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The Relationship between Parenting Styles and Creativity and the Predictability of Creativity by Parenting Styles

Seyed Abolghasem Mehrinejad^a, Sara Rajabimoghadam^b, Mahdiah Tarsafi^{c*}

^aAssociate professor, Department of Psychology and Education sciences, Alzahra university, Tehran, Iran, 1993893973

^bMaster in Educational Psychology, Department of Psychology and Education sciences, Alzahra university, Tehran, Iran, 1993893973

^cMaster in school counseling, Department of Counseling Faculty of Psychology and Education sciences, Allameh Tabataba'i university, Tehran, Iran, 1641957313

Abstract

Objective: The objective of this study was to investigate the relationship between creativity and parenting styles. **Method:** This research was a descriptive and correlational study. The population comprised male and female junior high school students of first, second and third grades in educational zones 2, 3 and 5 of Tehran, Iran. The sample consisted of 400 students randomly selected. All subjects completed Abedi Creativity Questionnaire and Baumrind Parenting Styles Inventory (PSI). **Results:** The results indicated a significant positive relationship between authoritative parenting style and creativity, while there was a significant negative relationship between authoritarian parenting style and creativity. No significant relationship was found between permissive style of parenting and creativity. **Conclusion:** Authoritative parenting style can help increase the creativity of children.

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1. Introduction

Creativity is the ability to think in new ways in which unique solutions are found to face present problems (Hasanzadeh & Imanifar, 2011). When students are exactly told how to do things, some sense of having no skills in doing things would arise in them. If students are given access to their demands and interests and a tendency for such

* Mahdiah Tarsafi. Tel.: +0-912-539-7279; fax: +0-212-620-4797.
E-mail address: m.tarsafi@yahoo.com

an accesses be encouraged, instead of ordering mandatory activities, they are not likely to be deprived of enjoying their innate curiosity. When students are carefully watched by the teacher's magnifying glass, a sense of being monitored develops. In such a situation, their creativity will be endangered and their adventurousness will be reduced. When teachers have perfectionist expectations, as a result, students' creativity weakens. When a student is criticized by parents and teachers because of experiencing new things, his/her creativity is prevented because these barriers are in conflict with the personality traits of creative individuals (Alborzi, 2012). Creative people have a positive self-concept, strong imagination, are assertive, interested in taking risks, do not accept limitations and obstacles, and try to do impossible things. Such individuals often consider themselves as curious, determined, artistic, logical, consistent and independent. They are less influenced by views of others and are autonomous, show greater tolerance and flexibility in dealing with situations of conflict and vagueness and are not dissatisfied with encountering uncertain and complex conditions. They are curious and investigative, enjoy great imagination and are interested in applying abstract principles to solve problems (Alborzi, Jokar, & Khayer, 2010).

There is a significant relationship between thinking styles and creativity. Free style of thinking is effective on the increase of creativity, while conservative thinking style is associated with a decrease in creativity. In other words, conservative style of thinking imposes a reduction in the level of creative thinking (Emamipour & Seif, 2013).

Environment is a major impact on creativity. Khosrowjerdi (2006) found that parenting styles (child-rearing) is effective on fostering children's creativity. One of family responsibilities towards society is child-rearing (Asaadi, Zokaei, Kaviani, Mohammadi, & Gohari, 2006). Parents' different behaviors in child-rearing make different parenting styles or child-rearing practices. Parenting styles represent emotional relationships and the quality of contacts parents make with their children which is of great importance in the learning and development process of children (Moradian, Alipour, Shahani-Yeylagh, 2014). There are a number of different parenting styles. Baumrind believes that, given the level of control, compliance and close relationships, and independence, there are three style of parenting, namely "authoritative", "authoritarian" and "permissive". Authoritative parenting style is associated with admission and close ties, adaptive control techniques and appropriate independence (Tanhaye-Rashvanlou & Hejazi, 2009). Authoritarian style has a low level of admission and close ties, a high level of mandatory control and a low level of giving independence (Moradian, et al., 2014). Parents with a permissive parenting style perform a kind and welcoming method, are not expectant, and impose little control on their children's behavior. Such parents allow their children, at any age, even when they are not capable of making any decisions, to decide whatever they like (Shahamat, Sabeti & Rezvani, 2010).

This is important because we are living in an era requiring creativity, innovation and initiative to solve new problems. Therefore, this study examined the relationship between children's creativity and parenting styles.

2. Method

2.1. Participants

The population comprised junior high school students (male and female) of first, second and third grades enrolled in 2010-2011. Out of these, 400 were randomly selected from educational zones 2, 3 and 5 of Tehran. The students were asked to complete Abedi Creativity Questionnaire. To determine the parenting style, their mothers were asked to complete Baumrind Parenting Styles Inventory (PSI). A number of statistical methods such as mean, standard deviation, correlation and regression analysis were recruited.

2.2. Measuring Instruments

Abedi Creativity Questionnaire: It was developed by Abedi in 1993 by adopting significant creativity tests, such as Torrance Tests of Creative (Thinking TTCT) (Alborzi, et al., 2010). The questionnaire consists of 60 items. Respondents are asked to rate each item on a three-point Likert-type rating scale. Sum of scores indicates creativity total score. Abedi has reported good results for reliability and validity of the questionnaire using factor analysis, correlation with other tests (e.g. TTCT), test-retest reliability and Cronbach's alpha.

Baumrind Parenting Styles Inventory (PSI): PSI developed by Baumrind in 1991 consists of 30 items, 10 of which are related to permissive, 10 for authoritarian and 10 for authoritative parenting style. Respondents are asked to rate each item on a five-point Likert-type rating scale. Cronbach's alpha was reported 0.69 for permissive parenting, 0.73 for authoritarian parenting, and 0.77 for authoritative parenting (Moradian, et al., 2014).

3. Result

3.1. Descriptive Statistics Result

The results of statistical analysis are presented in Tables 1 - 6. The students ranged from 12 - 14 years of age. Pearson correlation results are shown in Tables 2, 3 and 4 and regression results in Tables 5 and 6.

Table 1. Data descriptive statistics results

Variable	max	min	SD	M
Authoritative parenting	48	18	7.45	34.66
Authoritarian parenting	35	12	5.72	21.09
Permissive parenting	42	12	3.8	24.62
Total score	119	82	6.7	104.53

3.2. Inferential Statistic Result

Table 2. Results of correlation between creativity and authoritative parenting style

Variable	Authoritative parenting style	Creativity
Creativity		1
Authoritative parenting style	1	**0.14

Table 3. Results of the correlation between creativity and authoritarian parenting style

Variable	Authoritarian parenting style	Creativity
Creativity		1
Authoritarian parenting style	1	**-.014

Table 4. Results of correlation between creativity and permissive parenting style

Variable	Permissive parenting style	Creativity
Creativity		1
Permissive parenting style	1	-0.067

There was a significant positive relationship between creativity and authoritative parenting scores [$p < 0.01$ and $r = 0.14$], while was a significant negative relationship between creativity and authoritarian parenting scores [$p < 0.01$ and $r = -0.15$]. Moreover, no relationship between creativity and permissive parenting was noticed [$p \geq 0.01$ and $r = -0.067$]. Considering the correlation between authoritative and authoritarian parenting styles and creativity, there is a question: “Can parenting styles be predictors of creativity?” Simple regression test was used to answer this question.

Table 5. Results of regression analysis predicting the creativity of participants according to authoritative parenting style

Variable	t.sig.	t	Beta	Standard error	B	R
Authoritative parenting style	0.005	2.81	0.14	0.05	0.13	0.14

Table 6. Results of regression analysis predicting the creativity of participants according to authoritarian style

Variable	t.sig.	t	Beta	Standard error	B	R
Authoritarian parenting style	0.002	-3.05	-0.15	0.06	-0.18	0.15

Regression results showed that students’ creativity can be predicted according to authoritative style. So, the predictive equation obtained was:

$$\hat{Y} = 100.02 + 0.13 x \quad (1)$$

The equation that showed creativity can also be predicted by authoritarian style was:

$$\hat{Y} = 100.73 + 0.18 x \quad (2)$$

4. Discussion

The results revealed a positive relationship between the authoritative parenting style of mothers and the creativity of their child. The authoritative parenting style of mothers has a positive predictable relationship with their child’s higher score in creativity test. There is a negative relationship between the authoritarian parenting style of mothers and the creativity of their child. The authoritarian parenting style of mothers has a negative predictable relationship with child’s higher score in creativity test. No significant relationship was found between permissive parenting style and creativity.

Therefore, parents can impact their child’s mood and provide his/her academic success and psychological growth through using different child-rearing practices. Each of the mentioned parenting styles can be effective on providing conditions to attract children to creative behaviours and environments that foster creativity. This study is consistent with Khosrowjerdi’s study on the relationship between parenting styles and creativity (Khosrowjerdi 2006).

Authoritative parents monitor and impact clear standards for their children’s conduct, give priority to children’s needs and abilities, imply age-appropriate maturity demands, encourage children to be independent and autonomous, offer democratic climate and are attentive and forgiving (Shahamat, et al., 2010). Another study reported these parents to allow their children according to their readiness to make decisions and make them participate decision-making process. Parents with this approach are assertive and at the same time reasonable. Thus, when parents let

their children decide provide him/her with a base environment of creative activities (Asaadi, et al., 2006).

Parents with permissive parenting style frequently express warmth and affection but not attention, hardly enforce rules and authority, take the role of friend rather than parent, allow the child to make their own decision, provide high acceptance and impose minimal expectations and punishment (Shahamat, et al., 2010). Permissive parents' very close relationship besides their minimal expectations results in a lack of readiness in their children for decision-making. Therefore, no significant relationship between permissive parenting style and creativity was noticed.

Authoritarian parents firmly control their children's practices, expect strict, unquestioned obedience to parental authority, are not ready to accept individuality of child, deal disobedience by forceful and punitive discipline, relatively neglect child's needs, and have highly directive behaviors and little communication with their child. When the independent evolution of the authoritarian style is limited, parents use punishment to control their child's behavior (Moradian, et al., 2014). As a result, the children of such parents often grow negative thoughts and fear experiencing new things. On the contrary, if parents apply authoritative style, the child learns to act without fear of consequences and act freely in social situations without social phobia or fear. Therefore, excessive inhibition by parents with authoritarian parenting style will be an obstacle to their child's creativity (Tanhaye-Rashvanlou & Hejazi, 2009). This is consistent with the results of the presents study.

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