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Parent-Child Relationship Management Strategies and Reintegration of Street Children in Rwanda; A Case of Gasabo District, Rwanda

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Abstract

This study ascertained impact of parent-child relationship management strategies on the successful reintegration of street children using Gasabo District. The specific goals were to identify parent-child relationship management strategies used for successful street children reintegration, to assess the level of successful street child reintegration, and to assess the relationship between parent-child relationship management strategies and to ensure successful street child reintegration. The study employed a mixed-methods research design that combined descriptive and correlative elements. 1274 parents and kids make up the study population, from which a sample size of 305 respondents was determined using the Slovenian formula. From five sectors of the Gasabo District, a proportionate number of respondents were chosen using a stratified sample technique. A simple random sampling was used to select parents and children, while a targeted sampling technique was used to select key informants from the Gasabo District, National Children's Commission, National Rehabilitation Services and Rehabilitation Centers. A questionnaire survey, an interview guide and a document check were used to collect information. Quantitative data were analyzed using the Statistical Package for Social Sciences for Data Analysis (SPSS), version 26.0, while qualitative data were analyzed using content analysis. The results for the first objective were: 71.4 % pointed out positive behavior and 70.6% had tried while 76.2% motivated children to use words. The results show that 69.50% gave their children pocket money, and 65.1% observed reasons for children's behavior. The results for the second objective showed that 64.0% strongly agreed with improving access to education, 44.0% of respondents with improving social behavior. The third objective results found that the correlation between parent-child relationship management strategies in children yielded a Pearson correlation coefficient $r = 0.843$ between positive reinforcement in access to education. In conclusion, effective relationship management strategies between parents and children play an essential role in reintegration of street children. The study recommends that the government should address the root cause before children's reintegration and adequate

preparation by increasing family income before reintegration. Government should focus on the problems that cause children to leave their home for street life. Parents should feel their responsibility, empower community to take care of children and to link children with their families, and to build in a child a trust that create friendship within society. Parents and Community at large, should put in mind that there is no better and comfortable place for a child other than being raised in the family, within the safe environment. Children should to attend school or vocational institutions where they can acquire different skills and they should elevate their voices to ensure that their worries are well-known.

Keywords: *Reintegration of Street Children, Positive reinforcement, financial support, Parent-Child relationship management strategies, Rwanda.*

1.0 Introduction

The Rwandan government has implemented policies and initiatives aimed at helping street children reintegrate into society. These include transit and rehabilitation centers, national rehabilitation services, awareness campaigns, reintegration packages, child care reform strategy, national policy for street children, girl's education policy, and other more preventive approaches dealing with street children; there are still significant numbers of street children in Rwandan urban areas who return to street life after reintegration in their families. Despite reintegration of street children in their families, it has been observed by Murray et al, (2014) that most of these children return to the streets despite the adopted policies and programs, including reintegration of street children and rehabilitation centers. However, poor performance in reintegration of street children, inadequacy reintegration of street children was evident in Rwanda (MIGEPROF, 2012).

MIGEPROFE (2012) report indicates that 2319 out of 3019 reintegrated children returned to the street between 2009 and 2012. Murray *et al*, (2014) assert that 50% of children are dropping out school while Parbati (2013) felt that 49.2% of reintegrated children are still using drug or substance. High rate of school dropout was found by Pamela *et al.*, (2015), negative social behavior (Peterson & Nguyen, 2010) and high rate of child labor (Zena & Aneth, 2010).

In search of ways to attain effective reintegration, different scholars have pointed out that positive reinforcement would be a good strategy (Kayiranga, 2013). Kinoti (2015) focused on guidance and counseling, positive reinforcement and financial support. All the above considerations led to the study research problem consisting in knowing if and how, positive reinforcement, guidance and counseling and financial support as parent-child management strategies plays a role to effective reintegration of street children in Rwanda using a case of Gasabo District.

1.2 Objectives of the Study

1.2.1 General Objective

This study analyzed impact of parent-child relationship management strategies on effective reintegration of street children in Gasabo District, Rwanda.

1.2.2 Specific Objectives

- i) To assess the parent child management strategies adopted for effective reintegration of street children in Gasabo District, Rwanda
- ii) To determine the level of effective reintegration of street children in in Gasabo District, Rwanda

- iii) To analyze the impact of parent child relationship strategies on effective reintegration of street children in Gasabo District, Rwanda.

1.3 Research Questions

- i) What is the parent child management strategies adopted for effective reintegration of street children in Gasabo District, Rwanda?
- ii) What is the level of effective reintegration of street children in in Gasabo District, Rwanda?
- iii) What is the relationship between parent child management strategies and effective reintegration of street children in in Gasabo District, Rwanda?

2.0 Review of Related Literature

2.1 Empirical Literature

Globally, street children through the world are subjective to physical abuse by police or were even killed, as government treat them as a blight to be eliminated rather than as children to be treated and safeguarded (Parbati, 2013). The situation of street children is not only a social problem but also economic. Street children have the same rights as other children, including the right to an appropriate standard of living, the right to an education, and the right to live with their parents, according to the United Nations Convention on the Rights of the Child, which was ratified by the United Nations General Assembly (Shimelis, 2015).

According to the 2012 United Nations' report on street children, there is an estimated 150 million children globally who derive their livelihood from the streets. Subsequently, the biggest number is found in developing countries. There is a general consensus in the body of literature that the living conditions of the street children disproportionately expose them to gross abuse compared to other children (UN, 2012). This has made street children a peculiar vulnerable group attracting the attention of both governments and non-governmental agencies across the world. In addition, it is still impossible to know the exact number of street children. For example, the UNICEF's (2012) report estimated that 100 million children were growing up on urban streets around the world and they are among the most physically visible of all children, living and working on the roads and public squares of cities all over the world.

In addition, a UNICEF study from 2012 estimates that there are 120 million children living on the streets worldwide, with 30 million of them in Africa. These children nonetheless have rights despite routinely experiencing various sorts of maltreatment. They are better referred to as community children because they are the progeny of our shared civilization. Between three and eighteen years old, 40% of them are homeless.

In Brazil Ojelibi & Oyewole (2012) had assessed many researches related to street children and come to the conclusion that there, street children leave home owing to lack of enough assistance in society, violence at home and owing to the street attempt with liberty, fun with friends and with independent money spending. There is another point which says that, children went to the street to find belonging because this sense of when it was not achieved at home, children look for it through contact with other children by forming informal street families. This kind may lead to spending more time in street life (Parbati, 2013).

Peterson & Nguyen (2010) enlarges the need aspect and asserts from the point of view of Maslow psychological children run way to streets owing to uncompleted needs at family level. Recently, academics from numerous fields have begun to discuss the problem of street children and children's rights more. Scientists, humanitarians, and NGOs are still unable to find a solution to the problem of how to develop models for child protection, social reintegration, and the general well-being of street children, as well as how to lower the risk factors of the phenomenon locally and globally (Marrengula, 2010). Although children escape their families to avoid problems, according to Ansell (2016), life on the streets ultimately increases their ability to develop in a healthy way. Due to war, genocide, famine, mortgages, crippling conditions, poor governance, a lack of employment opportunities, and corruption, the poorest people in the world are at risk of sliding into a cycle of poverty.

UNESCO (2017) estimates the existence of 150 million street children worldwide at this time. However, many of them were compelled to abandon their families as a result of civil unrest, armed conflict, declining socioeconomic conditions, parent deaths, and natural disasters. Because of this, it has been believed which is wholly false that street children are not a problem in the industrialized world. Aptekar and Stoecklin (2014) compared and contrasted the problems that street kids in wealthy and developing nations experience. The conclusion they reach is that resources are the most important aspect of everything. In Thailand, a street youngster is more likely than in other nations to end up in the red light district and sell his body for sustenance (Aptekar & Stoecklin, 2014). The UN Convention on the Rights of the Child has ensured that every child in the world has the prerequisites for survival, development, protection and participation (ICO, 2011).

In Africa, the problem of road workers is a problem faced by all rapidly developing and urbanizing countries, and of particular concern to African countries (Freire et al. 2015). It is crucial to be aware of both the push and pull factors that motivate men, women and children on the streets, including rural-urban migration, and the street workers into the broader social and economic development strategy involve the government. This poses enormous challenges to the social and physical environment of cities, particularly in view of the widespread poverty resulting from the rapid urbanization process. Many of the urban poor live in slums and squatter settlements with overcrowded, unhealthy housing and a lack of basic services.

According to Parbati (2013), most children in Ethiopia are street children who work as child laborers to support their families. Most of them still keep in touch with their families frequently. The circumstances of street children in Kenya are remarkably similar to those in Ethiopia. Boys predominate among the children seen on the street. However, the proportion of female infants is increasing rapidly. Previous studies of street children in Uganda consistently show that this child population is widespread and vulnerable in all major urban centers in the country. In the context of Rwanda, the issue of street children is not new. The literature notes that when children are challenged by their families, are unable to meet their basic needs, have a dysfunctional parenting system, or are treated poorly, they have no choice but to flee their homes and going where they think they can earn something to make living lives and stay away from hunger (NCC.2012). A street child living on the streets is a global problem that has existed for a long time. Governmental, religious, and humanitarian organizations have all focused on this issue for more over 30 years (Marrengula, 2010). The phrase "street children" was first used by UNESCO to refer to transient youngsters after

World War II. As a part of the International Year of Children in 1979, it was a topic of intense discussion for the global community. (Marengula, 2010). Street children had changes of explanations relying on the context and models adopted (Orlich, et al, 2010). Moreover, they agonize from family reintegration and poverty (Paulo, 2014). According to Murray et al. (2014), street children who have fled their families due to poverty, physical, sexual, or alcohol abuse are considered homeless children, as are children who are born homeless who live and survive on the streets with their families. Peer pressure at work and the alleged freedom of living on the streets may have an impact on their quality of life (Humanitarian, 2011).

2.2 Theoretical Framework

Theoretical framework is relied on the previous theories in the domain of surveys that is associated and reflects the hypothesis of the research. It is a blue print that is often borrowed by a study to construct his or her house or study survey. Therefore, in this study the theory used to understand it is the theory of Abraham Maslow which has been explained a forehead.

2.2.1 Instructional Material Theories

This model denotes the connection between material and the academic success of students in secondary schools. The performance is measured through high capability, strategic quality and achieving class action and significant behavior towards the success. In this regards, the model argue that material had the ability to advance into leaners the high order of skills and they assess phase by phase on the way of following up the principles and given terms and had clear effect on the resolution of issues by assessing and giving a design (Maloy & LaRoche (2010). Orlich et al., (2010) argued that instructional material may be helpful in developing the capacity to learn by students using self-teaching and guided learning. It means that they include producing their success and giving comments on the success adequacy. Most of opinion had the ability to train them in order to have capacity to resolve problems. Therefore, the author for the current research seeks to assess the importance of ICT devices in education. The same opinion were advanced by Vygostsky by arguing that instruments were in the context of instructional materials had the ability to advance in leaners' high degree of thought that was crucial to overcome issues. It was taken into consideration being the field of instructional materials may begin with intellectual progress was assessed with regards to class teaching and research assessed them (Shimelis, 2015).

2.2.2 Sociocultural Theory

This model was another approach that was adopted during the whole research process of the present study. It argues that persons did not advance habits of certain fixed rational organization that explain as advanced one. It reiterates that people's thoughts grow up as an outcome of perpetual collaboration social and cultural collaboration. Therefore, through this cooperation, people are learning and developing from others' experiences and skills for attaining adequacy and suitability of instructional materials (Kirui, 2015). For instance, when a child master this difficult cultural tools like language, this may not lead only in their capability to dialogue but stimulate new thought, auto-regulations in generally speaking. The above approach denotes that teaching and learning instructional materials stimulate intellectual development owing to the fact that they facilitate thought and this facilitation establishes the foundation of mental growth (Kelleher,2018)..

2.3 Conceptual Framework

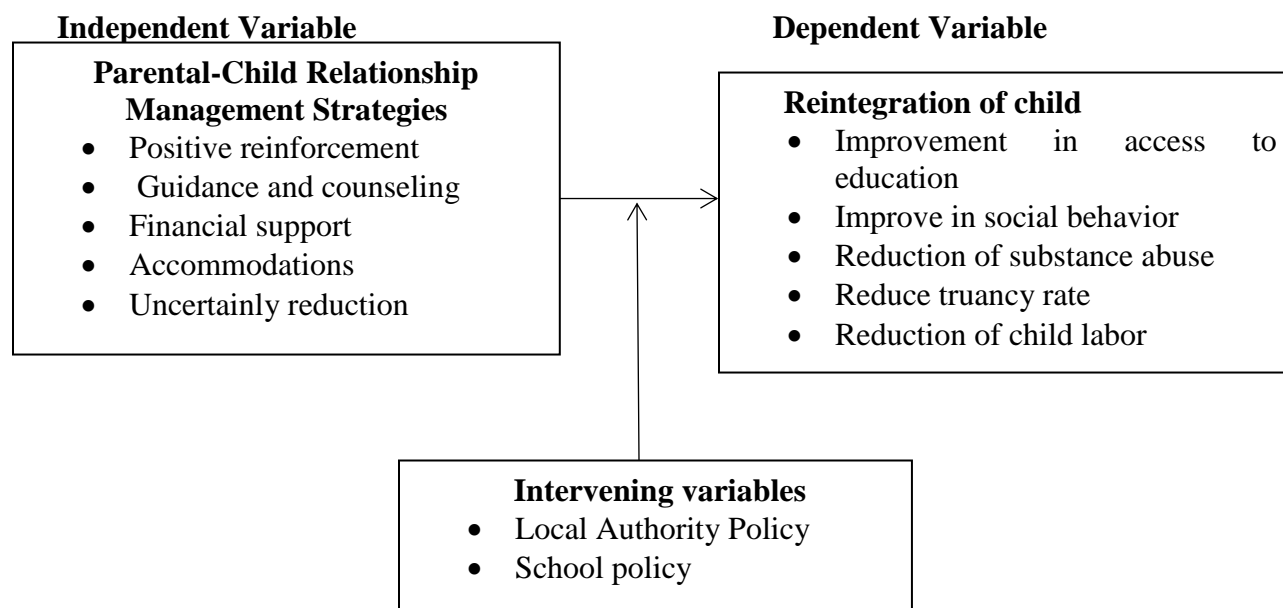


Figure 2.1: Conceptual Framework

Source: Researcher (2023)

The above conceptual framework are presented there as model explaining the way in which parent child relationship could be the main pillar (dependent Variable) of the effective of other acts which can be made for the ambitions of raising the wellbeing of the children in general. In addition, they are important factors that influence the parent-child relationship in parenting style. The parenting style describes the emotional environments in which the cooperation between parents and child takes place in the relationship (Park & Walton-Moss, 2012).

3.0 Materials and methods

The research project employs a qualitative approach to investigate the impact of parent-child relationship management strategies on the reintegration of street children in Gasabo District, Rwanda. Alvi (2016) defines a research design as the theoretical plan guiding the study, incorporating methods such as visual techniques, research diaries, observations, interviews, and focus group discussions. The target population includes individuals from Gatsata, Nduba, Kacyiru, and Remera Sectors of Gasabo District, amounting to 1274 respondents (Gasabo District, 2023).

To ensure representative data, a sample size of 305 was calculated using Yamane's formula, employing stratified random and purposive sampling techniques (Creswell, 2013). The sampled population is distributed across sectors, as detailed in Table 3.1 (Gasabo District, 2023). The data collection instruments encompass visual methods (Brain's emotion management), interviews, research diaries, observations, and focus group discussions. Visual methods, oriented in the psychological field, allow respondents to reflect on the research topic, yielding rich and insightful images. Interviews and focus group discussions serve to collect verbal responses, enhancing understanding (Asika, 2010).

Data administration involved introducing the research topic to respondents, allowing them to freely express their views, consistent with recommendations by Blaxter et al. (2010). The researcher ensured confidentiality and saved data files securely. Reliability and validity of research instruments were assessed through a pilot test and expert reviews, establishing the consistency and appropriateness of the tools (Creswell, 2013). Reliability was determined through the pilot test, with a reliability range of 0.70 and higher considered acceptable.

Data analysis followed a quantitative research approach, utilizing Statistical Package for Social Sciences (SPSS). The process involved organizing data into tables, percentages, graphs, and frequency distribution, simplifying interpretation (Jibril & Nwanmou, 2012). Ethical considerations were paramount, with the researcher obtaining authorization from Mount Kenya University, Gasabo District, and the National Rehabilitation Service. Confidentiality was maintained by anonymizing participant names, and participants had the right to withdraw from the study.

4.0 Research Findings and Discussions

4.1 Assessment of the parent child management strategies adopted for effective reintegration of street children

The first objective assessed the parent child management strategies adopted for effective reintegration of street children. These strategies include: positive reinforcement, guidance and counseling, financial support, accommodations, uncertainly reduction, diverting a behaviour problem, motivating children to utilize words to solve issues, and using positive reinforcement to punish reintegrated street children.

Table 4. 1 : Perception of respondents on Positive reinforcement

Positive reinforcement	Strongly Disagree %	Disagree %	Not Sure %	Agree %	Strongly Agree %	Total	Mean	Sd
I set boundaries for street children reintegration	0	0	6.3	27.8	65.9	305	1.4048	.60898
I build connection to gain cooperation for observing for behaviour change	0	0	4.0	32.5	63.5	305	1.4048	.56821
I tell to children clearly what to do	0	8	1.6	29.4	68.3	305	1.3492	.55595
I point out positive behaviour	0	8	5.6	22.2	71.4	305	1.3571	.62564
I attempt the when/then strategies	0	0	4.0	25.4	70.6	305	1.3333	.55136

I divert behavior problem by giving two options that are both okay with parents	0	0	5.6	27.8	66.7	305	1.3889	.59292
I motivate children to utilize words to solve issues	0	8	1.6	21.4	76.2	305	1.2698	.52783
I use positive reinforcement to punish reintegrated street children	0	0	1.6	22.2	76.2	305	1.2598	.51783

Source: Primary Data (2023)

Results show that setting boundaries for street children reintegration 65.9% strongly agreed that they have set boundaries for street children reintegration are set, 63.5% strongly agreed that they have built connection to gain cooperation for observing for behavior change, 68.3% of respondents strongly agreed that they told to children clearly what to do. Moreover, 71.4% of parents strongly agreed that they pointed out positive behavior, 70.6% of respondents strongly agreed that they have been attempting the when/then strategies. Furthermore, 66.7% of respondents strongly agreed that they have diverted behavior problem by giving two options that are both okay with parents while 76.2% of respondents have motivated children to utilize words to solve issues while 20.0% and 10% disagree and strongly disagree respectively. Finally, 76.2% of respondents used positive reinforcement to punish reintegrated street children.

Table 4. 2: Guidance and counseling

Guidance and Counseling	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	Total	
	%	%	%	%	N	%	Mean Sd
I use different strategies to actively listen to what children have to say	0	6.0	22.0	48.0	24.0	305	2.1000 .83910
I indicate good judgment and stick to rules and regulations	4.0	4.0	12.0	34.0	46.0	305	1.8600 1.04998
I become an appropriate role model and good person	0	6.0	16.0	42.0	36.0	305	1.9200 .87691

Results demonstrated that 48.0% and 24.0% of respondents agreed and strongly agree respectively that they have used different strategies to actively listen to what children have to say. Moreover, 34.0% and 46.0% of respondents agreed and strongly agreed that they have indicated good judgment and stick to rules and regulations. Finally, 42.0 % and 36.0% of respondents agreed and strongly agreed respectively that they become an appropriate role model and good person.

Table 4. 3: Financial support

	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	Total	Mean	Sd
Financial support	%	%	%	%	%			
I give my children schools fees	0	1.6	1.6	34.1	62.7	305	1.4206	.61127
I give to my children fees for materials and equipment	8	1.6	3.2	31.0	63.5	305	1.4524	.71114
I give my children pocket money	0	8	5.6	24.6	69.0	305	1.3889	.66900
I give to my children fee for buying clothes	0	1.6	4.8	27.8	65.9	305	1.4206	.66155
I give my children schools fees	8	8	3.2	27.0	68.3	305	1.3889	.66900

Source: Primary Data (2023)

Results showed 62.5% of respondents strongly agreed they gave to their children schools fees, while 63.5% of respondents strongly agreed that they gave their children schools fees for materials and equipment, 69.50% of respondents strongly agreed that they have given to their children pocket money, 65.0 % of respondents strongly agreed that they have given to their children fee for buying clothes while 68.3% of respondents strongly agreed to give to their children schools fees.

Table 4. 4: Accommodations

	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	Total	Mean	Sd
Accommodations	%	%	%	%	%			
My children is safely accommodated	4.0	4.0	2.0	38.0	52.0	305	1.7000	.99488
I buy for her/him a mattress	0	8.0	12.0	38.0	42.0	305	1.8600	.92604
I gave her/him other necessary equipment	10.0	6.0	18.0	22.0	44.0	305	2.1600	1.33034

Source: Primary Data (2023)

Beneficiaries in Table 4.7 showed that 52.0% of respondents strongly agreed that their children were safely accommodated, 42.0% of respondents strongly agreed that they were able to buy for their children mattress. In the same vein, 44.0% of respondents strongly agreed that they have been able to give to their children other necessary equipment.

Table 4. 5: Uncertainly reduction for their effective reintegration

	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	Total		
Uncertainly reduction	%	%	%	%	%	Total	Mean	Sd
How do you observe for the reasons behaviour children?	8	8	1.6	31.7	65.1	305	1.4048	.64719
What do you tell to children clearly what to do, rather than what not to do?	8	0	2.4	27.0	69.8	305	1.3492	.61080
How do you point out positive behaviour?	8	0	2.4	25.4	71.4	305	1.3333	.60663
How do you divert a behaviour problem by giving two options that are both okay with parents?	0	0	0	31.0	69.0	305	1.3095	.46414
How do you motivate children to utilize words to solve issues?	0	0	2.4	31.0	66.7	305	1.3571	.52861

Source: Primary Data (2023)

The study findings showed that 65.1% of respondents strongly agreed that they have observed for the reasons behavior of their children, .69.8% of respondents strongly agreed that they have told to their children clearly what to do, rather than what not to do. Furthermore, 71.4% of respondents strongly agreed that they have pointed out that positive behavior, while 69.0% of respondents strongly agreed that they have diverted a behavior problem by giving two options that are both okay with parents. Finally, 66.7% of respondents strongly agreed that they have motivated their children to utilize words to solve issues.

4.2 Determination of the Level of Effective Reintegration of Street Children in Rwanda-Gasabo District.

The second objectives determined the level of effective reintegration of street children in Rwanda-Gasabo District. This variable is measured through improvement in access to education, improve in social behavior, reduction of substance abuse, reduce truancy rate, reduction of child labor

Table 4. 6: Effective Reintegration of street children in Gasabo District

Effective Reintegration of street children in Gasabo District	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	Total		
	%	%	%	%	%	Total	Mean	Sd
Improvement in access to education	4.0	6.0	12.0	14.0	64.0	305	1.7200	1.14357
Improve in social behavior	2.0	6.0	16.0	32.0	44.0	305	1.9000	1.01519
Reduction of substance abuse	8.0	10.0	18.0	30.0	34.0	305	2.2800	1.26233
Reduce truancy rate	16.0	14.0	16.0	20.0	34.0	305	2.5800	1.48585

Source: Primary Data (2023)

Results demonstrated 64.0% of respondents strongly agreed with the improvement in access to education, 44.0% of respondents strongly agreed with the improvement in social behavior. Furthermore, 34.0% and 30.0% of respondents respectively strongly agreed and agreed with the reduction of substance abuse while 34.0% of respondents strongly agreed that there was a reduction of the truancy rate after adopting effective reintegration strategies.

5.0 Discussion of Findings

The study focuses on assessing parent-child management strategies for the effective reintegration of street children, with a comprehensive review of related literature. The living conditions of street children, characterized by vulnerability and abuse, have garnered global attention (UN, 2012). Research in Brazil by Ojelibi and Oyewole (2012) aligns with the present study, highlighting reasons for children leaving home, including lack of support, violence, and the allure of street life. Peterson and Nguyen (2010) emphasize Maslow's psychological perspective, linking street migration to unmet needs at the family level.

The issue of street children is not confined to developing countries; Aptekar and Stoecklin (2014) discuss the unique challenges faced by street children in advanced versus developing nations, attributing differences to resource availability. The UN Convention on the Rights of Children underscores the importance of protection, survival, development, and participation for every child globally (ICO, 2011).

The first objective of the study assesses parent-child management strategies, drawing attention to the challenges faced by street children globally. The study emphasizes the need for models to ensure children's protection, social reintegration, and overall well-being, echoing concerns from scholars, humanitarians, and NGOs (Marrengula, 2010). Ansell (2016) points out that while children may flee to the streets to escape issues at home, the challenges they face on the streets exacerbate their difficulties in establishing a healthy life.

Moving to the second objective, the study aims to determine the level of effective reintegration of street children in Rwanda's Gasabo District. Parbati (2013) notes the prevalence of child workers in Ethiopia contributing to their households economically. In Kenya, the situation mirrors Ethiopia, with an increasing number of female street children. The study contextualizes the issue in Rwanda, pointing out that challenges such as family issues, economic incapacity, and maltreatment contribute to children fleeing home (NCC, 2012). The global awareness of street children as a humanitarian concern has existed for over thirty years (Marrengula, 2010).

The third objective delves into the impact of parent-child relationship strategies on the effective reintegration of street children in Rwanda's Gasabo District. The study identifies a research gap in understanding the effects of parent-child relationships on street children's reintegration in Rwanda, emphasizing the relevance of the present study (Hills & Oppong, 2016). It aligns with the importance of a supportive parent-child relationship in improving children's well-being and prospects (Family for Every Child, 2014).

In conclusion, the study contributes to the literature by examining parent-child management strategies, assessing the level of reintegration of street children, and analyzing the impact of parent-child relationships on reintegration. It underscores the need for a holistic approach to address the complex challenges faced by street children, taking into account their familial, social, and psychological dimensions.

6 Conclusions

In conclusion, the study reveals that positive reinforcement, guidance, counseling, financial support, accommodations, and uncertainty reduction are commonly adopted Parental-Child Relationship Management Strategies. Effective reintegration in Gasabo District is measured by improvements in education access, social behavior, substance abuse reduction, truancy rate reduction, and child labor reduction. The correlation analysis shows positive and statistically significant relationships between management strategies and reintegration outcomes. Recommendations include government interventions, parental responsibility, community empowerment, and support from NGOs and rehabilitation centers. Future research should explore the contributions of NGOs, preventive initiatives, and the visibility of street children in different urban.

7 Recommendations

Recommendations include prioritizing government intervention to address root causes, empowering parents and communities for effective child care, supporting NGOs and rehabilitation centers, and ensuring accessible education. Future research should focus on understanding NGO contributions, implementing preventive initiatives, and exploring

transitions from urban to street life for children, contributing to a holistic approach in addressing the challenges of street children in Gasabo District.

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