

## Parenting Styles – Baumrind’s Model

It is believed that parenting behaviours significantly influence the development of a child. Parenting behaviours are directly linked to the parenting style, thus different parenting styles will lead to different parenting behaviours which in turn will influence the child’s development. Parenting styles are made up of a combination of attitudes towards a child which is conveyed to the child and thus creates an emotional climate in which the behaviours of the parents are expressed. Parenting styles may be different from family to family due to the size of the family, the religion of the family, the coming together of parenting styles of two parents as well as parental background. Thus different parenting styles leads to the development of unique individuals, whether good or bad. (Janse van Rensburg, 2014) (Frick, Barry, & Kamphaus, 2009)

### 1.1. Baumrind’s Parenting Styles

Baumrind’s parenting styles were formulated using two elements which, according to research conducted by Baumrind and her colleagues, influence the parenting style. The first element is responsiveness or warmth and refers to the degree to which the parent is child-centred and shows warmth. The second element is supportiveness or demandingness and refers to parental control and the degree to which parents expect their child to exhibit maturity. The degree each element is presented by the parent was then used to formulate four parenting styles.

		DEMANDINGNESS	
		HIGH	LOW
RESPONSIVENESS	HIGH	AUTHORITATIVE	PERMISSIVE
	LOW	AUTHORITARIAN	UNINVOLVED

(Benson & Haith, 2010)

#### 1.1.1 Authoritative Parenting Style

Firm control is exerted over the child and the parent expects the child to abide to the reasonable guidelines set. Maturity on the side of the child is also expected. When disciplinary decisions are made the reasonable aspects of the child’s point of view is integrated by the parent. Harsh forms of punishment as well as actions which may restrict the autonomy of the child is avoided as far as possible. Independence, autonomy and individuality is fostered through the high levels of warmth, love and acceptance shown towards the child. Open communication between parent and child is fostered through parent-child verbal give-and-take, parents are also open to the child’s opinion but do not withhold their own perspective. Therefore authoritative parenting can be seen as a democracy. (Benson & Haith, 2010) (Wagenfeld & Kaldenberg, 2005)

### 1.1.2 Authoritarian Parenting Style

The authoritarian parent places emphasis on compliance, conformity, parental control, respect for authority and order. Such parents exert high degrees of control over their children and the communication between parent and child is unclear because verbal give-and-take is discouraged. Complete obedience is expected from the child and when the child deviates from the parents' rules relatively harsh forms of punishment is used. Autonomy is often discouraged due to the fact that these parents want their children to exhibit behaviours and attitudes they desire, this might inhibit the child's maturation due to the fact that the child is not allowed adequate decision making and responsibility taking. (Benson & Haith, 2010) (Wagenfeld & Kaldenberg, 2005)

### 1.1.3 Permissive Parenting Style

The permissive parenting style does not place any demands on the child and thus the child is allowed to set his or her own rules, schedules and activities. Parents are very accepting, loving and warm; sometimes to a fault. There is no demand for obedience or good conduct as in the previous styles. Disciplining a child is rare due to the fact that parents have relatively low expectations of maturity and self-control. Therefore this parenting style is more responsive than demanding and due to this the parent is seen more as a friend than a parent. (Janse van Rensburg, 2014) (Wagenfeld & Kaldenberg, 2005)

### 1.1.4 Uninvolved Parenting Style

This parenting style places no demands on the child and also exhibits little or no warmth towards the child. No demands are made for good behaviour as no rules or boundaries are set by the parents. There is no emotional connection between the parent and the child. The child's behaviour is not monitored and no support or encouragement is given to foster self-regulation in the child. Thus such a parent is disinterested or disengaged and may in extreme cases even actually reject his or her child. (Levine & Munsch, 2010) (Janse van Rensburg, 2014) (Wagenfeld & Kaldenberg, 2005)

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