

Relationship between Parenting Styles and Academic Achievement in Japan  
— In comparison with Kenya —

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親の養育態度と学習態度との関係：日本とケニアの比較

ABSTRACT

The study was conducted to investigate the relationship between parenting styles and academic achievement in Japan. The study also compared with the previous work done by other researchers in Kenya, toward our future study for a more detailed comparison. Parenting styles have been highlighted as a significant component of academic achievement among the school-going generation. It is believed that each parenting style sets its demands concerning the conduct of learners and standards they have to meet. In this study, a questionnaire for data collection instruments, and a sample of 140 respondents were used. It was found that both authoritative and indulgent parenting styles have a positive impact on academic achievement. The other two parenting styles, authoritarian and neglectful, were found to have a negative effect.

[Key word] Parenting styles, academic achievement, Japan, Kenya

I. Background to the study

1. Parenting style

Parenting involves providing physical care, love, guidance, and support for the healthy development of a child. This includes creating a nurturing environment of attention, encouragement, and love for the child. All these should be provided to help each child develop their fullest capacity in order to succeed in life. Children learn by observation, so conscious effort must be made by parents to be good role models to their children (Hamner & Turner, 2001 ; Muturi, 2011).

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Parenting styles have been an important topic of study for the later part of the twentieth century. Parenting styles are an emotional climate in which parents raise their children. Numerous studies have been conducted on the effects of parenting styles on the academic achievement of students and others on the influence of parenting styles on learners' behavior (Sarac, 2001 ; Wachira, 2002 ; Spera, 2005 ; Nyarko, 2011 ; Tope, 2012).

Baumrind (1966) defined three specific parenting styles and their consequences on children's academic performance and behavior. They are authoritative, authoritarian, and indulgent. These parenting styles are based on levels of responsiveness and demandingness of parents. A parent who is authoritarian demands obedience from the child and tries to control and shape the child's behaviors with a complete set of standards. An indulgent parent, in contrast, tends to offer as much freedom as the child wants. The parent does not demand any form of conformity as long as the child's physical safety is not at risk. On the other hand, an authoritative parent values both the child's autonomy and open communication with the child. This parent enforces rules and standards using commands and sanctions when necessary (Baumrind, 1993). Maccoby & Martin (1983) also added one other parenting style referred to as neglectful. Studies that have been conducted reveal a correlation between parenting styles and children's academic achievement (Sarac, 2001).

## 2 . From historical as well as area-wise perspectives

In Europe before the advent of Christianity, the Spartans of ancient Greece raised their children by exposing them to very harsh conditions and discipline. When Europe embraced Christianity, church leaders became responsible for matters of child upbringing. Religious doctrinal view dominated and held the view that parents should be strict because they assumed that children were born evil (Miller, 1983). In the middle ages, the Renaissance in Europe brought about new ideas about child upbringing. The behaviorism movement, which was started by John Locke and continued by John Watson, advocated that children were born neither bad nor good. These children, therefore, needed guidance to grow up disciplined.

In the United States of America during the eighteenth century, the church and the state worked together to manage children's behavior according to the strict interpretation of the Bible. Moreover, parents believed it was important to conform to religious doctrine. Parents were monitored to ensure they complied with the accepted parenting code in the way they raised their children (Hamner & Turner, 2001).

A study by Park, Kim, Chiang, & Ju (2010) on why Asian children performed better academically in American schools. This study revealed that Asian American parents who follow traditional Asian values utilized parenting behaviors that are not suitable for their children's level of acculturation. The parenting behaviors involve the process of

adaption to the behaviors, values, and attitudes of the dominant culture of that country (Berry, Trimble & Olmedo, 1986). Also, the study found out that traditional Asian parents supported the value of not questioning obedience to parents. According to the concept, children should prioritize family responsibilities over personal interests.

Traditionally, Japanese parents emphasize conformity and acceptance of group goals traditionally. More specifically, Japanese parents place a greater emphasis on training consideration for others, sociability, manners, and respect to authority (Befu, 1986 ; Itoh & Taylor, 1981 ; Norbeck, E. & Norbeck, M., 1956). Japanese parents believe that young children are limited in their ability to follow the dictates of others, and should thus be tolerated and indulged (Norbeck, E. & Norbeck, M., 1956). The studies carried out by such researchers as Azuma (1986), Bacon & Ichikawa (1988), Norbeck, E. & Norbeck, M (1956), show that Japanese mothers exhibit a more indulgent approach to childrearing. Also, Japanese mothers were found to rely on less forceful verbal techniques such as reasoning and persuasion (Conroy et al., 1980 ; Kobayashi-Winata & Power, 1989).

A study conducted on the effects of both authoritarian and authoritative parenting styles on academic achievement of students showed that the two parenting styles somewhat less impacted modern Japanese children's academic achievement. The other parenting styles (indulgent and neglectful) or factors, such as peer relationships, school environments, or interactions with teachers, might more strongly influence their academic achievement (Power et al., 1992).

A study carried by Raburu (2016) in Kenya revealed that authoritative parents always provide their children with freedom of expression to air their views and thoughts. These parents compliment them for whenever they achieve something good, give them intimate time during family discussions, and respect their opinion and thought. Such learners will concentrate in class, be well prepared for exams, be motivated to work and make good use of the learning facilities to perform well in class. This is due to the humble time offered to them by their parents. The parents respect their feelings, always being available to listen to them, and offering solutions on the issues affecting them. She concluded that authoritative parents are more responsive to their children's needs and feelings, and they also pay attention to the views and opinions of their children.

### 3 . Importance and Influence of Parenting styles

Parenting styles can be both negative and positive in their tone, and both can affect learners' behavior and academic performance. For instance, there are parenting styles where children are left unsupervised for a long period of time. The above problem, coupled with influence from exposure to different types of media, may lead children to engage in behavior problems, which may affect their academic performance (Kinai, 2002). Behavior problems are exhibited by learners of different ages and educational levels.

These problems can interfere with a child's learning, development, and also negatively affect those around the learner's environment. Also, they may lead to aggression, juvenile delinquency, and conduct disorders, among others. Finally, they may significantly affect learners' academic performance and hence, academic achievement.

Since there might be so many factors that influence learners' behavior and academic performance, family background, and more so parenting style, is the most important factor (Tope, 2012). For learners to succeed, they must have a combination of academic excellence and good behavior. Parents should make sure that their children develop good behaviors as they grow up by emphasizing the importance of hard work, self-discipline, obedience, and academic achievement (Chao, 2001). It is, therefore, vital to explore the relationship between parenting styles, learners' involvement in behavior problems, and, ultimately, their academic performance in school.

#### 4 . Academic achievement

According to Dweck & Elliott (1983), academic achievement is defined as an individual or self-defining complete performance in the domains of school, sports, and work; however, "achievement" is conceptualized by the meaning of "competence," which has a substantial impact on emotion and well-being. Competence is operative across the lifespan, and it is evident in all individuals across cultural boundaries (Dweck & Elliott, 1983 ; Elliot & Dweck, 2005 ; Geppert & Halisch, 2001 ; Veroff et al., 1980).

#### II . Purpose of the study

The study was meant to investigate the relationship between parenting styles and academic achievement in Japan, in comparison with the previous study conducted in Kenya by other researchers (Munyi, 2013) toward our study on more detailed comparisons in the future.

#### 1 . Importance of the study to Kenya

Due to massive investment by the government, parents, and the community at the high school level of education, there is a high expectation of good results from students as individuals and the school in general. However, it has not been the case, since there has been a decline and posting of results below average in national examinations, leading to a major concern in the country.

There was a general feeling from the stakeholders, parents, and the community that this performance was not commensurate to the resources allocated. Therefore, reasons likely to have contributed to the fluctuation in the results were cited. Parenting styles are one of the factors which were raised to have caused this decline.

Therefore, the study will provide research and recommendations on how parents

can assist in improving the academic performance of students who are in secondary schools. Also, the study will be of great importance to many individuals. School management will be made aware of the importance of learning the parenting styles that a student goes through in order to avoid poor academic performance.

Besides, the study will benefit parents in learning how their parenting styles influence how their children perform in school. The research will also benefit other researchers in the same field with the literature to support their arguments and hence improve their knowledge.

## 2 . Importance of the study to Japan

In Japan, researchers have studied relationships between Baumrind's parenting style and young children's aggressive behavior (Nakamichi & Nakazawa, 2003), self-regulation (Toda, 2006), and identity formation (Hirata, 2018). For example, according to Nakamichi and Nakazawa (2003) authoritarian fathers have more aggressive young children, in comparison with authoritative and permissive fathers. If one or both of the parents were authoritarian, they tend to have more proactive aggressive children than both parents were authoritative. Toda (2006) indicated that preschool children who were raised with a permissive parenting style were not assertive. Hirata (2018) indicated that identity integration was significantly higher among students who were raised with an authoritative parenting style than among those raised with an authoritarian and uninvolved parenting style, whereas the opposite outcome was seen for identity confusion.

However, no research has not been found in the relationship between Baumrind's parenting style and academic achievement in Japan, while other countries such as Kenya have examined this relationship. Therefore, our purpose of this study is to investigate the relationship between the parenting style and academic achievement in Japan.

## III . Method

### 1 . Participants

A total of 140 Japanese - speaking undergraduates (70 females (50.0%), 69 males (49.3%), and 1 unknown (0.7%), implying that there was no gender bias) from one university located in Matsue city of Shimane prefecture participated in this study. The mean age of the participants was 18.51 years, ranging from 18 to 21 years ( $SD=0.66$ ).

### 2 . Materials : Questionnaire

The questionnaire were made, based on the ones by Watabe (2011) and Munyi (2013). 4 questions were used to ask academic achievement, and 16 questions were used to ask 4 parenting styles: authoritative, authoritarian, neglectful, and indulgent parenting styles. 4 questions were asked for each parenting style. One of the authors translated

the English questions to the Japanese, and the other author did back translation to make sure the translation. This measures participants' academic achievement and parenting styles by asking them to rate, on a Likert scale, how true each statement is of them (5 - point scale : 5(a) =strongly agree, 1(e) =strongly disagree). The questionnaire is attached in the appendix.

### 3 . Procedure

The data were collected at the class on educational psychology, at the university in July 2019. The contents of the lectures were not directly related to the questionnaires. The participants were informed that participation in the study was voluntary and anonymous, and that their data would be treated confidentially and used only for analytical purposes.

The questionnaire was handed out to each participant. After completion of the questionnaires, they were collected. The total required time, including the instructions and completions of the questionnaires, was 25 min.

## IV . Results

### 1 . Academic achievement (Q1-Q4)

The study intended to investigate the goal and career aspirations of the students being in school. Also, it was meant to look into the students' academic performance trends. In the Table 1, each number shows the total responses of 4 questions on academic achievement. The result showed that 57.1% of the respondents wanted to perform well in their academics since it gives them much satisfaction, and they had also improved in their academics. It also showed that 14.2% of the respondents did not think to perform well in their academics was the goal. In comparison, 28.8% did not state their intentions in terms of being in school and their academic performance.

Table 1 : Academic achievement

Opinion		(%)
Strongly agree	116	(20.7)
Agree	204	(36.4)
Neither	161	(28.8)
Disagree	63	(11.3)
Strongly disagree	16	(2.9)
Total	560	(100.0)

## 2. Parenting Styles and Academic achievement

### (1) Authoritative parenting style

The findings of this parenting style (Table 2) show a mean score of 3.61, and a standard deviation of 1.12, indicating a high uniformity of responses.

Table 2 : Descriptive analysis of authoritative parenting style (Q5–Q8)

Statement	Mean	(SD)
My parents always encouraged verbal give-and-take whenever I had felt that family rules and restrictions were unreasonable.	3.11	(1.19)
My parents directed the activities and decisions of the children in the family through reasoning and discipline.	3.96	(1.04)
My parents consistently gave us direction and guidance in rational and objective ways	3.66	(1.17)
My parents gave us clear directions for our behavior and activities, but they would understand when we disagreed with them	3.69	(1.09)
Total	3.61	(1.12)

A comparison was done from the findings obtained in Japan and results from similar research, which was conducted in Kenya to show the influence of the four parenting styles on academic achievement. The findings are tabulated in Tables 3, 6, 9, and 12. In each case the left side shows the results obtained from Japan, while the right side is findings from Kenya.

Table 3 : Frequency distribution of authoritative parenting style

Opinion	Japan		Kenya	
	Frequency	(%)	Frequency	(%)
Strongly agree	142	(25.4)	190	(53.8)
Agree	194	(34.6)	111	(31.4)
Neither	116	(20.7)	7	( 2.0)
Disagree	77	(13.8)	11	( 3.1)
Strongly disagree	31	( 5.5)	34	( 9.6)
Total	560	(100.0)	353	(100.0)

The findings tabulated in the left side show that the respondents who agreed and strongly agreed to grow up to authoritative parenting was 60%. Those who did neither agree or disagree were 20.7%, and 19.3% disagreed and strongly disagreed in growing up in this style ( $\chi^2(4) = 135.81, p = 0.00$ ).

The findings in the right side show that the respondents who agreed and strongly agreed to practice the authoritative parenting style and to grow up to authoritative parenting, 85.2%, while those who neither agreed or disagreed was 2.0%.

The relationship between the degree of each parenting style and academic achievement is shown in the Table 4, 7, 10 and 13. In each table, “strongly agree” and “agree” of each parenting style are categorized as “higher” group. “neither” is as “middle” group. “strongly disagree” and “disagree” are as “lower” group.

The findings of the cross-tabulation (Table 4) showed that the respondents who agreed to grow up to authoritative parenting have a mean of 15.68 and a standard deviation of 1.99. This is a clear indication that the authoritative parenting style has a positive influence on academic performance.

Table 4 : Cross-tabulation of the influence of authoritative parenting style on academic achievement

Opinion	Academic achievement	
	<i>Mean</i>	( <i>SD</i> )
Higher	15.68	(1.99)
Middle	14.47	(2.14)
Lower	12.95	(2.71)
Total	14.37	(2.28)

#### (2) Authoritarian parenting style (Q9–Q12)

The findings of the descriptive analysis (Table 5) showed a mean score of 2.60, and a standard deviation of 1.12, implying there was a high consistency of responses.

Table 5 : Descriptive analysis of authoritarian parenting style

Statement	<i>Mean</i>	( <i>SD</i> )
Whenever my parents told me to do something they expected me to do it immediately without asking questions	2.78	(1.22)
My parents would get very upset if I tried to disagree with them.	2.83	(1.21)
My parents did not allow me to question any decision they had made	1.66	(0.94)
My parents often told me exactly what they wanted me to do and their expectations.	3.14	(1.12)
Total	2.60	(1.12)

As shown in the Table 6, among the Japanese respondents the authoritarian parenting style did not appear to be popular with. It is only 27% who agreed and strongly agreed to have been brought up in this type of style. Interestingly, 23% of them answered “neither.” In contrast, the results in Kenya showed that 45.6% of the respon



dents agreed and strongly agreed with practicing/undergoing an authoritarian parenting style. Besides, 45.8% disagreed and strongly disagreed to practice/undergoing an authoritarian parenting style ( $\chi^2(4) = 65.37, p = 0.00$ ).

Table 6 : Frequency distribution of authoritarian parenting style

Opinion	Japan		Kenya	
	Frequency	(%)	Frequency	(%)
Strongly agree	44	( 7.9)	49	(13.9)
Agree	107	(19.1)	112	(31.7)
Neither	129	(23.0)	30	( 8.5)
Disagree	142	(25.4)	117	(33.1)
Strongly disagree	138	(24.6)	45	(12.7)
Total	560	(100.0)	353	(100.0)

The results of the cross-tabulation tabulated in Table 7 show that respondents who agreed to have been brought up in the authoritarian parenting style obtained a mean of 14.77 and a standard deviation of 2.76. The analysis also showed that the authoritarian type of parenting is significant in explaining the academic performance of students.

Table 7 : Cross-tabulation of the influence of authoritarian parenting style on academic achievement

Opinion	Academic achievement	
	Mean	(SD)
Higher	14.77	(2.76)
Middle	14.26	(2.12)
Lower	14.95	(2.79)
Total	14.66	(2.56)

### (3) Indulgent parenting style (Q13–Q16)

The findings of the descriptive analysis (Table 8) indicate a mean score of 3.43, and a standard deviation of 0.97, which shows a high uniformity of responses.

Table 8 : Descriptive analysis of indulgent parenting style

Statement	Mean	(SD)
My Parents felt that in a well-run home, the children should have their way in the family as often as the parents do.	3.13	(1.07)

Statement	Mean	(SD)
My parents did not feel that I needed to obey the rules and regulations of behavior simply because someone in authority had established them.	3.30	(0.91)
My parents allowed me to decide most things for myself without a lot of direction from them.	3.49	(1.15)
My Parents did what the children in the family wanted when making family decisions.	3.81	(0.74)
Total	3.43	(0.97)

Most Japanese respondents appear to have grown up in a family set up where indulgent parenting style was practiced. This is according to the results tabulated in Table 9, which indicates that 51.5% strongly agree and agree to have experienced this type of style when they were growing up. A small proportion of 18.1% disagree or strongly disagree, having grown up in a family where this style was exercised.

In the case of Kenya, 68.9% of the respondents disagreed and strongly disagreed with practicing/undergoing indulgent parenting style. This shows that those who were performing well in the school were not involved in the indulgent parenting style ( $\chi^2(4) = 254.32, p = 0.00$ ).

Table 9 : Frequency distribution of indulgent parenting style

Opinion	Japan		Kenya	
	Frequency	(%)	Frequency	(%)
Strongly agree	83	(14.8)	12	( 3.4)
Agree	205	(36.7)	69	(19.5)
Neither	170	(30.4)	29	( 8.2)
Disagree	72	(12.9)	127	(36.0)
Strongly disagree	29	( 5.2)	116	(32.9)
Total	559	(100.0)	353	(100.0)

The results of the cross-tabulation summarized in Table 10 showed a mean score of 13.25 and a standard deviation of 3.17 obtained from respondents who disagreed with having experienced an indulgent parenting style when they were growing up. This shows that those who were involved in the indulgent parenting style were not performing well in the school.

Table 10 : Cross-tabulation of the influence of indulgent parenting style on academic achievement

Opinion	Academic achievement	
	Mean	(SD)
Higher	14.63	(2.48)
Middle	14.58	(2.09)
Lower	13.25	(3.17)
Total	14.15	(2.58)

## (4) Neglectful parenting style (Q17–Q20)

The findings of this parenting style, as shown in Table 11, indicate a mean score of 2.21, and a standard deviation of 1.10, which shows a high uniformity of responses.

Table 11 : Descriptive analysis of neglectful parenting style

Statement	Mean	(SD)
My parents had very few demands and expectations from me.	2.51	(1.10)
My parents did not care about what was going on in my life.	1.68	(0.91)
My parents rarely do assign any duties for me to do while at home.	2.59	(1.26)
There is plenty of freedom in my home, no rules to abide in.	2.04	(1.14)
Total	2.21	(1.10)

According to the results (Table 12), both in Japan and Kenya, most respondents disagreed and strongly disagreed with practicing/undergoing a neglectful parenting style (Japan; 67.8% ; Kenya; 88.7%) . In comparison, only 9.6% agreed and strongly agreed to practice/undergoing a neglectful parenting style in Kenya, while 16.1% in Japan ( $\chi^2(4) = 64.37, p = 0.00$ ).

Table 12 : Frequency distribution of neglectful parenting style

Opinion	Japan		Kenya	
	Frequency	(%)	Frequency	(%)
Strongly agree	29	( 5.2)	15	( 4.2)
Agree	61	(10.9)	19	( 5.4)
Neither	90	(16.1)	6	( 1.7)
Disagree	194	(34.6)	145	(41.1)
Strongly disagree	186	(33.2)	168	(47.6)
Total	560	(100.0)	353	(100.0)

The findings of cross-tabulation (Table 13) show that respondents who agreed to grow up to neglectful parenting have a mean of 14.56 and a standard deviation of 3.41. This indicates that though this type of parenting style had a negative influence on academic performance, in some cases, some respondents might have performed well.

Table 13 : Cross-tabulation of the influence of neglectful parenting style on academic achievement

Opinion	Academic achievement	
	Mean	(SD)
Higher	14.56	(3.41)
Middle	14.32	(2.26)
Lower	14.83	(1.69)
Total	14.57	(2.45)

## V. Discussion

As for the relationship between each parenting style and academic achievement, we found that the following groups tend to give high marks on their evaluation of their academic achievement; higher group of authoritative parenting style; higher group and lower group of authoritarian parenting style; higher and middle group of indulgent parenting style; higher and lower group of neglectful parenting style.

According to Kang & Yamazaki (2013), the children, who think their parents are authoritative, enhance their motivation for learning. This supports our findings: the mean of academic achievement of the higher group of authoritative parenting style and the lower group of neglectful parenting style demonstrate higher score. It can be inferred that, if the parents listen to their children attentively and value their thoughts, the children become confident in their thoughts and actions.

At the same time, in our study it was found that both the higher group and the lower group of authoritarian parenting style, as well as neglectful parenting style, give higher marks on academic achievement. Takeda (2010) discusses that each child takes his/her parent's expectation in a different way. Therefore, some children accept the authoritarian parenting style positively and/or blindly. Other children may not be influenced by their parenting styles during their adolescence. Further research is needed for further analysis.

The previous study in Kenya also demonstrates a similar result. We plan to carry our research in Kenya using the same questionnaire, to compare the results as well.

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#### 要旨 (要約)

本研究は、将来的にケニヤとの比較研究を行なうため、まず日本で調査されたものである。具体的には、日本の大学1年生の男女140名を対象に、親からの養育態度（指導的 authoritative, 権威的 authoritarian, 放任 indulgent, 無関心 neglectful）によって、青年期の学習への態度や関心にどのような影響を与えるのか、ということを経験紙法によって調査検討された。その結果、指導的な養育態度の強い親に育てられた子どもほど、学習への関心度が高いことが明らかになった。また、放任な養育態度が強い親及び中程度の親に育てられた子どもは学習への関心度が高い傾向があること、権威的な養育態度の親および子どもに無関心な親に育てられた子どもは学習への関心度が高い、または低い傾向にあることが伺えた。

#### 【Appendix】

( ) 回生, 年齢 ( ) 歳, 性別 (男・女)

次の質問について、あなたの気持ちに当てはまる箇所に○を付けてください

a 非常に当てはまる	b 当てはまる	c どちらでもない	d 当てはまらない	e 非常に当てはまらない
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○皆さんの現在の気持ちについて、教えてください。

1. 私の、学校での目的は、非常によい成績をとることだ
2. 学校で成績がよいことは、自分が学習内容をよく理解していることを表しているのです、とても嬉しい
3. 私の夢は、よい教員になることなので、大学で一生懸命勉強する
4. 前に比べると成績が上がってきた

a	b	c	d	e
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a	b	c	d	e
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a	b	c	d	e
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a	b	c	d	e
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○これまでのこと（小中高）を思い出して答えてください。

5. 私の親は、我が家でのルールなどが適切でないと思ったときはいつも親子で話し合う機会を設けてくれた
6. 私の親は説明することなどを通して、子どもを正しい方向に導いてくれた
7. 私の親は常に、正しく客観的な方法でアドバイスをしてくれる
8. 私の親は、子どもたちの行動に分かりやすいアドバイスをしてくれたが、反対意見があるときも理解を示してくれた
9. 親が私に何かをさせたい場合、子どもに有無を言わず、すぐに行動することを要求した
10. 私が親に反対すると、うちの親は、とても気分を害する（怒る）
11. 親が下した決定に対して質問することは、許されなかった
12. 私の親は、子どもたちに望むこと、期待することを正確に示した
13. 私の親は、よい家庭というのは、親が好きにしているように子どもたちにも、そうさせたいと思っていた
14. 私の両親は、権力があるものが決めたからと言って、そのルールに従う必要はないと思っていた
15. 私が何かを決める際、親は殆ど口出しせず、子どもの好きにさせた
16. 家族で何かを決める際、親は子どもたちが望むようにさせた
17. 親は私に対して、要求や期待していることは殆どなかった
18. 親は、私の日々の生活について、全く気にかけてくれなかった
19. 親は私に対して、家で勉強することを望むことは殆どなかった
20. 私の家では規則は殆どなく、したい放題だった（常に放っておかれた）

a	b	c	d	e
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a	b	c	d	e
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a	b	c	d	e
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a	b	c	d	e
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a	b	c	d	e
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a	b	c	d	e
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a	b	c	d	e
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a	b	c	d	e
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a	b	c	d	e
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a	b	c	d	e
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a	b	c	d	e
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a	b	c	d	e
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a	b	c	d	e
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a	b	c	d	e
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a	b	c	d	e
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a	b	c	d	e
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\* 1 - 4 学習に対する意識

- 5 - 20 養育態度： 5 - 8 Authoritative；指導的養育態度  
 9 - 12 Authoritarian；権威的養育態度  
 13 - 16 Indulgent；放任的養育態度  
 17 - 20 Neglectful；無関心的養育態度