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## The Barriers of Enhancing Creativity Developed by Parents in Developing Countries

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### Abstract

Most parents believe that they can only promote their children's creativity level by using enhancing creativity factors; whereas, the barriers of enhancing creativity can influence the process of improving creativity. The main aim of this study is to investigate the impact of barriers of enhancing creativity developed by parents upon children's creativity level. This research was carried out based on the questionnaire survey; Raven intelligent test and Torrance creativity test for children amongst Malaysian parents as a developing country. The results show that some of the parents had poor performance in some items due to lack of awareness of barriers factors.

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### 1. Introduction

Creativity is the ability to develop ideas using an original, novel or unconventional approach, or the ability to design something new or even to solve existing problems in new ways. Although creativity is a term understood by everyone, in their own way, which has made it very difficult for science to conduct measurements and to obtain a unified (Runcho & Albert, 2010).. Spanning a variety of disciplines, over 100 definitions of creativity already exist in the literature. (Hocevar & Bachelor, 1989; Park & Byrnes, 1984; Parkhurst, 1999). Yet, there is no single, all-encompassing definition that satisfies all.

Creativity can be regarded as a natural part of every person's mental process. Creativeness may vary from one person to another, but a totally uncreative person does not exist (Downing, 1997). Accordingly, teachers and educators should acknowledge that enhancing creativity rests on the proposition that characteristics necessary for creativity can be helped to unfold in an appropriately stimulating learning environment. We are all born to be creative, imaginative, resourceful, artistic and innovative. Some studies investigating the relationship between creativity and intelligence demonstrate that creativity has a nonlinear impact on intelligence (i.e., the threshold theory), which means creativity can improve cognitive performance among individuals with an intelligence quotient (IQ) lower than 120, but the relationship between creativity and individuals with higher IQ is not significant

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(Simonton, 1994). However, few studies supported the threshold theory (Kim, 2005; Sawyer, 2012) which suggests a minimum amount of traditional intelligence is needed for creativity (Runco, 2007). Moreover, as suggested by Sawyer (2012), lack of correlation between creativity and IQ higher than 120 could be linked to the small variation of IQ score above 120, and consequent responsibility for the null finding. In children, most creativity comes to light through their main activity – play. It is believed that children as young as four -four and a half years old, master a variety of learning skills through questioning, inquiring, searching, manipulating, experimenting, and playing (Torrance, 1969). During this period, they seem to display creative behavior. This creativeness among children re-emerges gradually between grades one to three (Torrance, 1964). In general, the broad and complex multidimensional concepts of creativity can be satisfied by the Torrance Tests of Creative Thinking (TTCT: Torrance, 1974, 1990a, 1990b) and the Wallach–Kogan Creativity Tests (WKCT: Wallach & Kogan, 1965). What constitutes creativity is a hotly debated subject; however, most theorists agree that the creative process involves a number of components, most commonly:

- i. Imagination
- ii. Originality (the ability to come up with new and original ideas and products)
- iii. Productivity (the ability to generate a variety of different ideas through divergent thinking)
- iv. Problem solving (application of knowledge and imagination to a given situation)
- v. The ability to produce an outcome of value and worth

Barriers of creativity can prevent humans from unlocking the creative potential that they are capable of. Barriers awareness should prepare individuals to recognize and then to avoid the barriers. Since parents are spending more time during the day with their children, they must assume the responsibility of educating their children in multidimensional. However, parents believe that training and nurturing creativity among children is a specialized job and should be handled by professionals. When parents fail to pay attention to enhancing their children's creativity level, they are creating creativity barriers, which in turn can affect the process of improving creativity. Children's creativity levels relation to promoting factors is demonstrated whereas; the barriers of enhancing creativity can affect the process of improving creativity.

With the recent rapid increase in information technologies; TV, CD, DVD and computer systems now play an important role in our lives (Asutay,2007). Researches show that children and young people nowadays spend more than 4-5 hours a day in front of media such as television, video, computer, internet, movie, radio, tape and video games (Taras, 1990; Bernard- Bonnin, 1991; Woodard and Gridina, 2000). While aids such as computer , TV and the internet provide children and teenagers a suitable and limitless learning environment (Specht, 2002), using the aids for the wrong purposes can cause harm. Hence, most researchers mention that barriers of enhancing activity factors are related to inappropriate use of new technology by children.

Shaughnessy (1998) reported that in the view of Torrance the greatest obstacles to creativity are; lack of opportunity to use ideas or what has been learned, lack of interest in the problem, the problem is impossible, lack of challenge to one's best abilities, lack of chance to do things in one's own way, and lack of purposefulness. Andra (2012) introduces some creativity barriers that are related to parental development. They are; unforgiveness, Insecurity, Jealousy, Lies, disbelief, Bitterness, Criticism and Rebellion.

This study was conducted to identify barriers developed by parents that prevent the enhancement of creativity factors. The main aim of this research is to investigate the impact of barriers that prevent the enhancement of creativity upon children's creativity level. This research was carried out based on questionnaire survey, Raven intelligent test and Torrance creativity test (estimates of reliability ranged between .89 and .94). The respondents of the survey were children from a developing country, Malaysia.

## 2. Research Methodology

To achieve the aim of this research, the methodology chosen for this study is based on the questionnaire survey, Raven intelligent test and Torrance creativity test taken with children. In order to give the population an equal chance, Krejcie and Morgan sample table (1970) was used as a guideline to select the samples in this quantitative

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