



# The Impact of Authoritative & Neglectful Parenting Style on Educational Performance of Learners at High School Level

DR. MONIKA J. ARORA

(M.A Psychology, Sociology, Political Science, Public Administration and Economics,  
M.B.A, B.Ed, M.Ed, Ph.D Education)

Assistant Professor,

Department of Humanities

Shri Ramdeobaba College of Engineering and Management,  
Katal Road, Gittikhdan,  
Nagpur (India)

## Abstract:

In A.D. 175 the Greek physician Galen described a familiar approach to parenting as follows: "The normal child is healthy in every way. His manners need no correcting...So, when they cry or scream or are upset, we should understand that it means something is disturbing them, and we must try to discover what they need and give it to them". One of the best known theories of parenting style was developed by Diana Baumrind. She proposed that parents fall into one of three categories: authoritarian (telling their children exactly what to do), Authoritative parenting (the parent is demanding and responsive), Indulgent (allowing their children to do whatever they wish). The theory was later extended to include Negligent parents (disregarding the children, and focusing on other interests. parenting styles play a decisive role in child's emotional, intellectual, social, academic and spiritual development. It is a complex issue to explore and understand the impact of different parenting styles on different aspects of development. Various studies have attempted to establish and explore these linkages between parental style and child's development in a specific domain. The scope of this study is limited to understand the link between neglectful and Indulgent parental style with child's educational performance at high school level. This study has tried to fill in this gap between Authoritative and Neglectful parenting style and their impact on educational performance of learners at high school level. It would be beyond the scope of this study to examine the impact of other parenting styles such as Authoritarian and Indulgent.

**Keywords:** Authoritative and Authoritarian, Educational Performance, High School Level, Neglectful, Indulgent, Parenting Style

## 1. Introduction

'Family is the first school for young children and parents are powerful role models,' says old wisdom. Changing lifestyles, working couples, nuclear families and several other factors are putting tremendous pressure on parents these days. Earlier, fathers used to go out for the work and mothers would stay at home taking care of kids, doing household chores. However, the modern lifestyles have made it necessary for couples to share financial burden of running a family together. Couples, these days, have to do a huge balancing act to fulfill all their roles. This has made parenting a herculean task. The most important challenges that many parents face is paucity of time. The 24 hour days gets juggled between home, office, children and self. Most kids complain that parents, may pamper them by providing them with latest gadgets, but have no time to play with them. The construct parenting style has been largely influenced by Baumrind's (1971) conceptualization of Authoritarian, Authoritative Indulgent and Neglectful parenting styles which encompasses various characteristics such as maturity, communication styles, nurturance, warmth and involvement .Authoritarian parenting style suggested that children are expected to be submissive to their parent's demands, while parents were expected to be

strict, directive, and emotionally detached. Indulgent parenting style like the name implies connotes less parental restrictions or limits on the child. Neglectful parenting is also called uninvolved, detached, dismissive or hands-off. The parents are low in warmth and control, are generally not involved in their child's life, are disengaged, undemanding, low in responsiveness, and do not set limits. The implication of this is that children are expected to regulate their own activities.

In line with the above, recent developments in the field of parenting and family studies have led to the renewed interest in the relationship between children's school achievements and parenting style. These developments have heightened the need for the study on children's school achievements. Since the family is the first window of the child, parenting style and its influence on children could greatly affect their understanding, attitude and school achievements. Parental responsibilities start as soon as the child was born. These responsibilities suggest that the socialization process of a child was bidirectional in nature.

Parenting is one of the complex tasks every parent hopes to succeed in. For all social and educational development, the family and parenting style plays an important role. Moreover, parenting forms the basis of a family environment because without parental education, it was not possible for parents to fulfill their roles and duties in the family and the society. Parents need to educate themselves for their children to become good citizens in the future. So, parents required help to develop their parenting skills. Complexities of life in changing times have modified child parent relationship patterns. But it cannot be ruled out that the parenting styles has nothing to do with whatever a child does in general and what he or she does at school in particular. Among many factors that directly or indirectly govern the educational performance of the student at school, parenting style continues to occupy the position of centrality.

## 2. Definitions

### 2.1 Authoritative Parenting

"Authoritative parenting is a strategy that seeks to set reasonable rules and guidelines that are in the best interests of the child. The rules provide structure while still allowing room for the child to explore, test, and begin the process of learning what constitutes acceptable behavior. Authoritative parenting is also a model that allows parents to express love and affection with no worries that loving expression will undermine their control of the home. Instead of a rigid environment where there is no margin for deviation from the house rules, authoritative parenting makes it clear the parents are in charge of the household and will set limits. At the same time, this methodology also encourages a degree of flexibility in the child rearing process. This flexibility makes it possible for parents to assess a given situation and take action that is appropriate rather than falling back on disciplinary measures that may or may not help the child to mature." ..... Edmund( 2011)

### 2.2 Neglectful Parenting

"Neglectful parenting operates just as its name suggests. A mother and father who are detached from their child, either ignoring his or her needs or being too distant from their day-to-day life, will fail to create a sense of attachment and connection. These parents are not emotionally invested in their sons and daughters, have too little time to spend with them, and fail to react positively to progresses and negatively to regressions. As such, children grow up unsure of who their parents really are and how they can interact with them — or whether they should interact with them at all. Parents who do not pay enough attention to their children run the risk of their sons and daughters becoming mistrusting of their parents (as well as authority figures in general) and paying little to no heed to their commands, instructions, or advice. While neglectful parents still give food, shelter, and clothing, they do not indulge their children's emotions and opinions. Children grow up thinking that their parents' lives are more important than theirs and quickly exhibit autonomous, independent tendencies" .....Edmund(2011)

### **2.3 Educational Performance at High School Level**

The educational performance at High School Level refers to the aggregate marks acquired by the student in the annual exams of 8<sup>th</sup>, 9<sup>th</sup> and 1<sup>st</sup> terminal exams of the 10<sup>th</sup> class.

### **2.4 Performance in Languages**

This refers to the aggregate marks acquired by the students in 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> Language in 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> class.

### **2.5 Performance in Social Sciences**

This refers to the aggregate marks acquired by the students in History, Civics, Geography and Economics in 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> class.

### **2.6 Performance in Mathematics**

This refers to the aggregate marks acquired by the students in Algebra and Geometry in 8th, 9<sup>th</sup> and 10<sup>th</sup> class.

### **2.7 Performance in Science**

This refers to the aggregate marks acquired by the students in Biology, Physics and Chemistry in 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> class.

## **3. Review of Literature**

Parenting style is one of the variables that have been studied extensively in human development (Baldwin, McIntrye, & Hardaway, 2007). It is considered an important determinant of several aspects of children's outcome (Gadeyne, Ghesquiere, & Onghena, 2004). The notion have been related to children and adolescent academic achievement (Lamborn, Mounts, Steinberg, & Dornbusch, 1991), optimism (Baldwin, McIntrye, & Hardaway, 2007), confidence (Strage & Brandt, 1999), motivation (Gonzalez & Wolters, 2006), externalizing problem behaviour and attention problems (Gadeyne, Ghesquiere, & Onghena, 2004). Parenting style depends on the behaviour and attitude of parents. Parenting style is a psychological construct which represented standard strategies parents use in raising their children. The term is a complex activity that includes many specific behaviors that work individually and collectively to influence the child. Two major variables identified by Baumrind (1971) centered on parenting styles and child outcomes. One of them was the responsiveness of parents to their child's needs in a reasonable, nurturing and supportive way. Parenting style captures two important elements of parenting: parental responsiveness and parental demand (Maccoby & Martin, 1983). Awujo, G.(2006) investigated the relationship between child rearing pattern and secondary school students study habits in Journal of Sustainable Development in Africa Volume:8 Issue:2 Period: Summer Nigeria DaBu subjects:Education and Oral Traditions Peoples of Africa (Ethnic Groups)Link:[http://jsdafrica.com/Jsda/Summer\\_2006/PDF/ARC\\_RelationChildRearingPattern\\_SecondarySchoolHabit.pdf](http://jsdafrica.com/Jsda/Summer_2006/PDF/ARC_RelationChildRearingPattern_SecondarySchoolHabit.pdf). While Kingsley Nyarko (2011) found the influence of authoritative parenting style on adolescents' academic achievement in American Journal Of Social And Management Sciences ScienceHuβ, <http://www.scihub.org/AJSMS>, University of Ghana, Psychology Department, P.O.Box LG 84, Legon Ghana. Sharon E. Paulson (1994) found the relations of parenting style and parental involvement with ninth-grade students' achievement in Ball State University

## **4. Methodology**

### **4.1 Statement of the problem**

The impact of authoritative and neglectful parenting style of educational performance of learners at high school level.

#### **4.2 Hypothesis**

1. There is correlation between a particular parenting style and students' educational performance at high school level.
2. Students with Authoritative parenting style perform better at high school level
3. Students with Neglectful parenting style perform low in education at high school level.
4. Authoritative and Neglectful parenting styles have almost equal impact on the educational performance of C.B.S.E and State students.

#### **4.3 Sample**

The sample for this study comprised of one thousand students drawn from 20 schools from Nagpur. 10 schools were located in urban area and the remaining 10 in rural. The ratio of male and female students and that of C.B.S.E and STATE was equal. The data was collected by using random sampling method. 50 students were taken from each school. All the students included in the sample were of 10th standard. Out of these 1000 students, it was found that 256 students were of Authoritative and 248 students had Neglectful parenting style.

#### **4.4 Tools used for data collection**

The study was conducted to find linkages between Authoritative and Neglectful parenting style and educational performance of students in Nagpur at high school level. Keeping in view the objective of the study, Children's Perception of Parenting Scale (CPPS) Hindi Version was administered to 1000 students included in the sample to find out the parenting styles of every student. Children's Perception of Parenting Scale is developed by Dr. Anand Pyari, Dr. Raj Kumari Kalra and Poonam Bhasin from Agra in 1995.

#### **4.5 Procedure**

The Marks acquired by students for all the three years {VIII, IX, X (pre-board)} were averaged. Then by applying correlation method the impact of Authoritative and Neglectful parenting style was seen on educational performance of the students.

#### **4.6 Results**

The impact of Authoritative parenting style on educational performance of learners at high school level.

**Table 1: Correlation between a Authoritative parenting style and educational performance of children at high school level**

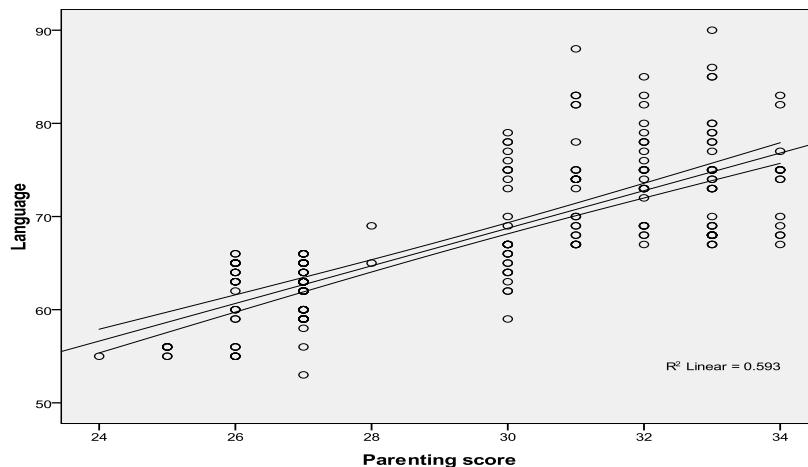
	Mean	Std. Deviation	N
<b>Parenting score</b>	29.46	2.847	256
<b>Language</b>	67.64	7.465	256
<b>Social science</b>	67.54	7.955	256
<b>Mathematics</b>	67.56	8.912	256
<b>Science</b>	67.25	10.252	256

**Table 2 : Correlations \*\*.** Correlation is significant at the 0.01 level (2-tailed).

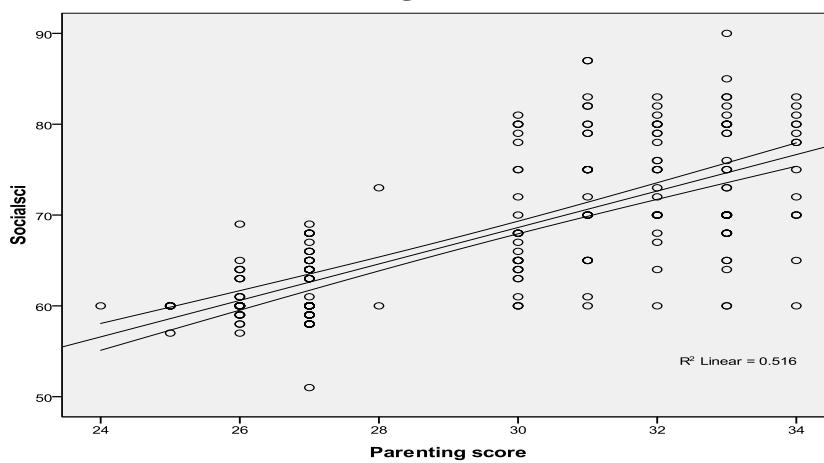
		Parenting score	Language	Social science	Mathematics	Science
Parenting score	Pearson Correlation	1	.770**	.718**	.663**	.512**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	256	256	256	256	256

Pearson correlation test was applied to examine the relationship between Authoritative parenting style and academic achievement. Above results show that there is strong positive and significant relationship between Authoritative parenting style and academic achievement in each subject [language ( $r=0.77$ ,  $p <0.01$ ); Social Science ( $r=0.71$ ,  $p <0.01$ ); Mathematics ( $r=0.66$ ,  $p <0.01$ ) and Science ( $r=0.51$ ,  $p <0.01$ )]. The positive correlation indicates correlation coefficient that an increase in the score for Authoritative parenting style is followed by an increase in the academic achievements.

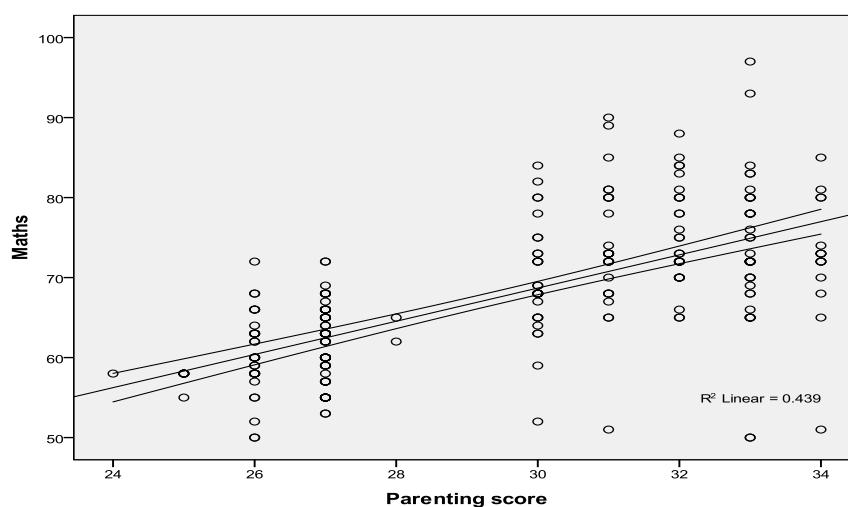
**Figure No 1**



**Figure No 2**



**Figure No 3**



**Figure No 4**

The impact of Neglectful parenting style on educational performance of learners at high school level.

**Table 3: Correlation between Neglectful parenting style and educational Performance of children at high school level**

	Mean	Std. Deviation	N
Parenting score	31.61	1.725	248
Language	51.34	10.536	248
Social science	53.23	12.929	248
Maths	52.67	12.119	248
Science	52.92	13.764	248

**Table 4: Correlation**

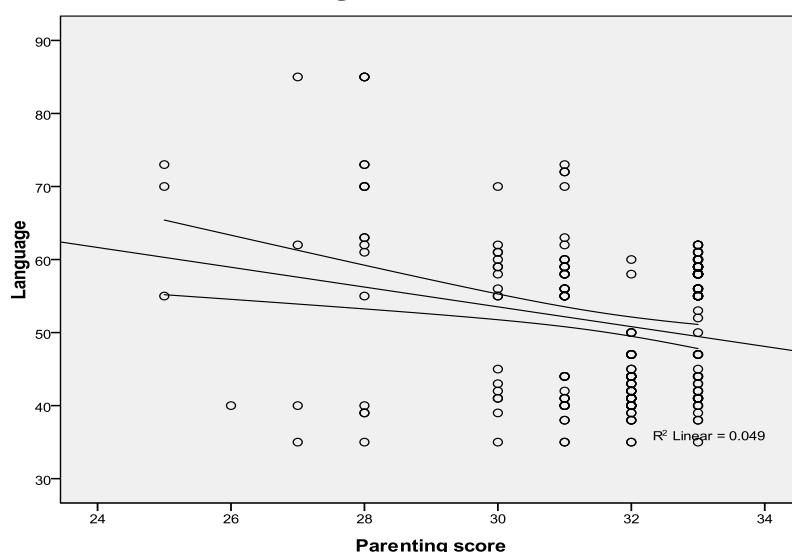
		Parenting score	Language	Social science	Mathematic	Science
Parenting score	Pearson Correlation	1	-.222 **	-.151 *	-.176 ***	-.200 **
	Sig. (2-tailed)		.000	.017	.005	.002
	N	248	248	248	248	248

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

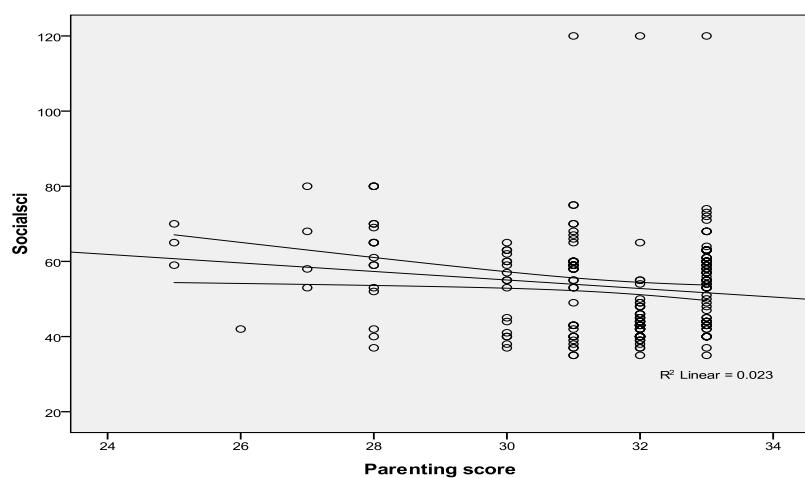
\*. Correlation is significant at the 0.05 level (2-tailed).

Pearson correlation test was applied to examine the relationship between neglectful parenting style and academic achievements. Above results showed that there is weak negative but insignificant relationship between neglectful parenting style and academic achievements in for all subjects [language ( $r=-0.22$ ,  $p<0.01$ ) and Social Science ( $r=-0.15$ ,  $p<0.01$ ); Maths ( $r=-0.17$ ,  $p <0.01$ ) and Science ( $r=-0.20$ ,  $p <0.01$ )]. The negative correlation indicate correlation coefficient indicate that parents who are highly neglectful, have children with lower academic achievements.

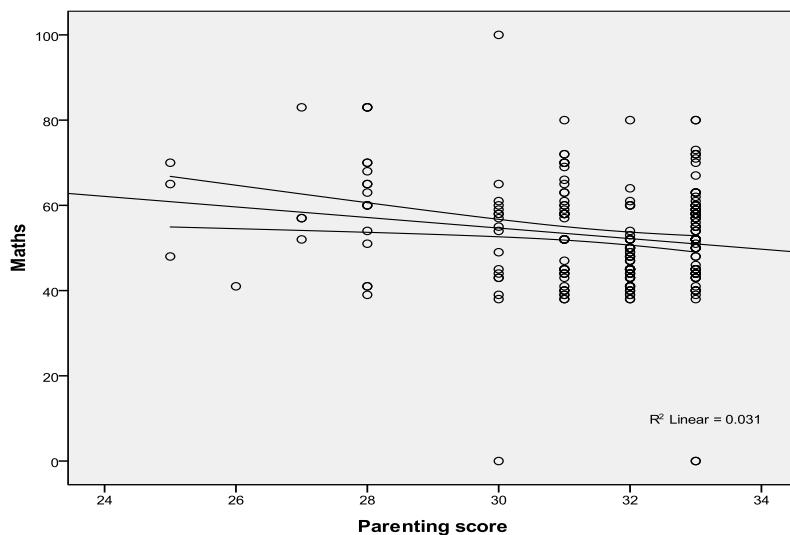
**Figure No : 5**



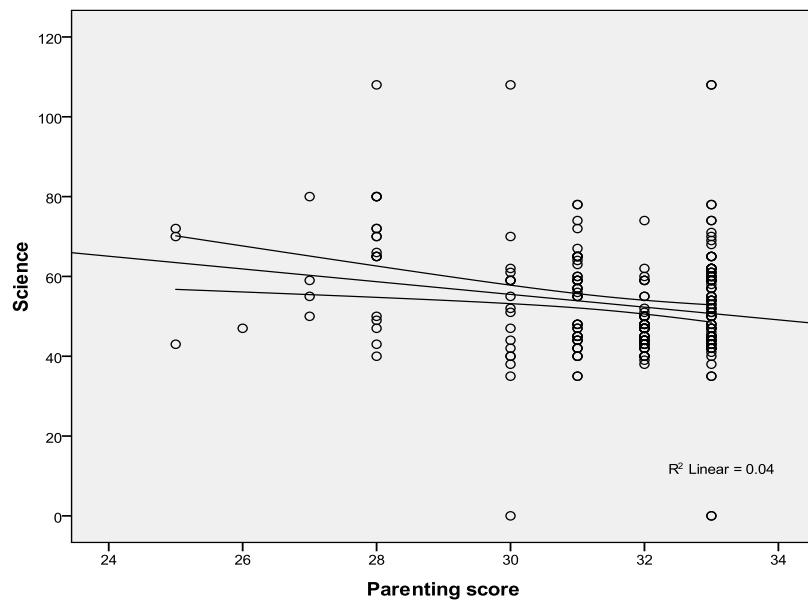
**Figure No : 6**



**Figure No : 7**



**Figure No : 8**



## 5. Discussion

### 5.1 Impact of Authoritative Parenting Style on Educational Performance

The hypothesis of the study maintained that students with Authoritative parenting style perform well at high school level. The results have confirmed this hypothesis. The research has clearly shown that the students with Authoritative parenting style have done well in all the four group of subjects Languages, Social Science, Mathematics and Science. This can be attributed to the democratic nature but with legitimate control over the child in this parenting style. Authoritative parents are accessible and approachable. The interpersonal relationship of parent and child is guided by clear reason. Authoritative parents know to what extent freedom can be given to children and to what extent controlled is to be exercised. They often do not mistrust their children. Taking into confidence they democratically negotiate to arrive any conclusion or make decisions seeking the participation of child as well. Authoritative parents are emotionally warm, supportive and considerate. While distributing rewards and punishment they do not tend to be inconsistent. Child grows with greater maturity under the care of such parents. This kind of parenting leads to better interpersonal relationship between parents and child. Children have necessary freedom to set and pursue their goals including those of educational ones in warm supportive environment guided by their parents. It is, precisely this reason which explains that all the students with Authoritative parenting style have done well in all the subjects. It is concluded that students with Authoritative parenting style perform well at high school level.

### 5.2 Impact of Neglectful Parenting Style on Educational Performance

The hypothesis of this study was students with Neglectful parenting styles show poor performance in education at high school level. The results have confirmed his hypothesis. The result of this study has shown that the students with Neglectful parenting style have emerged with very low scores in their educational performance at high school level in all the four group of subjects Languages, Social Science, Mathematics and Science. There is no gender difference as well. Both Urban and Rural, CBSE and STATE students have shown low scores in education. Their poor performance in education can be understood by referring to the characteristics of Neglectful parenting.

The parent is neither demanding nor responsive. Neglectful parenting is also called uninvolved, detached, dismissive or hands-off. The parents are low in warmth and control, are generally not involved in their child's life, are disengaged, undemanding, low in responsiveness, and do not set limits. Neglectful parenting can also mean dismissing the children's emotions and opinions. Parents are emotionally unsupportive of their children, but will still provide their basic needs.

Children whose parents are neglectful develop the sense that other aspects of the parents' lives are more important than they are. Many children of this parenting style often attempt to provide for themselves or halt depending on the parent to get a feeling of being independent and mature beyond their years. Parents, and thus their children, often display contradictory behavior. Children become emotionally withdrawn from social situations. This disturbed attachment also impacts relationships later on in life. In adolescence, they may show patterns of truancy and delinquency.

It makes us easy to understand the negative impact of neglectful parenting style on the educational performance of children. The emotional neglect of children promotes social withdrawn. They develop truancy and delinquency in their teenage. On one hand, there is no support and guidance from the parents and on the other these children are the victims of undesirable traits. Emotional neglect non involvement of parents with children's life, no proper guidance from parents no clearly defined goals for future before children, lack of proper parental role models are some of conceivable situations under which these children study. There is little surprise when the scores of these children is very low in all the subjects.

## **6. Recommendations and Limitations**

The findings of this study have some practical implications with regard to making the educational policy and arranging the instructions for the students at school. As students with Authoritative and Neglectful parenting style show opposite educational performance in all the subjects such as Languages, Social Science, Mathematics and Science. This makes it imperative for the school authorities to make arrangements for different parenting styles students' different coaching .It will lead to better planning and coaching of various academic activities.

### **6.1 Limitation**

Following may be regarded as the limitations of the study.

1. This study has been conducted on 256 and 248 students from Nagpur District against the background the millions of students who may have the same parenting style. It is logical to believe what comes true of these 256 and 248 students can very well be applied to understand the educational performance of other students of the same level.
2. All the students of the sample of this study belong to day schools. In other words the boarding schools have not been included in the study.
3. The scope of this study is limited to understand the impact of only Authoritative and Neglectful parenting style on educational performance. In order to form comprehensive idea of the linkages between parenting styles and educational performance, it is necessary to undertake the studies that seek to understand the impact of other parenting styles such as Authoritarian and Indulgent on educational performance of learners.
4. There is every reason to believe that the parenting styles are influenced by the cultural practices. In other words same parenting style in its practice may differ a little from one culture to another. For instance Indulgent parent in American society may deal with his or her children differently from that of parent with same parenting style in India or Africa. This study has not investigated the cultural impact on parenting style.
5. The parenting styles of the sample were determined on the basis of the questionnaire that the students were required to fill in. In order to determine the parenting style data was not collected from the parents themselves. Therefore, it can be termed as the parenting style as perceived by the students.

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#### ANNEXURE I

#### LIST OF SCHOOLS INCLUDED IN THE SAMPLE OF THIS STUDY FROM WHERE DATA WAS COLLECTED

Sr. No.	Name of the School	Area/Type	No. of students
1.	Kendriya Vidyalaya	CBSE Urban	50
2.	Shri Guru Harikrishna Public School	CBSE Urban	50
3.	Montfort Public School	CBSE Urban	50
4.	Swami Narayan School	CBSE Urban	50
5.	St Xavier's High School	CBSE Urban	50
6.	Sanjooba High School	CBSE Rural	50
7.	School of scholars	CBSE Rural	50
8.	Tuli Public School	CBSE Rural	50
9.	Modern School	CBSE Rural	50
10.	Central Public School	CBSE Rural	50
11.	Bharti Krishna Vidyapeeth	STATE Urban	50
12.	Hindu Gayanpath	STATE Urban	50
13.	Blue Diamond English School	STATE Urban	50
14.	South Point School	STATE Urban	50
15.	Adarsh Vidhya Mandir	STATE Urban	50
16.	Pragatik Madhyamik Vidhyalaya	STATE Rural	50
17.	Survodaya Vidhyalaya	STATE Rural	50
18.	Vidhya Mandir High School	STATE Rural	50
19.	Tip Top Convent	STATE Rural	50
20.	Adarsh S.S.C High School	STATE Rural	50

**ANNEXURE II**  
**FORMAT OF PERSONAL INFORMATION OF THE STUDENTS**  
**INCLUDED IN THE SAMPLE**

<b>NAME OF THE STUDENT:-</b>
<b>NAME OF THE SCHOOL:-</b>
<b>CLASS AND SECTION:-</b>
<b>SCHOOL ADDRESS:-</b>
<b>RESIDENTIAL ADDRESS:-</b>
<b>CONTACT NUMBER:-</b>

**ANNEXURE III**  
**FORMAT FOR THE COLLECTION OF ACADEMIC DATA**

Class and Section	MARKS IN VARIOUS SUBJECTS			
	Languages (English, Hindi, Sanskrit, Marathi, Gujarati etc.)	Social Science (History, Civics, Geography and Economics)	Mathematics (Algebra and Geometry)	Science (Physics, Chemistry and Biology)
VIII <sup>th</sup>				
IX <sup>th</sup>				
X <sup>th</sup> (1 <sup>st</sup> terminal)				

**ANNEXURE IV**

**CPPS**  
**निर्देश**

आगे के पृष्ठों पर कुछ कथन दिये गये हैं जो आपके प्रति आपके माता-पिता के व्यवहार से सम्बन्धित हैं। आप प्रत्येक कथन को सावधानीपूर्वक पढ़िये तथा उस संदर्भ से आप जैसा अनुभव करते हों उसी के अनुसार उत्तर दें।

प्रत्यक कथन से सम्बन्धित पाँच विकल्प हैं। पाँचों विकल्पों में से जो विकल्प आपके माता-पिता के वास्तविक व्यवहार से सम्बन्धित है उसके समक्ष बने कोष्टक () पर सही () का चिन्ह लगा दिजिये। प्रत्येक कथन पर एक ही उत्तर देना है। अंत में यह अवश्य निश्चित कर लें कि आपने प्रत्येक कथन का उत्तर दे दिया है।

विश्वास रखिये आपके उत्तरों का प्रयोग शोध कार्य हेतु ही किया जायेगा एवं उत्तर गुप्त रखे जायेंगे। अतः पूर्ण ईमानदारी से खुलकर सहयोग दीजिये।

**उत्तरण**

क्रमांक	कथन	अत्यधिक सहमत	सहमत	अनिश्चित	असहमत	बिल्कुल असहमत
1.	मेरे माता पिता मेरी भावानाओं का आदर करते हैं	<input type="checkbox"/>				

अब आरम्भ कीजिये। याद रखिये कि न तो कोई उत्तर सही है न गलत इसलिए हर कथन का ठीक वैसा ही उत्तर दीजिये जैसा कि आप अनुभव करते हैं।

क्रमांक	कथन	अत्यधिक	सहमत	अनिश्चित	असहमत	बिल्कुल

		सहमत				असहमत
	मेरे माता-पिता					
1.	किसी अच्य का गुस्सा भी मेरे ऊपर निकाल देते हैं।	<input type="checkbox"/>				
2.	मैं सदैव उनकी आँखों के सामने रहूँ तभी उन्हें पूर्ण सन्तुष्टि मिलती है।	<input type="checkbox"/>				
3.	मुझे अपने ऊपर बोझ स्वरूप प्रतीत नहीं होने देते।	<input type="checkbox"/>				
4.	मुझे अपने पढ़ने का कमरा या मेज सुसज्जित करने की पूर्ण स्वतंत्रता है।	<input type="checkbox"/>				
5.	मुझे विद्यालय की पाठ्य-पुस्तकों के अतिरिक्त अन्य पुस्तकें पढ़ने के लिए उकसाते रहते हैं।	<input type="checkbox"/>				
6.	मेरे भविष्य से सम्बन्धित प्रत्य निर्णय माता-पिता ही करते हैं।	<input type="checkbox"/>				
7.	इस बार चाहे कुछ भी करो तुम्हें कक्षा में प्रथम श्रेणी ही प्राप्त करनी है इत्यादि वाक्य का प्रयोग करते हैं।	<input type="checkbox"/>				
8.	किसी नयी वस्तु की माँग करने पर सर्वप्रथम मुझे डॉट देते हैं।	<input type="checkbox"/>				
9.	मेरे द्वारा कहे गये शब्दों को ध्यानपूर्वक सुनने के पश्चात् कोई निर्णय लेते हैं।	<input type="checkbox"/>				
10.	मैं उसकी बिना आज्ञा के बाजार से कुछ सामान खरीद का नहीं लाता/लाती हूँ।	<input type="checkbox"/>				
11.	मुझे अपने सामने ही बैड़ाकर खाना खिलाना चाहते हैं।	<input type="checkbox"/>				
12.	मैं प्रत्येक कार्य में निपुणता प्राप्त करूँ ऐसी उनकी भावना रहती है।	<input type="checkbox"/>				
13.	मेरे घर से बाहर जाने पर समय देखते रहते हैं।	<input type="checkbox"/>				
14.	मुझे अपनी सामर्थ्य से अधिक प्राप्त करने को कहते हैं।	<input type="checkbox"/>				
15.	मेरी बड़ी उपलब्धि पर प्रसन्नता व्यक्त नहीं करते हैं।	<input type="checkbox"/>				
16.	मेरे शैक्षिक निर्णय माता-पिता ही करते हैं।	<input type="checkbox"/>				
17.	मुझे अपनी बात प्रकट करने की पूर्ण स्वतंत्रता है।	<input type="checkbox"/>				
18.	जब मैं अपना परीक्षाफल लाता/लाती हूँ तब किसी कार्य में व्यस्त होने पर बाद में दिखाने को कहते हैं।	<input type="checkbox"/>				
19.	मुझे अपने कार्य स्वयं अपने ढंग सेकरने की स्वीकृती प्रदान करते हैं।	<input type="checkbox"/>				
20.	मेरे द्वारा कोई नया अच्छा कार्य करने पर अनायास	<input type="checkbox"/>				

	ही कह देते हैं वाह कितना अच्छा कार्य किया है।	<input type="checkbox"/>				
21.	मेरी समस्याओं को सुलझाने में भागीदार बनने का प्रयास करते हैं।	<input type="checkbox"/>				
22.	किसी भी कार्य के बीच में मेरे द्वारा प्रश्न पूछे जान पर सहर्ष उत्तर देने का प्रयास करते हैं।	<input type="checkbox"/>				
23.	माता—पिता की आशाओं पर पानी मत फेरना उसके लिए जो भी आवश्यकता हो अवश्य कह देना इत्यादि वाक्य का प्रयोग करते हैं।	<input type="checkbox"/>				
24.	मेरी भावनाओं का आदर करते हैं।	<input type="checkbox"/>				
25.	'बच्चों को प्रेमपूर्ण वातावरण में रखकर कुछ नहीं सिखा सकते' इत्यादि वाक्य का प्रयोग करते हैं।	<input type="checkbox"/>				
26.	मेरा आवश्यकता से अधिक ध्यान रखने का प्रयत्न करते हैं।	<input type="checkbox"/>				
27.	मुझसे कहते हैं कि माता—पिता की अनुमति के बिना तुम्हारी बाहर जाने की हिम्मत कैसे हुई।	<input type="checkbox"/>				
28.	'तुम अभी छोटे हो जो कह दिया वही उचित समझो' इत्यादि वाक्य का प्रयोग करते हैं।	<input type="checkbox"/>				
29.	सम्पूर्ण परिवार के सदस्यों की सलाह के पश्चात् माता—पिता अन्तिम निर्णय लेते हैं।	<input type="checkbox"/>				
30.	अपने समय की महत्वपूर्ण बातें मुझसे करते रहते हैं।	<input type="checkbox"/>				
31.	मौ तनिक भी अच्छा कार्य करने पर शाबाशी प्रदान करते हैं।	<input type="checkbox"/>				
32.	यदि घर में, मैं किसी सामान की टूट—फूट कर देता / देती हूँ तब मुझे कड़ी से कड़ी सजा देते हैं।	<input type="checkbox"/>				
33.	मेरे बस्ते, अलमारियों आदि की समय—समय पर जाँच करते रहते हैं।	<input type="checkbox"/>				
34.	'चाहे खाना छोड़ना पड़े पर अध्ययन में कभी कमी नहीं आनी चाहिए' इत्यादि वाक्य का प्रयोग करते हैं।	<input type="checkbox"/>				
35.	मेरे द्वारा कही गयी बातों में सहमति/असहमति व्यक्त करते हैं।	<input type="checkbox"/>				
36.	मित्रों के साथ खेल, खेलने की दशा में चिल्लाते रहते हैं भागों मत तुम्हें चोट लग जायगी।	<input type="checkbox"/>				
37.	मेरे द्वारा मित्रों के किससे सुनाने पर रुचि प्रदर्शित नहीं करते।	<input type="checkbox"/>				
38.	मेरे मित्रों के घर आने पर उनकी प्रसन्नता/अप्रसन्नता का ध्यान रखते हैं।	<input type="checkbox"/>				
39.	माता—पिता द्वारा कही गयीं बातों का सिर झुका कर स्वागत करना पड़ता है।	<input type="checkbox"/>				

40.	घर की नवीन योजनाओं में मेरे विचारों को सम्मान देते हैं।	<input type="checkbox"/>				
41.	पड़ोस के बच्चे के अच्छे अंक लाने पर मुझे डॉटते या बुरा भला नहीं कहते।	<input type="checkbox"/>				
42.	मेरे वस्त्रों का चयन मेरे द्वारा करने पर वह प्रसन्न होते हैं।	<input type="checkbox"/>				
43.	माता-पिता की सहायता बिना मैं स्वयं को किसी कार्य को करने में समर्थ नहीं समझता / समझती।	<input type="checkbox"/>				
44.	भोजन के समय मेरे द्वारा अनिच्छा व्यक्त करने पर मुझे डॉट कर खाने को कहते हैं।	<input type="checkbox"/>				