Normality test results

	Kolmogorov-Smirnov^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PChildRel	.623	104	.172	.591	104	.291
SgPROT	.307	104	.392	.424	104	.310
RegFOLLOWUP	.501	104	.176	.363	104	.101

a. Lilliefors Significance Correction

Source: Field data (2022).

Assumption of homoscedasticity

The research applied Levene's test of equality of error variances. The decision rule states that population variances are not equal (heteroscedasticity) if "Sig." or p < 0.05. The results presented in table 10 indicate that there is no threat to homoscedasticity.

Table 10: Homoscedasticity test results

Levene's Test of Equality of Error Variances^a

Dependent Variable: SDBChange

F	df1	df2	Sig.
.675	111	2	.425

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + PChildRel+ SgPROT+ RegFOLLOWUP

Source: Field data (2022).

9.3 Inferential statistics

The results in previous section about diagnostic tests indicated that none among five assumptions of multiple linear regression was violated. By inferential statistics, the research proceed by running multiple regression to predict the value of dependent variable (or outcome variable) based on the value of independent variables (or predictor variable). This section present the results in three tables namely: parameters estimates (or regression coefficients); the model summary indicating the goodness of fit (R^2), and analysis of Variance (ANOVA).

Correlation matrix

The results of Pearson correlation coefficients indicated by the results in table 11, show that there is no correlation between dependent and independent variables. The Pearson Correlation coefficients are 0.253; 0.198; and 0.374 respectively for PChildRel, SgPROT, and RegFOLLOWUP. Since the coefficients r<0.5, there is no threat of correlation between cited independent variables and SDBChange. More specifically, there is no correlation between SDBChange and PChildRel, SgPROT, and a weak correlation between SDBChange and RegFOLLOWUP. Considering the Significance of the relationship (sig.), the results in table 11 indicate that the relationship is significant between

SDBChange and PChildRel and SgPROT as indicated by the p value <0.05 for those cited variables. These values are 0.001 and 0.017 respectively. However, the relationship is not significant between SDBChange and RegFOLLOWUP as indicated by the p value= 0.607 and is greater than 0.05. The significance value indicate that the relationship between dependent and independent values exist in the sample as well as in the entire population. This is the case for SDBChange and PChildRel and SgPROT. However, the relationship between SDBChange and RegFOLLOWUP exists in the sample but it does not exist in the entire population since the p value is greater than 0.05 (p value= 0.607). For Sign, the correlation matrix in table 11 indicates that all relationships have positive signs. There is nowhere is a negative sign. This indicates the dependent and independent varibales tend to move in the same direction. Which means that if independent variable increases, the dependent variable also increase; and if the independent variables decrease also the dependent variable decreases.

Table 11: Linearity test results

		PChildRel*	SgPROT*	RegFOLLOWUP *	SDBChange*
PChildRel	Pearson Correlation	1	.046	.225	.253
	Sig. (2-tailed)		.031	.201	.001
	N	104	104	104	104
SgPROT	Pearson Correlation	.046	1	.043	.198
	Sig. (2-tailed)	.031		.317	.017
	N	104	104	104	104
RegFOLLOWUP	Pearson Correlation	.225	.043	1	.374
	Sig. (2-tailed)	.201	.317		.607
	N	104	104	104	104
SDBChange	Pearson Correlation	.253	.198	.374	1
	Sig. (2-tailed)	.001	.017	.607	
	N	104	104	104	104

(*PChildRel = PARENT- CHILD RELATIONSHIP; *SgPROT = CHILD SAFEGUARDING AND PROTECTION; *RegFOLLOWUP = REGULAR FOLLOW UP; SDBChange= STUDENTS' DELINQUENT BEHAVIORS CHANGE)

Source: Field data (2022).

Hypothesis testing

The table 12 outlines the results of hypothesis testing. According to which the intercept value β_0= 0.139 which predicts that the value of SDBChange will be equal to 0.139 when all of the independent variables are equal to zero. This indicates that if parental role is estimated at zero, the child delinquent behaviors change will be evaluated at 0.139.

H1: There is significant relationship between parental- child relationship and student's delinquent behaviors change at Collège Saint-André.

The regression results presented in table 12 revealed that parental- child relationship was positive and significant (β_1= 0. 351; p< 0.05). Therefore, the alternative hypothesis was accepted and the study concludes that parental- child relationship has a positive and statistically significant relationship with student's delinquent behaviors change at Collège Saint-André. This implies that there was up to 0. 351 units increase in student's delinquent behaviors change at Collège Saint-André for each unity increase in parental- child relationship holding all other independent variables constant. These findings are consistent with the results of the study of Muqorrobin (2016) which indicated that parenting parents have a significant correlation with juvenile delinquency. Herdiana (2016) states that the more authoritarian parenting is done by parents, the higher the level of juvenile delinquency will also be higher. A research conducted by Garvin (2017) shows that the more parents apply authoritative parenting, the lower the tendency for adolescents to become delinquent. The results of research conducted by Arif (2016) show that there is a positive correlation between permissive parenting with juvenile delinquency. Also Nourmarifa and Siti (2019) showed that relations according to adolescents with risky behavior were the existence of positive and negative relations. Parenting style theory supports these results. Albertos et al., (2016) indicated three distinct styles of parenting: authoritarian, authoritative, and permissive. According to the theory, authoritative parents have rules, but they listen to and respect the needs of their children. These kind of parents help students reducing their delinquent behaviors.

H2: There is significant relationship between child safeguarding and protection by parents and student's delinquent behaviors change at Collège Saint-André

The regression results presented in table 12 revealed that child safeguarding and protection was positive and significant (β_2= 0. 219; p< 0.05). Therefore, the alternative hypothesis was accepted and the study concludes that child safeguarding and protection has a positive and statistically significant relationship with student's delinquent behaviors change at Collège Saint-André. This implies that there was up to 0. 219 units increase in student's delinquent behaviors change at Collège Saint-André for each unity increase in child safeguarding and protection holding all other independent variables constant. These results are consistent with the findings of Wiebush, Freitag, and Baird (2015) on "preventing delinquency through improved child protection services". The survey indicated that maltreated children are significantly more likely than non-maltreated children to become involved in delinquent and criminal behavior. The prevalence of childhood abuse or neglect among delinquent and criminal populations is substantially greater than that in the general population. These results are also supported by the behaviorism theory according to which a child educated in a safe environment will have good behaviors while a child educated in unsafe environment will be affected by the environment (Morris et al., (2012).

H3: There is significant relationship between parent regular follow- up and student's delinquent behaviors change at Collège Saint-André

The regression results presented in table 12 revealed that parent regular follow- up was positive but not significant ($\beta3=$ 0. 062; $p>0.05$). Therefore, the alternative hypothesis was rejected and the study concludes that parent regular follow- up is not statistically significant with student's delinquent behaviors change at Collège Saint-André. These results are in contrast with the study of Kiral & Gidis (2019). Regular follow- up of children at school goes with the creation of parent- teacher- association (PTA) where the parents collaborate with the teachers and exchange the contribution to the development of the student. In this line, Kiral & Gidis (2019) have said that it is imperative for parents to cooperate with various social units and organizations to achieve the positive effective development of a child.

Table 12: Model coefficients results

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.139	.059		2.356	.000
	PChildRel	.423	.191	.351	2.215	.021
	SgPROT	.323	.131	.219	2.466	.016
	RegFOLLOWUP	.087	.122	.062	.713	.216
a. Dependent Variable: SDBChange						

Source: Field data (2022).

Model summary (R²)

The results indicated by the table 13 showed that the coefficient of determination R-squared value for this study is 0.672 ($0.5 < r < 0.7$) indicating a moderate effect size. It shows how that the model fits the data at a moderate extent. These results indicate that 67.2% of variance in dependent variable was explained by independent variables. For this study, these results indicate that 67.2% of change in Students delinquent behaviors change come from parent- child relationship, safeguarding and protection, and parent regular follow- up. The remaining 32.8% come from other factors.

Table 13: Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.82ᵃ	.672	.521	.27890
a. Predictors: (Constant), PChildRel, SgPROT, RegFOLLOWUP				
b. Dependent Variable: SDBChange				

Source: Field data (2022).

Analysis of Variance (ANOVA)

The Analysis of Variance (ANOVA) is used to analyze the difference between the means of more than two groups. It is a statistical technique that is used to test the model fitness. The decision rule states that the model fit to predict variables if p-value <0.05; F being greater than F critical. The result presented in table 14 indicate that $p<0.05$; and $F(9,106) = 6.6 > F_{critical} =1.97$. Based on these statistical findings, the model is fit to predict study variables.

Table 14: Results of Analysis of Variance (ANOVA)

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.012	9	.224	6.6	.000ᵇ
	Residual	3.568	106	.034		
	Total	5.580	115			
a. Dependent Variable: SDBChange						
b. Predictors: (Constant), PChildRel, SgPROT, RegFOLLOWUP						

Source: Field data (2022).

X. CONCLUSION

This research assessed stakeholders' perceptions on the relationship between parental role and students' delinquent behaviors change at Collège Saint-André, Nyarugenge district, Rwanda. Independent variables of the research were parent- child relationship, child safeguarding and protection, and regular follow- up; while dependent variable was students' delinquent behaviors change namely free from substance use, aggressiveness free, free of burglary, impulsivity free, and truancy free. The first objective of the research was to analyze the relationship between parental- child relationship and student's delinquent behaviors change at Collège Saint-André. The study results indicated that parental- child relationship was positive and significant ($\beta1=$ 0. 351; $p< 0.05$). A series of causes of juvenile delinquency affect Rwandan youths namely drug and substance abuse where young people who persistently use and abuse substances often undergo an array of legal, social, health and personality related problems that may culminate into delinquency. Excessive use of alcohol and other drugs distorts one's mental capacity to restrain themselves from acts considered illegal and or against the socially approved norms. Other causes include unemployment, dysfunctional families, violence, peer influence, and low level of education, poor parenting skills, family size, home discord, child maltreatment, and antisocial parents are risk factors linked to juvenile delinquency. The research found that a good parental-child relationship through safeguarding, unconditional love, mutual respect, acceptance, and flexibility prevent the children being affected by cited bad behaviors. The second objective of the research was to find out the relationship between child safeguarding and protection by parents and student's delinquent behaviors change at Collège Saint-André. The study results revealed that child safeguarding and protection was positive and significant ($\beta2=$ 0. 219; $p< 0.05$).

Youths who are growing in a society with violence tend to have delinquency behaviours. The risk factors of delinquency behaviours include the history of violent victimization, history of early aggressive behaviour, involvement with drugs, alcohol, or tobacco, poor behavioral control, exposure to violence and conflict in the family, harsh, lax, or inconsistent disciplinary practices, involvement in gangs, high level of family disruption, etc. For building a better future, parents first, and teachers and school staff are well positioned to spot signs of abuse and neglect. Evidence of any one indicator from the list outlined should not be taken on its own as proof that abuse is occurring. However, it should alert practitioners to make further assessments and to consider other associated factors. The lists of possible indicators and examples of behaviour are not exhaustive and people may be subject to a number of abuse types at the same time. The research revealed that effective child safeguarding and protection prevent children from delinquent behaviours. The third objective of the research was to assess the relationship between parent regular follow- up and student's delinquent behaviors change at Collège Saint-André. The results of the study results revealed that parent regular follow- up was positive but not significant ($\beta 3= 0. 062$; $p>0.05$). Having an eye on a kid does not guarantee good discipline. Autonomization is the best way of providing the students with space of self- realisation. Of course this goes with good relationship between children and their educators (parents) and once coupled with safeguarding, the students may be autonomous and important persons for the society.

XI. RECOMMENDATIONS

The first objective of the research was to analyse the relationship between parental- child relationship and student's delinquent behaviors change at Collège Saint-André. In line with this objective the research recommend the following:

To the parents

- The dictator parents are recommended to improve their relationship with their children. Authoritarianism was indicated as harming the discipline of the children rather than promoting it. They are therefore recommended to shift from traditional mode of education to a modern one guided by authoritative behavior where there are rules and regulations coupled with the listening of the children' views. This mode allows children contributing to their education. Through good communication with the children the parent is aware of their weaknesses and challenges and may plan for effective help.
- Child protection is a responsibility of parents before being a responsibility of the government. Some parents specifically in rural areas do not pay attention on safeguarding for their children and the results are increased delinquency. The parents are recommended to invest in child protection against bad peers, and put in place effective mechanisms of controlling the security of their children while going or coming back schools; and also while going on markets and other places. In fact, child abusers may be everywhere and if parents do not pay attention, the children may be abused or exploited.
- Regular follow- up is good itself however it should be moderated to avoid pressure to the children. Parents are recommended to promote autonomization while educating their children and let them a space for practicing the instructions.

To the school managers

- School mangers are recommended to maintain parent- child relationship specifically among authoritarian parents through strengthening PTA (Parent- Teachers- Association). Through associations, the parents will be trained on effective parent- child relationship despite the challenges of economic lives which reduce the time for family dialogue among households and affect the children's behaviors.
- Safeguarding is key and is under the responsibility of school managers more specifically when the students are at school. Depending on the size and the population of the school, enough staffs in charge of discipline are required to ensure safety of the students at school. Some students with delinquency behaviors tend to contaminate others due to lack of effective safeguarding mechanisms. School managers should develop and follow safeguarding policy adapted to their conditions.
- Follow- up at school calls all school staffs and teachers being involved in the process of paying attention to what the students are doing and in which they are more involved. This should be done by planning the extra curricula activities and assigning leaders among the students and making them responsible; and train them on effective reporting systems. This goes with effective communication with parents as early as possible in case of signs of delinquent behaviors among the children.

To the Ministry of education

Juvenile delinquent behaviors challenges not only families but the entire society at a large. The ministry of education is recommended to organize TV spots and use other social media as well as local government institutions at grassroots and pass a message on parent- child relationship increasing awareness among the population on the importance of family dialogue. In this line, government programs such as Evening family meeting, friends of family, should be trained on parent- child relationship development for a better future and at their tout they pass the message to the population in these assemblies.

XII. AREA FOR FURTHER RESEARCH

This research was limited geographically to the Collège Saint-André located in Nyarugenge district, in city of Kigali. It is a big boarding school. However, there are other many big boarding schools which are challenged by the issue of delinquent behaviors. Further research should analyze the relationship between parental role and students' delinquent behaviors in those school so that we can have the situation in the entire country; and based on the findings at national level, the policy makers can develop policies. This research was limited in terms of content and it only assessed three independent variables namely parental- children relationship, safeguarding and protection, and regular follow- up. Further research should expand the variables and include social norms, school leadership, technology management, and others. Also, further research would analyze other factors such as family factors, peers influence, school and community influence, and employment status causing juvenile delinquency and find out how the parental role may contribute to their eradication.

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