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

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### 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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**Keywords:** Authoritative; Auauthoritarian; Permissive; Parenting styles; Creativity

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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

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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.

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