

Gifts for Our Children - Roots & Wings (Parenting Styles)

Appendix

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Introduction

You're welcome to use Copernican Revolution activities and essays for your thesis and studies. Having information about scholarly aspects like psychometric data, activity design details, and norm calculations may help. The primary focus of my essays is connecting educated laypersons with psychology. To help people like you, with advanced academic interests, I add an appendix like this one with each activity. Just to be sure it will work for your purposes, please complete each activity yourself before using it with your students or in your classes.

When citing, please reference the activity essay:

<https://copernicanrevolution.org/cognitive-psychology/memory>

A preferred citation in APA style is:

Grobman, K. H. (2011). Essay/Activity Title. CopernicanRevolution.org

Fodder

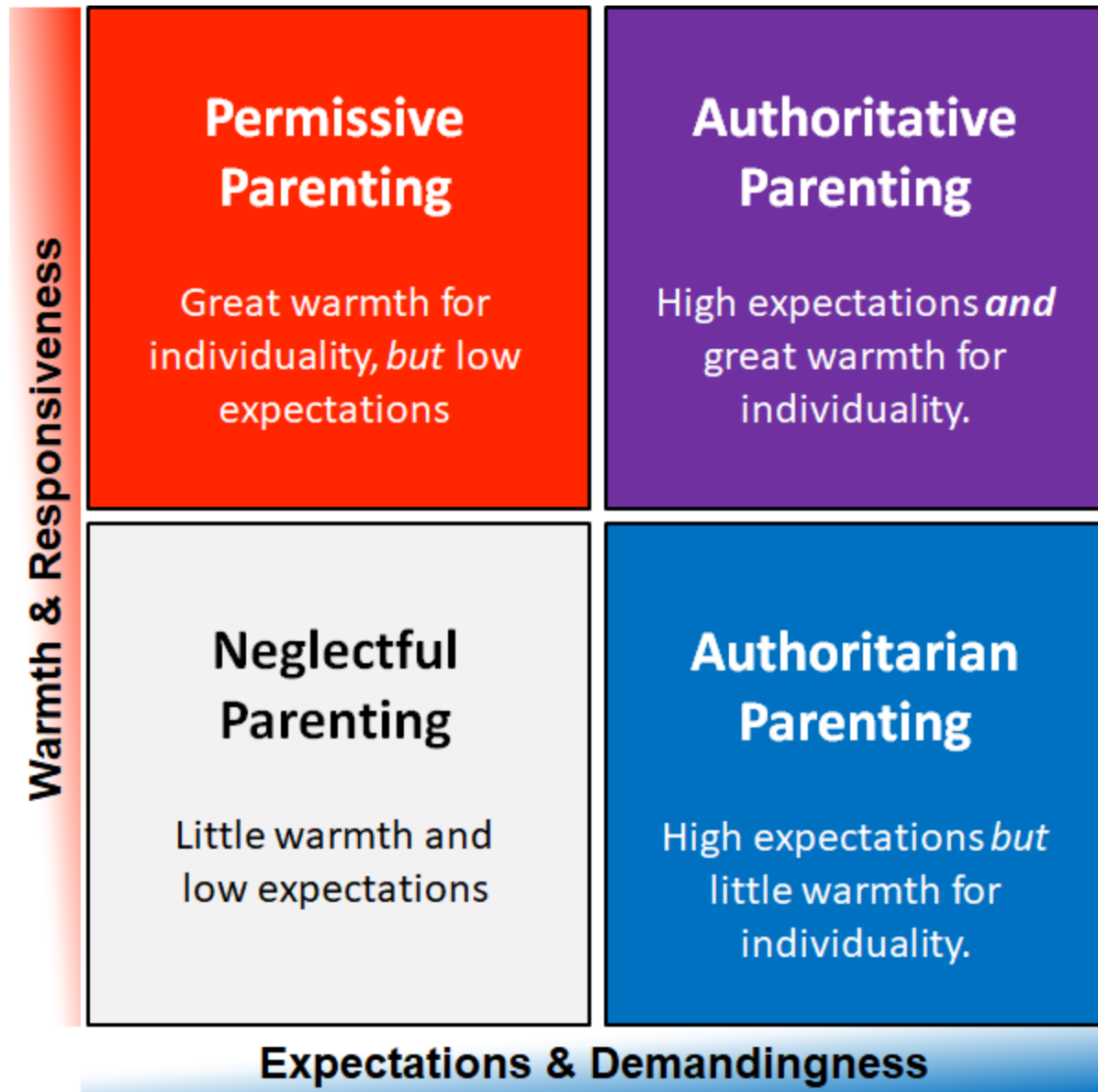
There are only two lasting bequests we can hope to give our children. One of these is roots, the other, wings.¹

What lasting gifts did your parents provide you with how they raised you? How did your parents handle the complexity of raising you while they handled all the complexities of their own lives? While every parent-child relationship is unique, the ways parents generally fall into one of three clusters - parenting styles. Diana Baumrind first identified these three parenting styles by synthesizing prior findings on child-rearing (Baumrind, 1966), a series of studies on the prototypes she created, and detailed naturalistic observation and coding of parent-child interactions with 150 families (Baumrind, 1971). You completed a scale I designed to help you identify the parenting style of your parental figures.

¹ Original Quotation Source Unknown (<https://quoteinvestigator.com/2014/08/12/roots-wings/>)

Permissive parents are warm, responsive, and appreciate the individuality of their children. But they're often more like friends to their children instead of authority figures. In sharp contrast, **authoritarian** parents establish high expectations for their children and strictly enforce them. But so many rules limit a parent's warmth and responsiveness to their child's perspective. While it's easy to see permissive and authoritarian parenting styles as diametrically opposed and irreconcilable, the **authoritative** parent meshes the strengths of each to focus on their child's long-term development of roots and wings. An authoritative parent recognizes core virtues worth instilling in their child so they can flourish in society (e.g., value of hard work, caring for others, integrity) while also realizing rules need flexibility and discipline needs to focus on helping children internalize principles. An authoritative parent recognizes their child's individuality and warmly encourages their efforts to flourish while also realizing their life experience should inform providing children the structure to help them flourish into the kind of grownup their hope to become.

While Baumrind originally conceptualized parents as styles - loose clusters of traits and behaviors forming a fuzzy category - another conceptualization is as two orthogonal dimensions (figure 1) revealing a fourth style of neglectfulness (Maccoby & Martin, 1983).



The *Dimensions & Categories of Parenting Styles (DimCat)* scale you completed provides you measures to help you conceptualize your parent in both ways. You have 4 main scale: Authoritarian Demandingness (AD), Permissive Responsiveness (PR), Authoritative Demandingness (TD), and Authoritative Responsiveness (TR). Consistent with Baumrind's idea of styles, all the authoritative items together (TD & TR) make a single highly reliable scale (T). Also, consistent with the idea of dimensions, Demandingness (D) and Responsiveness (R) also make highly reliable scales. Scores range from 1 (low) to 7 (high). Generally, scores above 4.75 suggest it's a clear style of your parent whereas scores below 3.75 suggest it's clearly not a parent's style. Below is a table of the normative data from my college students.

parent	child	race	N	SD	AD	TD	TR	PR	D	R	T
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mom	daugh ter	asian	50	3.83 (sd 1.00)	4.35 (sd 1.01)	4.81 (sd 0.89)	4.60 (sd 1.20)	3.39 (sd 0.97)	4.58 (sd 0.64)	3.99 (sd 0.89)	4.70 (sd 0.99)
mom	daugh ter	black	24	4.18 (sd 1.46)	4.27 (sd 1.29)	4.47 (sd 1.09)	4.42 (sd 1.49)	3.18 (sd 1.02)	4.37 (sd 0.98)	3.80 (sd 1.14)	4.44 (sd 1.24)
mom	daugh ter	hispan ic	292	4.13 (sd 1.12)	4.34 (sd 1.05)	4.99 (sd 0.89)	4.84 (sd 1.19)	3.33 (sd 0.91)	4.66 (sd 0.66)	4.09 (sd 0.88)	4.91 (sd 0.98)
mom	daugh ter	white	146	4.31 (sd 1.10)	4.13 (sd 1.13)	4.97 (sd 1.05)	5.04 (sd 1.37)	3.47 (sd 1.04)	4.55 (sd 0.64)	4.26 (sd 1.05)	5.00 (sd 1.16)
mom	daugh ter	.	520	4.16 (sd 1.12)	4.29 (sd 1.09)	4.94 (sd 0.95)	4.86 (sd 1.27)	3.38 (sd 0.97)	4.61 (sd 0.68)	4.12 (sd 0.95)	4.90 (sd 1.05)
mom	son	asian	17	3.76 (sd 1.22)	3.87 (sd 1.26)	5.06 (sd 0.83)	4.49 (sd 1.26)	3.08 (sd 1.00)	4.47 (sd 0.63)	3.78 (sd 1.00)	4.77 (sd 0.98)
mom	son	black	6	4.20 (sd 0.77)	4.74 (sd 0.97)	5.46 (sd 0.81)	5.65 (sd 0.57)	3.78 (sd 0.49)	5.10 (sd 0.86)	4.71 (sd 0.37)	5.56 (sd 0.62)
mom	son	hispan ic	63	3.80 (sd 0.92)	4.71 (sd 0.94)	5.13 (sd 0.93)	4.92 (sd 1.26)	3.67 (sd 1.16)	4.92 (sd 0.65)	4.30 (sd 1.04)	5.02 (sd 1.06)
mom	son	white	32	3.89 (sd 0.63)	4.11 (sd 1.16)	5.09 (sd 0.94)	4.97 (sd 0.89)	3.70 (sd 0.96)	4.60 (sd 0.76)	4.34 (sd 0.73)	5.03 (sd 0.83)
mom	son	.	118	3.84 (sd 0.89)	4.43 (sd 1.09)	5.12 (sd 0.91)	4.91 (sd 1.16)	3.60 (sd 1.07)	4.78 (sd 0.71)	4.26 (sd 0.95)	5.02 (sd 0.97)
dad	daugh ter	asian	39	3.32 (sd 0.97)	3.84 (sd 1.16)	4.75 (sd 0.85)	4.59 (sd 1.14)	3.49 (sd 1.14)	4.29 (sd 0.61)	4.04 (sd 1.02)	4.67 (sd 0.94)
dad	daugh ter	black	18	2.99 (sd 1.28)	4.25 (sd 1.54)	4.14 (sd 1.57)	3.99 (sd 1.69)	2.75 (sd 1.24)	4.20 (sd 1.32)	3.37 (sd 1.36)	4.06 (sd 1.59)
dad	daugh ter	hispan ic	246	3.35 (sd 1.11)	4.02 (sd 1.15)	4.60 (sd 1.08)	4.37 (sd 1.28)	3.22 (sd 0.96)	4.31 (sd 0.85)	3.80 (sd 0.96)	4.48 (sd 1.12)
dad	daugh ter	white	137	3.78 (sd 1.02)	4.07 (sd 1.26)	4.84 (sd 0.99)	4.91 (sd 1.38)	3.26 (sd 1.04)	4.45 (sd 0.69)	4.09 (sd 1.06)	4.88 (sd 1.12)
dad	daugh ter	.	450	3.48 (sd 1.10)	4.03 (sd 1.20)	4.67 (sd 1.07)	4.54 (sd 1.35)	3.24 (sd 1.03)	4.35 (sd 0.81)	3.89 (sd 1.04)	4.61 (sd 1.15)
dad	son	asian	13	3.71 (sd 0.94)	4.04 (sd 1.00)	4.96 (sd 0.66)	4.88 (sd 0.72)	3.91 (sd 1.02)	4.50 (sd 0.58)	4.39 (sd 0.67)	4.92 (sd 0.66)
dad	son	black	5	4.27 (sd 0.94)	4.76 (sd 0.84)	5.56 (sd 0.34)	5.09 (sd 1.06)	3.20 (sd 0.81)	5.16 (sd 0.38)	4.14 (sd 0.69)	5.32 (sd 0.45)
dad	son	hispan ic	76	3.31 (sd 1.03)	4.45 (sd 1.12)	4.67 (sd 0.97)	4.53 (sd 1.28)	3.49 (sd 0.99)	4.56 (sd 0.67)	4.01 (sd 1.01)	4.60 (sd 1.07)
dad	son	white	35	3.24 (sd 0.94)	3.67 (sd 1.12)	4.48 (sd 1.21)	4.48 (sd 1.50)	3.22 (sd 0.88)	4.08 (sd 0.69)	3.85 (sd 1.09)	4.48 (sd 1.31)
dad	son	.	133	3.37 (sd)	4.25 (sd)	4.70 (sd)	4.58 (sd)	3.41 (sd)	4.47 (sd)	3.99 (sd)	4.64 (sd)

		0.99)	1.15)	1.01)	1.28)	0.99)	0.71)	1.00)	1.09)
	1221	3.79 (sd 1.13)	4.20 (sd 1.15)	4.83 (sd 1.01)	4.72 (sd 1.30)	3.35 (sd 1.01)	4.52 (sd 0.75)	4.03 (sd 1.00)	4.77 (sd 1.10)

Self-Disclosure

Self-disclosure is how much a person reveals about themselves to another. It's a clear behavior showing intimacy. You also indicated how much you self-disclose to your parent (SD). Scores above 4.5 show an especially intimate parent-child relationship and scores below 3.0 show a more distant relationship.

What kind of parenting is associated with intimate parent-child relationships? Not too surprisingly, permissive parents - who act like friends - do get self-disclosure from their children. But notice the correlations are much stronger for authoritative parenting.

self-disclosure correlation	AD	TD	TR	PR
mom & daughter	-0.11	0.45	0.56	0.29
dad & daughter	-0.07	0.57	0.63	0.33
mom & son	-0.10	0.32	0.44	0.12
dad & son	0.02	0.59	0.66	0.38
parent & child	-0.04	0.52	0.60	0.30

More Correlates of Parenting Styles

Generally speaking, authoritative parenting is associated with child outcomes most people consider good. Children of authoritative parents are more self-reliant, have higher GPA's, and less school misconduct (Lamborn et al., 1991). Teachers rate the children of authoritative parents as more socially skilled (Dekovic & Jassens, 1992) and preschoolers are less aggressive towards peers (e.g., Choe et al 2013; Yamagata 2013). Authoritative parenting is linked with most kinds of pro-social behaviors (Wong et al., 2021).

Culture and Parenting Styles

Though authoritative parenting generally has the strongest positive correlations, there are culturally contexts in which authoritarian parenting also has similar correlations, such as among African Americans (e.g., Lamborn et al., 1996; Dearing, 2004). It's likely because of culturally beliefs. Children in first-generation Chinese-American families get better grades and feel closer to their parents with authoritative or authoritarian parenting. Chinese culture belief (chiao shun) suggests children owe obedience to their parents. Children interpret authoritarian acts like scolding, shame, and guilt as acts of caring and steps to create harmony in the family. Second-generation Chinese-American children are like other American children (Chao, 1994; Yau & Smetana, 1996; Wu et al., 2002). Though culture plays an important role, in a meta-analysis across cultures authoritative parents always has at least one positive association while other parents styles always have at least one negative association (Pinquart & Kauser, 2018).

Bi-Directionality of Parenting Styles

Adding more to the complexity, we should also keep in mind children might do things evoking a parenting style in their parents. For example, children's aggressive behavior predicts parents' later use of more authoritarian styles just like the authoritarian style predicts later child aggression (Eisenberg et al., 1999; Huh et al., 2006).

Original Parenting Style Prototypes

For those interested, here are the original prototypical descriptions of parenting styles by Diana Baumrind:

The **permissive** parent attempts to behave in a nonpunitive, acceptant and affirmative manner towards the child's impulses, desires, and actions. She [the parent] consults with him [the child] about policy decisions and gives explanations for family rules. She makes few demands for household responsibility and orderly behavior. She presents herself to the child as a resource for him to use as he wishes, not as an ideal for him to emulate, nor as an active agent responsible for shaping or altering his ongoing or future behavior. She allows the child to regulate his own activities as much as possible, avoids the exercise of control, and does not encourage him to obey externally defined standards. She attempts to use reason and manipulation, but not overt power to accomplish her ends (p. 889).

The **authoritarian** parent attempts to shape, control, and evaluate the behavior and attitudes of the child in accordance with a set standard of conduct, usually an absolute standard, theologically motivated

and formulated by a higher authority. She [the parent] values obedience as a virtue and favors punitive, forceful measures to curb self-will at points where the child's actions or beliefs conflict with what she thinks is right conduct. She believes in keeping the child in his place, in restricting his autonomy, and in assigning household responsibilities in order to inculcate respect for work. She regards the preservation of order and traditional structure as a highly valued end in itself. She does not encourage verbal give and take, believing that the child should accept her word for what is right (p. 890).

The **authoritative** parent attempts to direct the child's activities but in a rational, issue-oriented manner. She [the parent] encourages verbal give and take, shares with the child the reasoning behind her policy, and solicits his objections when he refuses to conform. Both autonomous self-will and disciplined conformity are valued. [She values both expressive and instrumental attributes, both autonomous self-will and disciplined conformity] ... Therefore she exerts firm control at points of parent-child divergence, but does not hem the child in with restrictions. She enforces her own perspective as an adult, but recognizes the child's individual interests and special ways. The authoritative parent affirms the child's present qualities, but also sets standards for future conduct. She uses reason, power, and shaping by regime and reinforcement to achieve her objectives, and does not base her decisions on group consensus or the individual child's desires. [... but also does not regard herself as infallible, or divinely inspired.] (p. 891) [Note that portions in brackets are significant additions to the prototype in Baumrind (1967).]

Authoritative parenting is generally the predictor of the more positive outcomes. Cultural expectations sometimes make Authoritarian parents as positive a predictor. But caveats: other situational factors matter (e.g., divorce, SES) and parent-child relationships are bi-directional.