



Examining The Relationship Between Parenting Styles of Parents and Children's Creativity

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ABSTRACT

The purpose of this study is to investigate the relationship between parenting styles and creativity of children. Subject domain of this study is the relationship between creativity and parenting styles of parents. Spatial domain has been guidance schools and high schools of Estahban in the academic year 2015-2016. The population of the study includes all guidance and high school students, and the sample includes 100 female and male students of the schools who were randomly selected. Research tools of the study were creativity and parenting styles questionnaires. The results of this study have shown a positive and significant relationship between creativity and parenting style. Moreover, there is a significant positive relationship between the dimensions of creativity (fluency, flexibility, originality, and elaboration with details) and parenting style.

Keywords: *creativity, parenting styles, students*

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INTRODUCTION

Creativity is extensive and evolving developments in the thoughts of human, so that it has the ability to combine prior factors in new ways. In other words, creativity is the use of all mental abilities to create a thought, solution, or a new concept relative to the creative person. Creativity and innovation are the main stimulants of civilizations. Telephones, airplanes, computers, electronics, nuclear power, space travel, the creation of literature, arts, and so on are the turning points of inventions and discoveries and a valuable expression of human thinking and creative minds. Therefore, for development in industry, economy, politics, and sciences, we need creative thinking and innovation, creativity that is hidden in all our minds and affects our lifestyle. Rapid developments of our age need solving problems in a creative way. Although science, development, and progress are the basic needs of human today, we should know that science on itself does not guarantee solving many of the problems we will face in the future, and it is the incredible and powerful force of creativity that can remove the obstacles from human path.

Psychologists are unanimous in defining creativity and consider creativity from different angles. In the past, the pivot of psychologists' discussion of creativity was a creative person or a creative process. Although many scholars view creativity as a process today, their definition of creativity is based on productivity feature (Fallahi, 2003).

As human is a social being and in connection with different social environments, he learns something from each environment, to turn into a social person out of a person without

identity (Nick Gohar, 1990), and it is natural that such a person becomes a fruitful citizen for his society

In the course of turning into a social person from a person without identity, socialization activities are applied on him. Socialization has been applied on human by various sources, each of which has made one part of the social and cultural character of the socialized person. Here, family has played the most significant role in most societies, including Iran, (Piaget, 1981), and this role is crystallized in their behaviors and parenting styles.

In cases where family can absorb the child towards itself with proper educational relationships, the impact of other forces, even if contrary to the popular culture of their families, will be minimal, and if they are consistent with it, they will be intensified. If the family with its incorrect relationships has the role of repulsion towards children, naturally, other sources that create a better and more training relationship than the family can have significant role in the psychological, social, and cultural character of the children. From another perspective, if the family relationship is a relationship based on freedom and democracy, firstly, children will show more willingness to the family, secondly, their socialization aspect will be strengthened more and they will play a more active role in the society. Otherwise, it is often seen that the person is isolated and deals with his surroundings passively. The existence of healthy psychological and cultural personality of children depends on an essential point that seems to be shared among the majority of families, with mental health, studied in this qualitative study (Laplantin, 2000), and this point is the problem of parents presence in the family. In other words, it is the amount of time that parents are at home (Lefebvre, 1989), or the spatial form that prevails at home (Bourdieu 1989). However, the existence

of time and space is not enough. What matters at this physical presence is having training relationship (Hess and Viand, 1994) and the problem of existence of verbal communication (Bodischo, 1982), i.e. conversation among family members is necessary and important. However, the question that arises here is whether parenting styles of the parents can affect children's creativity.

Therefore, this study was conducted to investigate the relationship between creativity and parenting styles of the parents of guidance and high schools students.

In general, one of the most important and fundamental human attributes that distinguishes him from others is creativity. Creative thinking is an ability that makes manifestation of capabilities and talents possible to humans and helps people solve their problems move towards perfection, but its incidence depends on the context where education, whether formal or informal, plays a very important role. Hence, family environment and parenting style of parents have been considered as effective factors in the education of creative children.

In this study, we aim to determine what relation creativity has with parenting styles and methods parents use to raise their children.

Purpose

Examining the relationship between creativity and parenting styles of parents of children at guidance and high schools of Estahban in the school year 2015-2016

Research questions: Is there a relationship between creativity and parenting styles?

Hypothesis: there is a positive relationship between creativity and subscales of parenting styles.

The definition of research concepts

The conceptual (theoretical) definition of creativity:

Creativity is recombination of ideas, thoughts, perceptions, and concepts are already known to the person but in a new and different way from the past (Saatchi, 1995).

The conceptual (theoretical) definition of parenting styles:

Parenting style refers to styles that parents apply in dealing with their children, which can have profound and deep impact on growth and development in childhood and his following traits (Shoarinejad, 1997). Parenting style is divided into authoritative, authoritarian, permissive, and indifferent with respect to control and devotion. Parenting styles are attitudinal-behavioral models that parents apply to educate their children (Darling and Estinberg, 1993).

Operational definition of creativity

The meaning of creativity in the present study is a privilege that subjects get from creativity questionnaire of Abedi.

Operational definition of parenting

The meaning of parenting style in this study is a privilege that subjects get by responding to parenting style questionnaire by Bamerind.

Creativity process

First step: fact-finding

Definition of the problem: At this stage, one should identify and select the problems to be solved.

Preparation: collection and selection of data that the data related to the subject that includes knowledge that has already exists in the mind in addition to sciences we collect for creative problem solving.

The point to consider in gathering data is that collecting large amounts of information in an inappropriate manner leads to lack of growth of creativity. John latex, an America education expert, has stated that information may stifle imagination. For this reason, the correct methods of collecting data should be considered. Thus, we must deal with salient facts in the field, then begin to devise possible assumptions, and then again

returned to the initial phase and examine all the facts in that regard (Raymond Kiwi, and Luc Van Kampnehood, 1998).

Second step: Purification

Collected data needs basic refinement and classification to separate pure information from impure one, distinguish between proper and vain ideas, and dispose the ones useless.

The third step: analysis

At this stage, the person delves in the depth of the information received and uses the information received according to the problem and objective he has by solving the problem. However, some part of this effort is subconscious and the mind processes information subconsciously that is called incubation period (Wallace, 1926).

The fourth step: finding ideas

At this stage, with the help of the points in mind collected and processed during a special process in the first to third steps, the individual begins to produce creative ideas that include the following steps:

Creating ideas:

Devising temporary experimental ideas as clues and nurturing them if possible: This step is done by selecting the most useful achieved by ideas and adding, modifying, or combining them that leads to creation of newer and more developed ideas.

Step Five: finding solution

This includes the following two steps:

Evaluation of the person: the person selects the best ideas generated through this.

Selection: Choosing the final solution from among chosen ideas and implementing it.

Step Six: getting feedback

This step takes place after the implementation of the ideas selected in the fifth stage. By getting the right feedback, weaknesses and shortcomings of the ideas are discussed and using practical experience, ideas become more developed and practical. During these processes, in the first to third steps, the person collects and fosters the information using the power of reason. In the fourth stage, which is the culmination of interaction between power of thought and imagination and should be considered as the time of burgeoning of creativity buds in human mind, using the power of thought and imagination and with the help of data processed in the previous stages, the mind could invent brilliant ideas. In the fifth and sixth steps with the help of judgment power, which is of the aspects of thinking and was explained earlier, the best and most practical ways are chosen and by getting appropriate feedback with the help of cause and effect thinking and judgments, we turn subjective findings into practical and useful findings. Some others have stated other steps for creativity process based on epistemological theory.

Characteristics of creative people

Creative people are imaginative, remember their dreams better, and are hypnotized easier than others are. Schizophrenia and creativity are in communication in some ways. As creative people are seen so often in relatives of schizophrenics, there may be a direct genetic link between these two traits.

Mandelson stated that the difference in the focus of attention is the reason of differences in creativity.

If one could only pay attention to two things at a time, only one comparison can be discovered at that time. If the person can pay attention to four things, there will be six comparisons possible. Creative people have decentralized attention that is associated with low levels of cortical activation, on the other hand, non-creative people, focus their attention more and this prevents them from thinking of innovative ideas. Martindel and Eysenck suggest that creativity is a syndrome of retention removal. Creative people use various unfamiliar and often bizarre methods that they believe help them in more creativity. Perhaps the most common method is isolation, which is close to sensory

deprivation, i.e. a condition that reduces cortical arousal that is due to their hypersensitivity. These people have overreaction physiologically.

Creative people are fascinated by novelty and are after mental stimulation and not strong and risky incentives of the real world. Using PET, the new findings is that neuron pruning located between the normal and psychopathology levels could lead to creativity. Among other reasons for the relationship between the right hemisphere and creativity is that creative people only during this process and not generally rely on the right hemisphere.

People with high creativity have inefficiency in cognitive inhibition that the frontal piece is responsible for, so we should see lower levels of activation of the frontal piece in creative people that the experiments and presentation of assignments have confirmed this hypothesis.

Creative people generally have characteristics that distinguish them from other people. These features include:

Cognitive flexibility: they have the ability to knock out a rule and a framework and finding new framework. In other words, their minds can better and faster break the mold and achieve new patterns.

Initiative: They have the ability and desire to create unusual and unconventional answers in response to environmental stimuli. Diversity and an aversion to doing things in a routine way are of other specifications of this feature.

Independence of idea and judgment: self-reliance and evaluating thoughts and ideas, based on logic and reasoning away from dependence and meek and unwillingness to conformity to people are of the other characteristics of these people.

Self-confidence: they have confidence, believe their ability, and have a true picture of the possibilities and limits of their capabilities.

Risk taking: they are not afraid of criticism and failure and consider mistakes as opportunities for learning.

Mental focus: they offer ideas actively and with full effort, both mentally and practically.

Knowledge: creative people spend many years to acquire knowledge and get mastery over their favorite topics and in addition, they continually develop their knowledge and awareness.

The need to success: creative people need to achieve success in achieving their goals. This need is a strong and encouraging source for excessive effort in achieving new solutions, more risk-taking, and strong focus on the issue.

Parenting styles: Yana Baum Rind is one of the first people who have examined the home environment, and parents' behavior with children that is parenting style. of the same methods of payment. He has identified three types of parenting styles: democratic, authoritarian, and permissive, discussed here briefly.

Democratic style: In the family, where democratic parenting styles is employed, warmth and intimacy reign at home. Family members talk, cooperate, and exchange ideas about the issues of life. At the same time, restrictions, laws, and regulations are quite clear. In these families, children's individual autonomy is given importance to and due to their age, they give him the right to choose in his problems.

When the child makes a mistake or an error, instead of blaming and punishment, he is guided and a favorable and appropriate environment is provided to nurture aptitude and creativity of the child.

For example, in such families, the child may have a small laboratory to test most of the scientific contents of his lessons. In addition, the child is encouraged to pursue his ideas and opinions. Because of such behaviors, children enjoy high self-confidence and self-esteem, social maturity, curiosity,

persistence, and perseverance in progress in career and education.

Authoritarian style: in families where parents use their power too much, they consider authoritarian style of parenting. Showing power is the first factor that separates this method from other methods. Such parents demand obedience of their children without heeding the demands and arguments. Parents have high expectations, do not meet the needs of children, and at the same time, use the highest level of control, power and punishment. For example, in such families, the parents are determined that their children study the major they have in mind without considering their capability and interest.

As the children of these families are frequently punished and threatened, their independence and individuality are not encouraged. Those children have attributes such as the tendency to withdrawal, sadness, low self-esteem, stress, lack of intellectual curiosity, and hostility toward others and these children are raised dependent, and lack autonomy, curiosity and creativity.

The permissive style: Parents who choose permissive parenting styles tend to give more freedom to their children and control, guide, and punish them less. These parents are indifferent towards their children and spend less time with them. For example, these parents do not care about the education of children and do not encourage them to continue their education. Children of this group are mostly those who have elementary and guidance school education. Permissive parenting styles have a negative effect on cognitive development and creativity of children. Children in this class have attributes such as immaturity and taking immediate decisions, disobedience, low self-esteem, and dependency on adults. In a study in 2014 by Amiri et al. the aim was to investigate the relationship between parenting styles and creativity of students in Lamerd. Their results showed no relationship between free parenting style and creativity, and an inverse relationship between authoritarian parenting styles and creativity, and significant positive relationship between authoritative logical parenting style and creativity.

A study entitled "The relationship between parenting style of parents and shyness with creativity in gifted student" in 2013 was done by Farahini et al. and the results indicated that not every gifted person is necessarily creative, but taking full advantage of intelligence is impossible without creativity. Thus, studying the factors related to gifted children's creativity is essential. The results showed that there is a positive relationship between authoritarian parenting styles and shyness with creativity in gifted children.

In examining the relationship between creativity of the teacher and creativity of students in fourth and fifth grade in District 11 of Tehran in 2002 by Saeedi, it was concluded that students with creative teachers have a higher mean score on tests measuring creativity compared to the students with non-creative teachers. However, some differences were observed in the components forming creativity (development, flexibility, fluency and initiative) between the fourth and fifth grade students.

A study entitled "Examining the relationship between school atmosphere and the level of creativity of high school female students in Tehran" in 2002 by Feragat has shown a significant positive correlation between proper atmosphere of the school and development of students' creativity (56% of students' creativity growth was affected by organizational climate of school). Moreover, students with educated parents and appropriate emotional relationships show more creativity.

A study entitled "Examining the effects of metacognitive strategy training on nurturing creativity of female students of third grade high schools in Tehran" in 2001 by Abdoos has shown metacognitive training and creativity have a significant relationship and metacognitive strategy training has a positive

impact on nurturing and strengthening learning strategies and creativity of students.

Torrance (1974) in a study entitled "The recognition of the role of gender in creative thinking" has shown that there is no significant difference between creativity and sex.

Mak Kinon (1991) in a study on "Examining the effect of ideas and pressure of others on the creativity of individuals" concluded that creative people are spontaneous and are not affected by others and at the same time, they are socially responsible and have conformity with others.

In a study on "the relationship between family parenting styles and development of children's creativity," Watson (1960) and Gotzels and Jackson (1962) found that development of creativity in free, negligent, and fallible families is more.

In a study on "The relationship between environment and children's creativity," Chank (2000) found that the existence of rich environmental stimuli, membership in small groups and flexible training programs help develop children's creativity.

In his study on "The relationship between quality of interaction between parents and children's creativity develop," Lind Blad (1976) found that right and constructive interaction is largely associated with the development of children's creative power.

The research is correlational, the population studied includes all elementary, and guidance school students in Estahban in the academic year 2015-2016.

According to population and estimating all of it, from among these, 100 people, 50 males and 50 females, are selected as sample and test is run on them that have been selected by simple random sampling.

Table 1: Frequency, percentage, mean and standard deviation of variables

Variable		Frequency	Percent	Mean	Standard deviation
Sex	Girl	62	61.4	1.38	0.48
	Boy	39	38.6		
Age	12-14	57	56.4	1.43	0.49
	15-17	44	43.6		

Hypothesis: there is a relationship between creativity and its dimensions with parenting styles.

Table 2: Calculating Pearson correlation coefficient for the creativity and its dimensions with parenting styles

Variable	r	Sig (P)
Creativity	0.499	0.00
Parenting styles		
Fluency dimension	0.460	0.00
Parenting styles		
Flexibility	0.460	0.00
Parenting styles		
Initiative	0.438	0.00
Parenting styles		
Expansion in detail	0.466	0.00
Parenting styles		

According to Table 2, significance level is 0.00, and there is a significant positive relationship between creativity and its dimensions with parenting styles.

This study is conducted to investigate the relationship between creativity and parenting styles of parents of guidance and high schools students in Estahban in 2015 -2016. The results of this study show that, there is a significant positive relationship between the dimensions of creativity (fluency, flexibility, originality and expansion with details) and parenting style.

Discussion and conclusion

Spss software, Pearson correlation, independent t-test will be used for data analysis.

This study has been conducted with the help of domestic and foreign theses and articles as well as books and journals in the field of psychology, parenting, and creativity.

Research Tools:

Torrance's Standard Multiple Choice Paper and Pencil Test for Measuring Creativity (MPPT)

In psychology literature, this questionnaire is known as Torrance creativity test and is based on his definition of creativity. Original Torrance Test of Creativity is very lengthy, implementation of which needs to spend hours. The test known as Torrance's creativity assessment test in Iran is actually a shortened and standardized form of it made and presented by Abedi professor at Tehran University in 1993 and in psychology literature in our country; it is sgown with the abbreviation CT.

Manual of creativity test by Abedi has cited the reliability of the test between 80% and 90%.

Parenting Style Questionnaire

This tool is an adaptation of theory of parental authority that based on the theory by Bamerind has been built based on pattern of permissiveness, authoritarian and authoritative parents to check infiltration patterns and parenting practices.

The questionnaire has been used by Esfandiari (1995) and Binam (2000). Esfandiari has reported test-retest reliability of the questionnaire for permissiveness 0.69, for authoritarian 0.77, and authoritative 0.73.

Data analysis

There is a relationship between creativity and parenting styles. According to Table 2, it can be stated that there is a positive relationship between creativity and parenting styles.

The findings of the study are consistent and congruent with the studies by Amiri *et al.* (2014), Farahini *et al.* (2013), Vahedi *et al.* (2009), and Karimnejad *et al.* (2011).

In explaining the findings, it can be stated that the children's being creative is influenced by environmental factors, especially attitudes and practices of parents nurturing, and researchers

have always considered studying relationship between these two variables.

Evidence suggests that family plays the most important role in the control and guidance of imagination and creativity. The overall results indicate that particularly the atmosphere and family environment of creative people differ from atmosphere and family environment of non-creative people. This difference has been mainly due to the relationship between parents and children. For example, by studying 10 witted girl students that had learnt early reading skills, had had creative entertainment (painting and poetry) and powerful imagination, Schafer (1970) found that the families have been less rigorous with them. In early 20th century, attitudes, parenting styles and behavioral patterns of parents with children were affected by behaviorists schools and was dry and rough. However, from 1940 and affected by followers of psychoanalytic school, especially Benjamin Spock, who emphasized the importance of emotional issues, satisfaction of needs and damage caused by strict controlling of natural interests, leniency and flexibility replaced them in education (Kefayat, 1994). Some research shows that parents of creative children show more consistency in their behavior and accept their children as they are and encourage them to curiosity about objects and things. Moreover, the set their children free in choosing their subjects and consider their plans just by monitoring and pursuing rather than meddling. If children can ask their environment to do something for them, at an earlier age, they become less dependent on parents and feel domination over the environment and develop individual merits, and are able to cope with the risks of curiosity, inquiry, and intellectual creativity and get an effective and problem solving attitude in life. In their studies, they had found that children whose parents had authoritative attitude, compared to those whose parents had the dictatorship and permissiveness attitudes, were more creative. According to previous studies and their results, positive relationship between authoritative attitude and child's creativity and the lack of relationship between the child's creativity and permissive and dictatorial attitudes of the parents can be explained as follows.

The first explanation for the relationship between creativity and parents' authoritative attitude and lack of its relationship with dictatorial and permissive attitudes is related to warmth, acceptance, and accountability of parents, and authoritative parents have high levels of these aspects. Warmth, unconditional acceptance, and flexibility of parents may affect child's creativity in different ways.

The other explanation is encouraging the sense of responsibility, caring for the needs of children, two-way and warm communication, attention along with respect to children, self-regulation, independence, respect for the interests, beliefs and choices of children to increase self-confidence, which are consistent with the characteristics of creative people, all of which are the basis for the emergence of creativity.

Fluency and parenting styles: According to Table 2, it can be stated that there is a significant positive relationship between the parenting styles are fluency. The findings are consistent and congruent with the research by Vahedi et al. (2009).

In explaining these findings, it can be stated that the character of the child always becomes like the emotional environment of family. Although the relationship between parents' attitude and child's character is actually obvious, it has just recently been recognized. Undesirable traits and behaviors are rooted in those parents' behaviors that are too emotional and supportive, have childish, preaching, and rejection mood, and are too conscientious.

One of the distinctive features of human thought is creativity. In recent years, the concept of creation and the properties of the creator have widely been discussed both in research and education centers. There is no doubt that nurturing creativity is

considered as one of the most important goals of education (Seif, 2001). Among the environmental factors that influence the development of creativity is the family environment or parenting style. Kaligan (1971) believes that for the emergence of creativity, there are many ways in parenting style, which can cause the appearance or disappearance of creativity. The quality of education and using despotic or democratic practices, the quality of applying discipline and ways of expressing love each is effective in nurturing or suppression of creativity (quoted Kefayat, 1994).

Flexibility and parenting style: based on the results in Table 2, it can be stated that there is a significant positive relationship between the parenting styles and flexibility. This finding is consistent with research by Mozaffari (2010). In explaining this finding, it can be argued that every family applies a certain educational practices in personal and social education of their children. For example, in the last century until the thirties (1930), children's educational style was influenced by the behaviorist views that considered the baby as an object that could be shaped systematically and conditioned. In this period, it was believed that acceptable social behavior is achieved when the child is raised in an educational system strictly controlled, and in case of observing any anti-social behavior, punishment should be applied, so that good social behavior is obtained. From 1930 until the mid-1960s, educational practices changed towards more flexibility. During this period, it is recommended that parents pay more attention to the feelings and talent of their children. Parents should set limits and explain the restrictions resulting from regulations for their children and should not use hostile punishment to control their children and at the same time, a pattern of behavior that is culturally appropriate at a time may be deemed inappropriate at a specific time or culture.

The role of parenting styles and their impacts on the creativity of children, whether in the course of human evolution or the development in the future of the world, is worthy of attention, and in any age that this role is lost in the mist of officials' negligence, the world has faced challenges. Its importance is there that the styles of parenting and creativity are one of the difficulties and problems of human societies because it has unbroken bonds with the policies of economy, society, and culture that unfortunately in our family and education today is the source of many deficiencies.

Moreover, the issue of creativity is an issue that is raised in all countries, whether industrialized or developing and at all times, it has emerged in a specific way. Therefore, research into the causes and ways of flourishing it has always been required by societies. Furthermore, the diversity of loss and damage that this attitude, ignoring the creative people of society, incurs on human life or their material resources is so remarkable.

Initiative and parenting styles: based on the results in Table 2, it can be stated that there is a significant positive relationship between parenting styles and initiative. These findings are consistent and compatible with the research by Vahedi et al. (2009).

In explaining this finding, it can be stated that of the distinguishing feature of human and the fundamental axis of his life is the power of thought. During his life, human has never been away from thinking and has decided based on correct force. He has been able to solve problems and achieve growth and development. Thus, all human success and progress depends on the human fertile and dynamic mind. Among the most complex and highest manifestations of human thought is creative thinking about which there are many views.

Family as the first social environment of the child has profound effects on the transmission of moral and social values, attitudes, desires, habits and thoughts in children and parents, consciously or unconsciously, through direct teaching by

modeling the way for the child to form his character and behavior (Sumaya Ghadimi, 2009).

Innovation and creativity, as great human characteristics, can emerge not only in childhood and in youth but also throughout life, but it can be revived again. We all inherently possess the ability to think and function creatively; however, due to environmental conditions rather than learning the ways of showing it, we learn how to suppress it- we learn how not to be creative (Hemmati, 1999). Dealing like this with the creativity is the certain need of communities, families, and traditional educational and work environments. In traditional environments, dealing with issues, problems, and phenomena calls for framework reactions and approved ways of experience (Aghayi Fishani, 1998).

Explaining in details and parenting styles: according to the results of Table 2, it can be stated that there is a positive relationship between explaining in details and parenting styles. This finding is consistent and compatible with the research by Vahedi et al. (2009).

In explaining this finding, it can be stated that creative people pay more attention to the details of an idea.

Using more raw materials, creative people reach their goals. In fact, with the help of this raw material, they produce more new ideas compared to a normal people. Before starting to do anything, creative people get help from their minds, review the subject, consider different possibilities, and determine a direction. When a normal person is given a problem to solve, he immediately begins to work and as he strongly focuses on solving the problem, he cannot put limitations aside and generally thinks of normal and very common solutions, but a very creative person muses over the problem thinks deeply over it. He asks some questions, thinks of various scenarios, and sometimes uses irrelevant information to solve his problem.

Beliefs, attitudes, activities, and actions of parents are reflected in family patterns or parenting styles. Which parenting style the parents choose is affected by many factors, and many of these factors derive from the environment, society, and culture. However, the purpose of all styles of parenting is shaping the character of children's mental state and strengthening competencies. The importance of these two goals and attention to two aspects of the behavior of parents, accepting versus rejection and being demanding versus permissiveness, have caused researchers to discuss the styles of parenting and the impact that each of them has on children's development and offer various models. From among social factors, the most prominent effects on the identity and abilities of the individual and its quality of formation are from parents and family system. The majority of experts sees the influence of family on the child undeniable and considers the family as the most important institution in the development of abilities of children like creativity.

Practical suggestions

1. The need to revise learning styles based on supporting students' creativity
2. Planning for highlighting the importance of creativity instead of mere academic success
3. Creating the right environment to foster creativity and improve mental health

Parents are recommended work on creating a receptive environment in the family for fostering creativity of children, consider parenting style as one of the factors in the development of children's creativity, and not set this responsibility solely to school.

Parents should provide the context for creativity of girls by not discriminating between male and female children and creating equal opportunities and non-stereotyped gender roles.

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