

Impacts of Parental Neglect on Personality Development and Behavioral Modifications of Children

Tehmina Sattar^{1*} Muhammad Rizwan¹ Syed Waqas Shabbir¹
Department of Sociology, Bahauddin Zakariya University, Multan (Pakistan)
*E-mail address: sattar.tehmina@gmail.com, tehminasattar@bzu.edu.pk

Abstract:

The phenomenon of child neglect has been escalating rapidly with the transformation in family structure, evolution of single parental families, increasing number of working women and low socio-economic status of the parents. Educational neglect by the parents brings serious modifications in personality development and behavioral patterns of their children. Due to educational neglect by parents, the children become psychologically and emotionally demoralized and they are at the greater risk of cognitive impairment and behavioral fluctuations that result in their personality distortions. Cross sectional survey research design was used by the researcher to accumulate the data from 201 respondents through multistage sampling technique. The researcher applied t-test on the quantitative data to evaluate the difference between two means (responses of the male and female students). The researcher instituted that there were numerous factors which aggravate the parental neglect towards their children education. Such factors included parental remarriage, single parental families and financial stress on parents. After revering the analysis the researcher concluded that low grade attainment, frequent absenteeism from school, squat self esteem and personality distortion are the major outcomes of child neglect. In addition to this other behavior modifications such as social isolation, drug usage, antisocial behavior and recurrent depression are also pervasive behavioral modifications in neglected children. Enhancing parental involvement, increasing parental awareness as well as launching various family network and family assistance projects are the foremost remedies that can facilitate to prevail over the issue.

Introduction:

“Child neglect is an act of omission by the parents that involves refusal or delay in provision of basic needs such as food, clothing, shelter and education.” (Eisenberg, et al. 2001)

Child neglect is the most common and important type of child maltreatment that has worsening impacts on personality development and cognitive restructuring of the child. There are many types of child neglect like physical neglect, emotional neglect, health neglect and educational neglect (Corcoran and Casebolt, 2004). Although there is not a single cause for this matter but there are variety of causes responsible for this act. In most of the cases parents are the eventual source of neglect for their children. Parents who disregard their children in any issue particularly related with their indispensable educational right have some characteristics like isolation, anxiety, frustration, tension, stress, apathy, antisocial behavior, low self esteem, loneliness, drug usage or low level of tolerance (Armstrong, et al. 2005; Drake, 2000; Dufour, et al. 2008). Notwithstanding this personality distortion and behavioral amendments depends strongly on the frequency and duration of child neglect. Greater frequency and duration of child neglect results in many behavioral problems with the children such as anger, aggression, hostility and inadequate personality development (Corse, et al. 1990, Kaufman and Cicchetti, 1989).

Although there are three subsequent types of parents that play an imperative role in socialization of their children but their maltreatment can destroy the overall behavioral patterns of the children:

1. **Permissive:** Parents who are more responsive than demanding.
2. **Authoritarian:** Parents who are demanding and directive but not responsive.
3. **Authoritative:** Parents who are neither demanding nor directive (Katz, et al. 2007).

Parental care has good impact on personality development of the children. Fathers who have strong integration with their children are successful in saving their children from child abuse and neglect. The children of compassionate fathers have few behavioral, emotional and psychological problems. In addition to this these children have high academic achievement, high self esteem and high satisfaction in their lives (Garbarino, et al. 1984; Howarth, 2007). Child neglect is actually the most recurrent form of child maltreatment and there are countless parental indicators that are involved in child neglect. These indicators comprises of poor parenting skills, failure to recognize the predicaments of the child, lack of economic resources as well as parental poor attachment and acquaintance with their children (Hildyard and Wolfe, 2002).

The traditional family systems are reinstated by the modern family setups. Therefore the major arising concern is single parental families which have usually low level of integration with assorted family members. Thus the chances for less integration and low grades of the students increase in single parental families that have nega-

tive impact on behavioral patterns of the children (Center for Marriage and Families, 2005; Hill, 2001). Therefore due to child neglect the children undergo many physical, cognitive and language restraints that deteriorates the behavior patterns of those children. The researcher made a descriptive analysis that children become emotionally and psychologically demoralized and they are at the greater risk of poor academic grades and grade failure. In addition to this the neglected children are more at the risk for emotional dilemmas, poor peer relationships and juvenile delinquency (Dubowitz, 1999; National Research Council, 1993). On the other hand neglected children cannot trust anyone to meet their basic needs. They become socially segregated due to their hopelessness and low self esteem. Child neglect transmits from generation after generation because the neglected child have derisory parenting skills therefore it may happen that this child will use the same technique with their own children (Crouch and Milner, 1993; Dong, 2004; Trickett and Chang, 1995).

About 25% of the maltreatment with children is due to emotional and educational neglect. The children who undergo parental neglect regarding educational or emotional abuse experienced many behavioral predicaments such as aggressiveness, antisocial activities, disobedience and hyperactive reactions (Fabes, et al. 2001). Emotional neglect is one type of neglect that is severe and has long term consequences. Emotional neglect arises due to inadequate nurturing, lack of care, persistent spouse abuse, usage of alcohol and insufficient affection (Dong, 2004; Iwaniec, et al. 2007). Despite emotional neglect the most important type of neglect for children is educational neglect. Although both parents and schools are conscientious for this but most important are parents. Parents are usually not interested in educating their children therefore they neglect their indispensable educational right. As a result the children suffer from various behavioral problems and thus they attain low academic grades in schools (due to higher rate of absenteeism) (Thompson, 1992).

Educational neglect of a child is due to many causes. Parents have legal obligation to send their children to school and there are three foremost elements in this regard:

1. **Students absenteeism:** This is unexcused absence from school which is mainly due to parental negligence especially when parents engage the students in some intrahousehold or extrahousehold work.
2. **Educational impairment:** This is educational deprivation due to lack of deep conceptualization and inadequate cognitive development of the children.
3. **Low enrollment rate:** This is inability of the parents to enroll their (school age) children to school (Herman and Walker, 1995).

As a result of low parental involvement in child daily activities there are many behavioral problems faced by the children.

1. Neglected children become quite and submissive.
2. Neglected children countenance difficulties in making strong intimate relationships with others.
3. Neglected children become unresponsive while making any relationship.
4. Neglected children demonstrate stress and frustration.
5. Neglected children have fewer interactions with peers.
6. Neglected children have weak self concept and they consider them to be highly dependent on others.
7. Neglected children demonstrate juvenile delinquent behavior or engage in adult criminal activities.
8. Neglected children have low academic grades.
9. Neglected children suffer from anxiety and stress.
10. Neglected children have self abusive behavior (Iwaniec, et al. 2007).

Rationale of the research study:

The present research was premeditated to study "Impacts of Parental Neglect on Personality Development and Behavioral Modifications of Children." The study endeavored at exploring diverse reasons and inherent factors behind parental negligence towards their children education. A handful research works have been done on this issue therefore an ample data is necessitated to draw a passable consideration on this issue. But this study is exceptional because it identified not only various factors behind child neglect but also its implications on the behavior modifications and personality development of the children. The researcher intended to thrash out the emotional and educational neglect by the parents towards their children. Thus this study is exceptional as it also identified assorted factors that compel the parents to neglect their children. As a result children suffer from miscellaneous types of emotional, psychological and social interruptions that can engage them in antisocial behavior. Thus the researcher demonstrated this standpoint by addressing the subsequent research questions in this research study:

1. How the parents are the noteworthy pillar of family institution for the rationale of socialization of their children?
2. What are the foremost locales of parental negligence that have deteriorating impacts on their children social behavior?
3. How parents neglect the indispensable educational right of their children?
4. What are foremost indicators for lack of parental involvement in child neglect?

5. What are the major implications of parental negligence on social behavior of their children?
6. What are the major impacts of parental neglect on educational accomplishment of the children?
7. What are the major remedies that should be espoused to overcome this issue?

Research methodology:

Parents are the major source of socialization and personality development of their children. Parental care, sympathy, love, affection and motivation play a deep-seated role in personality development of their children. But on the other hand parental neglect, abuse or conflict are the foremost justifications for the child misconduct. The present research is deliberated for the purpose of exploring the major factors that are involved in parental negligence. In addition to this the researcher also investigated various behavioral problems with the children (as a result of parental negligence) by addressing the following research methods in the present study:

Quantitative research design and survey method was used by the researcher to scrutinize this phenomenon due to the following reasons:

1. A large number of respondents were chosen by the researcher through probability sampling procedures.
2. Systematic questionnaire was used by the researcher to assemble the data and evaluate the responses of the respondents (neglected children).
3. Answers of the analysis were numerically coded and then analyzed with the help of statistical procedure or software (SPSS).

Thus the researcher used the survey method to accumulate the data from all the affiliated schools (from BISE) of district Lodhran (the universe).

Afterward the researcher selected the target population of the students (in the age group of 14 years-17 years) that have undergone serious behavioral amendments as a result of parental negligence. The behavioral modification assessment is not a straightforward task therefore the researcher conducted some informal focus group discussions with the students so that an accurate picture of the parental negligence and its impacts on behavior patterns of their children can be observed.

The cultural setup of Lodhran district is rigid, agricultural and patriarchal. The standard of living is low and head of the household (father) is mostly engaged in income generating activities. Therefore on various economic issues parental conflict is widespread that results in parental negligence towards their children education. Due to squat socio-economic status and lack of awareness the parents do not consider education as a basic human right. For this reason the researcher targeted the students of senior most classes so that the major issues and behavior modifications (as a result of parental neglect) can be observed. Thus the researcher conducted a comparative study between boys and girls about their response on this social phenomenon. The researcher took the list of affiliated schools of BISE from EDO of the selected district. There are 95 affiliated schools (from BISE) of district Lodhran. The researcher selected 19 schools from the list through simple random sampling technique. Through simple random selection 11 boys schools and 8 girls schools were selected by the researcher. Afterward the researcher selected the respondents (both male and female) through purposive sampling technique. The major purpose behind this selection was that those children were selected by the researcher that were neglected by their parents and they undergo some behavioral modifications and personality distortions. Despite this the researcher selected both 9th and 10th grade students as they were mature enough to describe their problems and behavioral modifications. The names of the students were taken from the attendance sheets for each respective class from the specified institution. The researcher selected 8-12 respondents on average depending upon the size of the class.

Afterward the researcher formulated a systematic questionnaire as a tool for data collection procedure and evaluated the response of the respondents through an assortment of close and open ended questions. The researcher precisely accumulated a lot of information through informal focus group discussions that were conducted prior to the data collection process. Through these focus group discussions the researcher recognized various indicators that play an imperative role in the child neglect. These focus groups helped the researcher in construction of valid questionnaire so that an adequate response can be attained from the respondents (both girls and boys). Although the overall sample size was 226 but the researcher excluded those questionnaires that were inadequately filled due to content error (as the respondents were unable to understand the question or they used selective perception). The researcher coveted to evade the response error and maximize the response rate. Therefore despite excluding 25 questionnaires still the response rate was enough to demonstrate the accurate validity of the data. For the statistical purpose the process of coding was made. Different responses/categories were coded by the mathematical numbers so that the relationship of variables may be statistically checked and the data can be easily interpreted. Afterward the data was put into SPSS (Version 17) and then analyzed with the application of t-test. The responses of the boys and girls were independently analyzed so that a comparative analysis was done. Formula for separate variance for t-test:

$$\begin{array}{ll}
 \text{If } n_1 = n_2 \text{ and } s_1^2 = s_2^2 & df = n_1 + n_2 - 2 \\
 \text{If } n_1 = n_2 \text{ and } s_1^2 \neq s_2^2 & df = n_1 - 1 \text{ or } n_2 - 1 \\
 \text{If } n_1 \neq n_2 \text{ and } s_1^2 \neq s_2^2 & df = \text{average of } n_1 - 1 \text{ and } n_2 - 1
 \end{array}$$

where \bar{x}_1 = mean of sample 1

\bar{x}_2 = mean of sample 2

n_1 = number of subjects in sample 1

n_2 = number of subjects in sample 2

$$s_1^2 = \text{variance of sample 1} = \frac{\sum(x_1 - \bar{x}_1)^2}{n_1}$$

$$s_2^2 = \text{variance of sample 2} = \frac{\sum(x_2 - \bar{x}_2)^2}{n_2}$$

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}} \quad \begin{array}{l} \mapsto \\ \mapsto \\ \mapsto \end{array} \quad \begin{array}{l} \text{difference between means} \\ \text{variance} \\ \text{sample size} \end{array}$$

Results and discussion:

Table no. 1

Percentage distribution of respondents with respect to major areas of parental educational neglect towards their children.

Areas of parental educational neglect towards their children	Respondents	Yes	No
Parents come to your school to check your educational performance	Boys	41.6%	58.4%
	Girls	11%	89%
Parents provide you transportation for school	Boys	34%	66%
	Girls	40%	60%
Parents arrange home teacher for you	Boys	41%	59%
	Girls	8%	92%
Parents pay your school dues on time	Boys	12%	88%
	Girls	5%	95%
Parents assist you in your homework	Boys	34.4%	65.6%
	Girls	18.9%	81.1%
Parents give you gifts at your educational achievements	Boys	30%	70%
	Girls	8%	92%
Parents discuss recent academic activities with you	Boys	5.5%	94.5%
	Girls	19%	81%
Parents inquire about your friends	Boys	18.6%	81.4%
	Girls	26%	74%
Parents get angry at your late arrival at night	Boys	68%	32%
	Girls	77.7%	22.3%
Parents give you pocket money for your school	Boys	40%	60%
	Girls	21.1%	78.9%
Parents ask you about your recent academic achievements	Boys	37.5%	62.5%
	Girls	7.8%	92.2%
Parents inquire about your behavior modifications	Boys	61%	39%
	Girls	19%	81%
Parents ask you about your teachers performance	Boys	18%	82%
	Girls	11.6%	88.4%
Parents ask you about your school environment	Boys	47.1%	52.9%
	Girls	66%	34%

Discussion:

The above mentioned table reveals that very often parents go to the schools of their children in order to inquire about their educational performance. When the researcher observed the comparison of boys and girls then it was obvious that girls are more prone towards parental neglect as compared to boys. Parents are usually not interested in girls schooling and their academic achievements. Therefore they do not go to their daughters school to check their educational performance. Thus 41.6% boys and only 11% girls agreed that their parents come to their school to check their educational performance. On the other hand 58.4% boys and 89% girls argued that their parents have no interest in their studies or due to some time constraints they do not visit their school. The other major issue is transportation. It is the primary duty of the parents to provide adequate transportation to their children so that they can reach their school with safety. But the reality is different because actually most of the parents cannot afford transportation and some parents do not consider it to be the school necessity for their children. Therefore there can be many safety issues for the children and this major area of child neglect has serious impacts on academic achievement of children. Thus the above mentioned table shows that 34% boys and 40% girls told that their parents provide them adequate transportation facility for their school. On the other hand 66% boys and 60% girls argued that their parents do not provide them transportation facility.

Those parents who neglected their children (emotionally and educationally) usually suffer from many risk factors. These factors are lack of parental knowledge about the normal child development, unrealistic expectations of parents with their children and experience of neglect as a child (Starr, et al. 1991, Thomlison, 2004). All the students are not so intelligent that they understand their lectures in an adequate way in school therefore they need some extra attention and guidance about their particular lesson contents. Therefore they need a home teacher for this purpose. But lack of parental involvement in their children education results in educational neglect by the parents. The parents force their children that they have to understand those lessons in school. Thus they do not arrange home teacher for them. As a result of this the children get poor grades in school or sometimes they dropout from school. Thus table no. 1 demonstrates a contrasting relationship between boys and girls where 41% boys and 8% girls agreed that their parents arrange a home teacher for them. On the other hand 59% boys and 92% girls disagreed on this stance.

Another main issue is that whether the parents pay the school dues on time or not. As the researcher conducted the research in Lodhran district where the people have low socio-economic status and thus they cannot afford the school fee of their children. School fee as the direct cost of schooling is not the priority for the parents which is the major area for educational neglect of the children. Thus 12% boys and 5% girls agreed that their parents pay their school fee on time while 88% boys and 95% girls argued that their parents do not pay their school dues on time. Although there are many determinants that are associated with child neglect. But one of the most important is single parental families. As single parent is busy in bread earning activities therefore there are more chances for child neglect in terms of school success and intellectual development. More than often the children of the single mothers have to face difficulties in continuing their studies because the mothers are unable to inquire about their school performance and cannot help their children in homework. On the other hand various direct and indirect cost of schooling is also not affordable by those mothers. Thus the personality development and cognitive reformations is seriously affected by single parental families (Astone and McLanhan, 1991; Dornbusch, et al. 1987; Hill, 2001).

The other issue is parental involvement in their children homework. Most of the people of Lodhran district are illiterate therefore they are unable to assist their children in some academic work. On the other hand the major rationale behind the parental neglect is that they do not consider education as the basic right of an individual. Hence 34.4% boys and 18.9% girls agreed that their parents assist them as much as they can in their homework. On the other hand 65.6% boys and 81.1% girls denied this stance and argued that their parents do not assist them in homework. If the parents are themselves educated then there are little chances for their children neglect but this is true for the natural parents only. Step parents or sometimes caregivers have negative relation with educational attainment of their children. Thus parents and overall family environment is related with children future educational carrier. Accordingly the chances of parental neglect lower with increase of parental education (Behrman, 1997; Rohner, 1980; Vissing, et al. 1991).

Over and above a mixture of punishments and rewards are necessary for the proper socialization of children. Rewards give motivation to the children that they should do even better for the next examinations. But lack of incentives demotivate the students about their studies that results in low academic grades of the students. Thus the above mentioned table shows that 30% boys and 8% girls agreed that their parents give them some gift at their good academic grades. On the other hand 70% boys and 92% girls argued that they were deprived from these motivating incentives that results in their low academic grades. Neglected children also suffer from various language deficiencies, reduced cognitive development and impaired verbal ability. All these factors reduced the educational achievements of children. There are many behavioral problems with the neglected children such as aggressive behavior and self destructive behavior due to inadequate discussion between the parents and children

which is very necessary for ensuring the intimate relationship among them. When the parents become negligent about their children academic activities then children become demotivated and their potentials and skills become deteriorate. Thus an adequate discussion is necessary for the smooth educational carrier of the children. But unfortunately most of the parents are negligent about their children academic carrier and thus they do not inquire about recent academic as well as extracurricular activities from their children (Armstrong, et al. 2005; Cawson, et al. 2000). Hence the table shows that although boys and girls both are the victim of parental negligence but due to patriarchal structure the parents over trust their male children (that they will continue their academic carrier without any uncertainty) as compared to female children. Thus 5.5% boys and 19% girls agreed that their parents inquire about their recent academic activities. On the other hand 94.5% boys and 81% girls gave their point of view that their parents are negligent about their academic carrier and recent school activities.

When there is the matter of friendship then parents are more concerned about their daughters friendship as compared to their sons. As the parents usually do not allow the girls to study beyond secondary level therefore they are more concerned with various security issues and their company. Thus the table shows that 18.6% boys and 26% girls agreed that their parents ask them about their friends and social circle. On the other hand 81.4% boys and 74% girls gave their point of view that their parents have never asked them about their friendship. Some of the respondents argued that their parents have full trust on them and the other argued that their parents neglect them and busy with their income generating activities. Parents are usually not concerned about their son social activities as compared to daughters. If there is some school event or some activity related with friends social circle then girls are more restricted to attend this. If they go to any event then their late arrival is serious issue for the family members and especially parents. Thus the above mentioned table shows that 68% boys and 77.7% girls agreed that their parents get angry at their late arrival at home but on the other hand 32% boys and 22.3% girls agreed that parents neglect them and thus they have no concern that their children arrive late at night for what sake. (Bloom, et al. 1995).

Educating a child is necessary for the changing needs of the complex society but it requires contributions, commitment and dedication from children as well as their parents (Dufour, et al. 2008). Parental involvement in their children studies is the best medium that motivated the children to attend school and avoid absenteeism. Sometimes parents wanted to educate their children but there are many factors that are responsible for this. These factors are poverty, parental illiteracy, single parental families and social isolation among the parents (Armstrong, et al. 2005; Dufour, et al. 2008). Other assumptions for parental neglect towards their children education are as follows:

1. *Parents who are not getting involved in any of the school events are actually neglecting the basic educational right of their children.*
2. *Parents who are illiterate are actually neglecting the educational attainment of their children.*
3. *Parents with different cultural backgrounds have little involvement with academic achievement of their children (Ariza, 2002).*

Another issue is pocket money. Pocket money is very necessary for the children so that they can meet their daily expenses. But some parents do not give pocket money to their children (which is the major maintenance factor). Thus the children feel neglected and non-motivated towards their studies. They feel inferiority complex which is the serious matter regarding their educational attainment. Their grades are also affected due to serious psychological and emotional flaws. Thus table no. 1 shows that 40% boys and 21.1% girls agreed that their parents give them pocket money daily. On the other hand more than half of the children felt deprived and told that their parents do not give them pocket money daily (60% boys and 78.9% girls disagreed on this stance) and this will have the serious impact on their personality development and overall educational achievements. Sometimes the children feel neglected because their parents do not ask them about their academic achievements and do not appreciate them. This is the serious matter that has negative impact on social behavior of the children. Children feel neglected that their parents have no concern about their academic achievements and thus their educational carrier becomes low. Thus 37.5% boys and 7.8% girls agreed that their parents inquire about their recent academic achievements. On the other hand 62.5% boys and 92.2% girls argued that their parents have no concern with their good grades and various other academic achievements. Therefore these children feel neglected and suffer from serious behavioral problems. In schools the children need adequate cognitive development and problem solving strategies for the purpose of attaining good grades. But neglected children lack the problem solving strategies and they also lack the ability to cope with the stressful situations (Chalk and King, 1988).

Sometimes parents want to show concern about their children but they are unaware about their various behavioral modifications. Parents perceive that they are giving ample time to their children and their involvement is also adequate. Therefore they declared the behavioral modifications are usual with respect to the age and mood of their children. But this is not the case because sometimes the parents neglect their children on various academic issues that becomes serious for their future and they undergo various behavior modifications that converts to antisocial behavior of their children. Thus 61% boys and 19% girls agreed that their parents sometimes

inquire about their behavior modifications. On the other hand 39% boys and 81% girls disagreed on this stance. They gave their point of view that their parents are negligent about their social behavior.

Parental involvement is necessary for personality development and adequate socialization of their children. Parents should ask the children about their teachers and way of teaching. As teachers sometimes neglect the children therefore the future of the children can be at risk but when the parents ask their children about the teaching methodologies used by the teachers then the future of the children can be secured by taking some necessary action. Thus parents can play a most important role about the future academic carrier of their children but when the parents neglect their children future academic carrier then the chances for low grades and dropout rate of the children becomes more. Thus the above mentioned table shows that 18% boys and 11.6% girls agreed that their parents ask them about their teachers way of teaching. On the other hand an overwhelmed majority (82% boys and 88.4% girls) argued that their parents have no concern with their teachers way of teaching and they blamed their children for bad academic grades rather than exploring the hidden facts about their teachers weak performance. School environment have greater influence on the school performance of the children. But the major factor is that parental involvement is necessary for the selection of the school. The school environment consists of teachers performance, infrastructural development, curriculum contents and various academic activities and events (like seminars and workshops) of the school. If the parents ask their children about their school environment and the difficulties they are facing then children feel good and thus they can improve their academic grades. Thus 47.1% boys and 66% girls agreed that parents asked them about their school environment. On the other hand 52.9% boys and 34% girls denied this stance and argued that their parents do not ask the children about their school environment.

Table no. 2

Percentage distribution of respondents with respect to implications of parental neglect on social behavior of their children.

Implications of parental neglect on social behavior of their children	Respondents	Yes	No
Parental neglect causes less intimacy among parents and children	Boys	71.9%	28.1%
	Girls	62.5%	37.5%
Parental neglect causes antisocial behavior among the children	Boys	77%	23%
	Girls	34%	66%
Parental neglect deteriorates the personality of the children	Boys	64%	36%
	Girls	48.6%	51.4%
Parental neglect causes frustration and stress among the children	Boys	61.7%	38.3%
	Girls	55%	45%
Parental neglect is the cause of poor grade attainment of the children	Boys	61%	39%
	Girls	75.3%	24.7%
Children feel loneliness due to parental neglect	Boys	51%	49%
	Girls	79.1%	20.9%
Children feel social isolation due to parental neglect	Boys	57%	43%
	Girls	81%	19%
Parental neglect causes discontinuation of children studies	Boys	46.3%	53.7%
	Girls	74%	26%
Children may start using drugs due to parental neglect	Boys	85.8%	14.2%
	Girls	24%	76%
Neglected children becomes quite and submissive	Boys	12%	88%
	Girls	67%	33%
Neglected children are unable to make intimate relationships with people	Boys	18.9%	81.1%
	Girls	66%	34%
Neglected children have higher rates of absenteeism	Boys	84%	16%
	Girls	47.5%	52.5%
Neglected children have low academic grades	Boys	82%	18%
	Girls	53%	47%
Neglected children have low self esteem	Boys	77%	23%
	Girls	51.2%	48.8%

Discussion:

The above cited table demonstrates that parental negligence has adequate off-putting impact on social behavior

of their children. The children suffer from various psychological, emotional and social disorders in their personality development. Neglected children also have numerous constraints in their behavioral patterns. Consequently the most important of these behavioral modifications include marriage constraints, drug abuse, antisocial behavior and social maladjustment (Eckenrode, et al. 1993; Garbarino, et al. 1984). Parents sporadically neglect their children in various household matters and their children aspirations (regarding their educational carrier). This act will change the social behavior of the children and the intimacy among the parents and children becomes low. Thus the above mentioned table shows that 71.9% boys and 62.5% girls agreed that they have less intimacy with their parents. On the other hand 28.1% boys and 37.5% girls denied this standpoint.

Child neglect refers to the fact that parents are not able to provide cloth, shelter and education to their children (Gracia, 1995). Educational neglect refers to the parents failure to meet their responsibility to provide basic educational right to their children. Educational neglect is also included in child abuse and neglect. Parents are the salient stakeholders that are responsible for educational neglect of their children. The major impact of child neglect actually deteriorates the whole personality of the child. The common signs of child neglect are:

1. *Neglected children appear to be indifferent from other children (both in behavior and physical appearance).*
2. *Neglected children appear to be disheartened and frustrated.*
3. *Neglected children emerge to behave irrationally in a bad manner.*
4. *Neglected children appear to be worthless and blame other people for their problems* (Depanfilis, 2006).

Children who have weak integration with their parents reported that the foremost cause for this low integration is parental lack of involvement in their daily matters and educational activities. When parents neglect their children then certain behavioral changes occur that have negative impact on personality development of the children. Especially when the parents do not fulfill the basic educational needs of the children (like pocket money and transportation) then children fulfill these needs through other means. These means are actually the shortcuts that are prohibited by the society (like stealing, deceiving and abusing). Thus parental neglect causes antisocial behavior in children. The above mentioned table demonstrated this point of view where 77% boys and 34% girls agreed that parental neglect is arising rebellious behavior in them. On the other hand 23% boys and 66% girls argued that parental neglect is not responsible for any antisocial behavior of the children. They believed that the children are themselves responsible for this issue due to lack of control on their personality and behavioral patterns. Although parental neglect for children may not appear at any premature stage but its impacts are detrimental for the children future. The impacts of child neglect encompass many areas such as 1) Health and physical development 2) Intellectual and cognitive development 3) Emotional and psychological development as well as 4) Social and behavioral development.

When parents neglect the children then they undergo certain disorders related to emotional, psychological and behavioral transformations. Most of the time this transformation is negative as it deteriorated the personality development of the children. The skills and creativity of the children becomes inadequately developed to meet their aspirations. The children become introvert and they are not expressive to demonstrate their emotions (Center for Marriage and Families, 2005; Fredrick and Goddard, 2007; Lane, 2002; Taylor, et al. 2000). Thus they suffer from serious emotional shocks that depreciate the overall personality of these children. In light of this discussion table no. 2 demonstrates that 64% boys and 48.6% girls agreed that parental neglect have serious impacts on personality development of their children. They argued that their own personality absolutely changes when parents do not give them passable attention regarding their education and other routine matters. On the other hand 36% boys and 51.4% girls argued that parental neglect is not responsible for personality distortion of their children. Those respondents with this stance reported certain cases to the researcher that due to parental neglect the children becomes self dependant and work hard to achieve their goals and at last they acquire their destination.

When parents neglect their children then they feel frustration and stress. Over protection and absolute neglect both are harmful for the children. Nevertheless parents become extremist and they disregard the indispensable rights of their children (Allen and Oliver, 1982). Due to neglection the children feel anxiety and tension and this will have serious impacts on their studies. The students will show no interest in their studies and they engage in various psychological problems due to parental neglect. Even the parents are unable to identify the behavioral dilemmas of their children most of the time. Thus the above revealed table illustrates that 61.7% boys and 55% girls strongly agreed that parental neglect was inducing frustration and stress in them. On the other hand 38.3% boys and 45% girls argued that due to parental neglect they want to peruse their own ambitions and they do not suffer from frustration or anxiety.

Parental neglect has many behavioral outcomes for their children. They suffer from various social, psychological and emotional problems with their children that have negative impact on their personality development (Taylor, et al. 2000). Educational neglect by the parents is the basic child neglect that brings serious modifications in their personality. Thus students absenteeism and poor grades of the students are the widespread im-

plications in this regard (Kotenkamp and Ehrle, 2002). Parental neglect and their rude behavior with the children snatches the interest of the children in their studies as the children are incapable to share their problems and issues with the most intimate and trustworthy source i.e. parents. The above mentioned table illustrates that 61% boys and 75.3% girls agreed that parental neglect is the main source of poor grade attainment of their children. On the other hand 39% boys and 24.7% girls argued that grade attainment has no connection with parental neglect. They argued that children blame everything to parents even when the parents provide them necessities of life. They said that parents can provide the necessities according to their financial status and the children blame their parents that they have neglected them.

Those children who are neglected by their parents are more prone towards behavioral modifications and personality distortions. Thus aggression, stress, emotional impairments, low academic achievements, chronic dejection and inadequate participation in schools are the major factors that have serious impacts on educational attainment and personality development of the children (Gutterman and White, 2001). Over and above this there are many social and emotional impacts of child neglect on their behavioral patterns:

Emotional impacts:

1. *Neglected children have inadequate and insecure attachment dilemmas.*
2. *Neglected children have low self esteem, anxiety, depression and antagonism.*
3. *Neglected children encounter difficulty in seeking emotional support from others* (Children Law Office, 2005).

Social impacts:

1. *Neglected children suffer from social isolation.*
2. *Neglected children suffer from social exclusion and demonstrate antisocial behavior.*
3. *Neglected children have confused and introvert personality* (Daniel, et al. 2009).

Due to parental neglect the children feel loneliness and social isolation because parents are their most intimate and close relationship. Therefore the children do not show any interest in the societal matters and social gatherings (Hornby, 2000). They become introvert and prefer to live alone. They are unable to make any intimate relationship in their lives. As a result they suffer from social isolation and loneliness that brings severe deteriorations in their personality development. Table no. 2 reveals that 51% boys and 79.1% girls agreed that parental neglect brings loneliness for their children. On the other hand 49% boys and 20.9% girls argued that parental neglect is not the major source of loneliness and anxiety among the children. On the other hand 57% boys and 81% girls agreed that they feel social isolation especially when their parents neglect them. On the other hand 43% boys and 19% girls agreed that they are relatively strong and therefore parental neglect has less impact on their personality development and societal relations. Thus there are many psychological and behavioral problems that have deteriorating impact on personality development of the children. The problems related with personality distortions are as follows:

1. *Neglected children feel frustrated and stressed all the time due to parental neglect.*
2. *Neglected children started feeling shame and guilt due to inferiority complex.*
3. *Neglected children indulge in various drug abuses and antisocial behavior.*
4. *Neglected children are incapable to make intimate relationship with peers.*
5. *Neglected children show poor school performance* (Youssef, et al. 1998).

When parents neglect the basic educational right of their children then the children want to discontinue their studies. This becomes the major cause of dropout rate of the children from school. Neglected children are more prone towards dropping out from school as compared to children who have strong upbringing and intimate relationship with their parents. Thus 46.3% boys and 74% girls agreed that the major outcome of parental neglect is discontinuation of the children studies. In contrast to this 53.7% boys and 26% girls argued that parental neglect is not responsible for dropping out of learners from school. Due to parental neglect the children becomes quite and submissive. They develop introvert personality and they do not share their predicaments with anyone. Parental neglect and introvert behavior of the children are sometimes more dangerous for the boys as compared to the girls because the boys are more engaged in drug usage as compared to girls. Drug usage becomes harmful for the physical health of the children. Thus 12% boys and 67% girls agreed that the children become quite and submissive as a result of parental neglect. On the other hand 88% boys and 33% girls argued that parental neglect is not accountable for the introvert personality of the children. On the other hand 85.8% boys and 24% girls agreed that children engaged in drug usage as a result of parental neglect. On the other hand 14.2% boys and 76% girls disagreed on this stance.

Neglected children are unable to make intimate relationships with the peers and other people. The major reason is that they are unable to trust anyone in their lives which can be cited from the above mentioned table where 18.9% boys and 66% girls agreed that one of the essential traits in the personality of the children is that they are unable to make strong relationships with their peers and other people. Alternatively 81.1% boys and 34% girls argued that parental neglect is not responsible for derisory relationships with their parents. The neglected

children feel loneliness, emotional instability and inadequate self regulated behavior. When the parents disregard the indispensable educational right of their children then the children are more prone towards absenteeism and underprivileged academic grades. Thus the researcher demonstrated various indicators for child neglect that have serious impacts on their behavioral modifications and personality development. These indicators are as follows:

1. *Parents do not enroll their children in school.*
2. *Parents do not respond to request send by the school officials regarding their children academic performance.*
3. *Parents do not have any apprehension or they become over reactive on their child result.*
4. *Parents do not comprehend the basic needs of their children.*
5. *Parents do not attend various school events* (Lane, 2002; Starr, et al. 1991).

Accordingly the above mentioned table shows that 84% boys and 47.5% girls agreed that parental neglect results in higher absenteeism rate among the students. On the other hand 16% boys and 52.5% girls disagreed on this stance. In addition to this 82% boys and 53% girls agreed that regardless of higher rate of absenteeism the children suffer from low academic grades of the students. Conversely 18% boys and 47% girls argued that parental neglect is not responsible for low academic grades of the children. When parents neglect their children then children suffer from low self esteem which is the major barrier for their personality development. The table demonstrates that 77% boys and 51.2% girls agreed that the neglected children have low self esteem as compared to the children who are by and large trained by their parents. On the other hand 23% boys and 48.8% girls disagreed on this stance.

Table no. 3
Hypotheses testing:

N	Mean	Std. deviation	Std. error mean	t-test	Sig. (2 tail)	Mean difference	Lower	Upper
H1= Parental neglect is the major determinant of low grades of the students.								
201	2.0200	0.74994	0.05303	38.092	0.000*	2.022000	1.9154	2.1246
H2= Parental neglect is the major prerequisite of high absenteeism of the students.								
201	1.9200	0.74591	0.05274	36.402	0.000*	1.92000	1.8160	2.0240
H3= Social isolation is the major outcome of parental neglect towards their children academic achievements.								
201	2.2600	1.08549	0.07676	29.444	0.000**	2.26000	2.1086	2.4114
H4= Neglected children have low self esteem as compared to non-neglected children.								
201	1.3200	0.46765	0.03307	39.918	0.001*	1.32000	1.2548	1.3852
H5= Children are more prone to discontinue their studies as a result of parental neglect.								
201	1.1600	0.36753	0.02599	44.636	0.000*	1.16000	1.1088	1.2112
H6= The major outcome of the parental neglect is antisocial behavior among the children.								
201	2.2650	0.80499	0.05692	39.792	0.000**	2.26500	2.1528	2.3772
H7= Children in single parental families are more prone towards child neglect.								
201	2.1950	1.08298	0.07658	28.664	0.003**	2.19500	2.0440	2.3460
H8= Low socio-economic status of the parents is the major prerequisite for educational neglect of the children.								
201	1.6400	0.73011	0.05163	31.766	0.000*	1.644000	1.5382	1.7418

Significance level= 0.05* 0.01**

Discussion:

The primary responsibility of the family institution is to provide care, love, food, transportation, housing, health and education to their children. Parents are the salient pillar of the family institution whose involvement can increase the academic achievement of their children (Astone and McInhan, 1991; Center for Marriage and Families, 2005). Parents are the salient relations that have momentous impact on children personality. Thus parental neglect (especially educational neglect) brings many intellectual and social disadvantages for the children (Thompson, 1992; 1995). Thus the major impacts of educational neglect are discussed as follows:

1. The neglected children have below average grades, inadequate cognitive development and below average levels of cognitive competence.
2. Neglected children have low academic grades and derisory intellectual functioning. [(H1= *Parental neglect is the major determinant of low grades of the students*) N=201, M=2.0200, Std. devia-

tion=0.74994, t-test=38.092, Mean difference=2.022000, Lower limit=1.9154, Upper limit=2.1246 and $p=0.000^*$].

3. Neglected children have higher rates of absenteeism. [(H2= *Parental neglect is the major prerequisite of high absenteeism of the students*) N=201, M=1.9200, Std. deviation=0.74591, t-test=36.402, Mean difference=1.92000, Lower limit=1.8160, Upper limit=2.0240 and $p=0.000^*$].
4. Neglected children feel disappointed and want to discontinue their studies. [(H5= *Children are more prone to discontinue their studies as a result of parental neglect*) N=201, M=1.1600, Std. deviation=0.36753, t-test=44.636, Mean difference=1.16000, Lower limit=1.1088, Upper limit=1.2112 and $p=0.000^*$].

Parental involvement is very necessary for the educational attainment of the children. The major indicators for parental involvement in educational attainment of their children are as follows:

1. Parents can best support their children to achieve their educational aspirations.
2. School is also the medium that should work with the family of the child (especially parents) to avoid the child educational neglect.
3. Parental involvement can mature the relationship between school and parents.
4. Parental involvement can increase the educational attainment of their children.
5. Parents are the central contributors for the educational attainment of their children and they should comprehend this importance (Ariza, 2002; Christenson and Sheridan, 2001).

The major factors that are involved in parental neglect towards their children education are as follows:

1. Parents sometimes do not bother to attend various school events of their children.
2. Parents are not aware that their decision making power can divests the children from their basic educational right.
3. The parents have sometimes time constraints due to various income generating activities therefore they neglect their children education (Drake, 2000).

Neglected children become less integrated with their caregivers due to following reasons:

1. Neglected children become more trustful of others.
2. Neglected children are less willing to learn from others (especially from their parents).
3. Neglected children feel social isolation as they have no interest in their social relations and various social events. [(H3= *Social isolation is the major outcome of parental neglect towards their children academic achievements*) N=201, M=2.2600, Std. deviation=1.08549, t-test=29.444, Mean difference=2.26000, Lower limit=2.1086, Upper limit=2.4114 and $p=0.000^{**}$].
4. Neglected children demonstrate lack of confidence on social skills (Green and Kilili, 1998).
5. Neglected children feel difficulty in organizing various tasks.
6. Neglected children usually have low self esteem when the parents use harsh verbal language with them. [(H4= *Neglected children have low self esteem as compared to non-neglected children*) N=201, M=1.3200, Std. deviation=0.46765, t-test=39.918, Mean difference=1.32000, Lower limit=1.2548, Upper limit=1.3852 and $p=0.001^*$].
7. Neglected children engage in antisocial behavior due to social isolation and low self esteem [(H6= *The major outcome of the parental neglect is antisocial behavior of the children*) N=201, M=2.2650, Std. deviation=0.80499, t-test=39.792, Mean difference= 2.26500, Lower limit=2.1528, Upper limit=2.3772 and $p=0.000^{**}$].
8. Neglected children avoid to establish mainstream relationships with the other people.
9. Neglected children have to suffer from role conflict as they are not able to manage their different roles.

Due to various economic and time constraints in single parental families (especially with single mothers) the child neglect is common as the parents are unable to give adequate time to their children. Those children acquire low academic grades, poor peer relationship, more likely to dropout from school, higher rates of absenteeism and inadequate cognitive development. Thus these children are unable to adjust in the school which is the major constraint in education sector (Cawson, et al. 2000; Hill, 2001). Children with single parental families are more at the risk of child abuse and neglect. In addition to this children living in violent homes (where the parents usually quarrel, even the female battering is common) are more prone towards neglect than other children raised in normal families. Despite that the parents who neglect their children are less supportive and less responsive with their children. Even the parents use harsh verbal abuses and physical violence upon their children (Gutterman and White, 2001). [(H7= *Children in single parental families are more prone towards child neglect*) N=201, M=2.1950, Std. deviation=1.08298, t-test=28.664, Mean difference=2.19500, Lower limit=2.0440, Upper limit=2.3460 and $p=0.003^{**}$].

There are many causes behind parental neglect towards their children education and these causes are economic crises of the parents, loss of parental job and their excessive drug usage. In addition to this poverty and

illiteracy of the parents are also the imperative factors that can play a vital role in child neglect (Creighton, 2007; Spencer and Baldwin, 2005). Thus parental neglect has serious consequences that have negative impact on skill development and behavioral adjustments of their children. Child maltreatment occurs in many forms and in all socio-economic strata's of the society. The children who grow in low socio-economic status are more vulnerable to child neglect. The major behavioral outcomes with the neglected children that have serious impacts on personality development of the children are poor health conditions, educational disadvantages, unemployment and antisocial behavior. There are many factors that are associated with parental neglect with their children. Thus behavior modifications occur due to many determinants such as overcrowded homes and socio-economic status of the parents. In addition to this various structural changes such as parental death and change in family structure (from joint to nuclear) are the foremost indicators that have significant impact on behavior patterns of the children (Creighton, 2007; Frederick and Goddard, 2007; Siderbotham, et al. 2002; Spencer and Baldwin, 2005). [(H8= *Low socio-economic status of the parents is the major prerequisite for educational neglect of the children*) N=201, M=1.6400, Std. deviation=0.73011, t-test=31.766, Mean difference=1.644000, Lower Limit=1.5382, Upper limit=1.7418 and $p=0.000^*$].

Summary and Conclusion:

Parents are the major source of socialization and personality development of their children. Parents socialize their children about the certain norms, values and social taboos. Accordingly parental negligence brings deteriorating impact on personality development of their children. Although there are several areas of parental negligence but one of the most noteworthy is educational neglect that brings deteriorating impact on their overall educational performance. The researcher has conducted this research on the specified areas of Lodhran district. The people of this area have low living standards and they spend most of their time in income generating activities. Therefore they disregard the basic educational right of their children. The salient areas of parental neglect to the educational right of their children are as follows:

1. Parents do not provide adequate transportation facility for their children schooling.
2. Parents do not provide necessary stationery items to their children.
3. Parents do not attend the school functions of their children.
4. Parents do not arrange home teachers for their children.
5. Parents do not assist their children for homework.
6. Parents do not pay their school dues on time.

As a result of the above mentioned issues the children feel neglected and they suffer from frustration, tension, stress and antisocial behavior. Other impacts of parental neglect towards their children are as follows:

1. Children get low grades in class.
2. Children have higher rates of absenteeism from school.
3. Children become quiet and submissive.
4. Children are unable to make intimate relationships with peers.
5. Children feel social isolation due to parental neglect.
6. Children have low self esteem and less intimation with parents.

Recommendations:

The researcher proposed the subsequent recommendations in the present study:

1. Enhancing family involvement in child schooling:

Government should make some awareness programmes and strategies that will encourage family involvement (especially parental involvement) in child schooling. Parents should know the recent happenings and events in their children schools. In addition to this parents should give quality time to their children so that the children can share their academic problems with their parents.

2. Parental friendly communication with teachers:

Parents should strive their level best to inquire about their children education and make a friendly communication with the teachers regarding their children education. As teachers and parents both are the foremost stakeholders that have greater impact on children schooling therefore a proficient collaboration among the teachers and parents is necessary so that they both can contribute to identify the predicaments with children academic issues and also take actions to resolve them.

3. Increasing the collaboration between school administration and parents:

School administration should involve the parents and conduct meetings with them so that adequate actions can be taken to muddle through the problem of child neglect. School administration can adequately gain information about the academic grades of the students and their activities in the schools while the parents can address various activities and their level of involvement with their children. Therefore both school administration and parents can make adequate policy to address this issue.

4. Imposition of sanctions for lack of parental involvement:

Government should introduce new policies and sanctions for those parents who neglect their children intentionally. Although there are various government policies that will punish the parents for physical abuse of their children but regrettably in Pakistan there is no sanction for the emotional and educational neglect of the children by their parents. Thus these two areas should be identified and government should take necessary action on educational neglect of the children.

5. Building supportive infrastructure for schools:

By building a supportive infrastructure will attract and encourage the parents to enroll their children to school because inadequate infrastructural development is the foremost constraining factor that hampers the process of development in education sector. Therefore adequate infrastructure development will attract the parents to identify the comfortable environment and infrastructural facilities for their children.

6. Establishment of rehabilitation centers:

Government should establish rehabilitation centers especially for neglected children because in Pakistan there is no tradition for rehabilitation of neglected children because usually children are declared responsible for any distortion in their relationship with parents. As a result all the issues support the parental side rather than children viewpoint.

7. Establishment of collaborative environment for the children:

School administration should maximize the involvement of parents to make a collaborative environment for the personality and cognitive development of the children. In this way the parents will give maximum time to their children so that they become conscious of their children activities. Thus it will have the advantageous impact on children education and their intellectual development.

8. Ensuring parental involvement in their children academic activities:

Parents should aware about the academic achievements of their children and also make some preventive measures to ensure their high-quality academic grades. When parents get involved in their children academic grades and activities then this will give confidence to their children and they can utilize their potentials in a passable way to maximize their academic achievements.

9. Increasing awareness among parents:

Government should give consciousness to parents regarding the education and socialization of their children with course of time. These awareness programmes should enhance the awareness among the parents about the significance of education and its relationship with high income generating opportunities. Thus parents will become aware that their children can earn more by acquiring education.

10. Inquiring about school environment:

Parents should ask their children about the school environment so that they can be awarded of the recent changes in the school. Teacher's trainings, teachers usage of modern teaching methodologies, infrastructure of the school and usage of instructional materials are the components of school environment. Thus these components have serious impacts on educational attainment of the children. Therefore the researcher suggests that by inquiring about the school environment the parents can easily judge the responsible factors behind the personality demolition and the behavioral modifications of the children.

Suggested projects and programmes for overcoming the issue of child neglect:

Family oriented projects:

1. Family network projects:

Various family network projects must be started that target various families with neglected children. Several types of services must be provided that include home visits, parental education, provision of transport facilities and various assessment and assistance strategies. These projects must be accomplished by the assistance of numerous NGO's, educationists, policy planners and volunteers. As a result of these projects the families are unable to upgrade their living standards and development skills to meet their children psychological, emotional and educational needs in an appropriate manner.

2. Family assistance projects:

The major concern of these projects will be the families with single parent (especially mother) that are neglecting their children or those families that have uneducated parents or parents with low socio-economic status. Various types of services must be provided to these families like advocacy, awareness, assessment, service planning, parental education and parental support. The major outcomes will be inducing parenting skills in parents and increased satisfaction level of parents. In addition to this the role of government is needed for the enhanced social, psychological and emotional support to caregivers, parents and children. It can also help the society to reduce the crime rate by helping the neglected children and avoiding them to engage in various antisocial activities.

Programmes to overcome the issue of child neglect:

1. Primary prevention programme:

These programmes must be launched by the government in collaboration with NGO's in order to raise awareness among the masses about various social issues and their impacts on child neglect.

2. Secondary prevention programme:

These programmes must be launched by the government in collaboration with various policy makers and target the specific population of neglected families and make an adequate planning to cope with this issue.

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