

# Perceived Effects of Parenting Styles on the Development of Creativity among Primary School Children in Rivers State, Nigeria

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## **Abstract**

*This study examined the perceived effects of parenting styles on the development of creativity among primary school children in Port Harcourt Metropolis of Rivers State. The study adopted the descriptive design. The population comprised parents and their children (male and female) in all private primary schools in the 3 defined local government areas that constituted Port Harcourt metropolis using simple random sampling technique. The instrument used for the study was a creativity questionnaires and parenting style inventory adapted from Kumar U. K. & C.R. Holman and Robinson, C. & C. H. Hart respectively. Cronbach Alpha was used to assess the reliability of the two instruments. They yielded a reliability of 0.85 for the creativity test and 0.88 for the parenting test. The pupils were asked to complete Creativity Questionnaire. The data collected were analysed with Pearson Product Moment Correlation Coefficient, the Analysis of Variance (ANOVA) and linear regression. The findings indicated that, Parents' creativity contributed about 33.4% to children's creativity; it was also discovered that parenting styles do not just have a higher impact on children creativity, they were also a good predictors of creativity in children. Based on the findings it was therefore concluded that parental style has significant effects on their children creativity. Authoritative and permissive parenting styles proved to be more impactful on creativity development in children than Authoritarian style. On a general note parenting style is a good predictor of creativity in children. based on the findings of the study, it was recommended that: parents should take cognizance of their children wellbeing by paying pertinent attention to the up bring of their children, by applying the appropriate parenting style for raising their children and Government should create conducive environment for his citizens to necessitate a society that would enhance positive parents/ children relationship.*

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**Keywords:** Parenting Style, development of Creativity, Primary school children Rivers State.

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## Introduction

The dramatic changes in the educational system and the entire systems of the world has placed enormous demand on the children in terms of creativity in order to adapt and succeed. The contemporary society is technologically driven and as such, children must be creative enough to meet up (Kushiator, Rahman & Antwi, 2020). However, educators and industry stakeholders have raised concern in recent years about a lack of creativity among pupils in the classroom and the need to improve creative talents (Mokaram et al, 2011).

The ability of children to develop creativity lies to some extent in the hands of parents who raise them. A critical look at ecological system theory developed by Bronfenbrenner place parents as the closest influencers of children becoming/outcome. Many psychologists are also of the opinion that parents determine the development of children including creativity (Mokaram et al, 2011; Kushiator et'al., 2020). To some scholars, parents wield significant influence on children based on the pattern or ways in which they rear the children (Samiullah, 2016).

Parenting styles are divided into three groups based on the amount of demand and responsiveness of the parents in different cultures. According to Merlin, Okerson, and Hess (2013), parenting styles have an impact on children's behavior, risk-taking, mental health, and creativity. Creativity is attributed to hereditary factors, cognitive procedures, social environment, personality type, and chance, according to Fearon, Copeland, and Saxon (2013). It is defined by Santrock (2011) as the ability to think about something in innovative and uncommon ways and come up with creative solutions to a problem. It is described by Runco & Spritzker (2011) as the ability to develop a large number of unique and yet appropriate solutions to a situation for which there is no one proper answer, that is, anything that is both original and appropriate. Merlin et al, on their part noted that creativity is one of the outputs of responsive parenting; this is the type of parenting that facilitates curiosity and interest in children. Same vein, Csikszentmihalyi (2000) pointed out that the first step toward a more creative life is cultivating curiosity and interest in the individual. The author claimed that this can be done through the under listed points.

- Try to get the children surprised by something every day. By telling the children stories and getting them read exciting books.
- Teach children to do something difference. Make them ask questions and take them on adventures.
- Help children to follow immediately whatever spark their interest; as most ideas are short live.
- Train children to wake up with specific goals; something to look forward to.
  
- Allow children to spend time in the setting that stimulate their creativity.

Asudani (2017), alluded the above points, and further noted that the assumed sources of creativity are diverse as it is, with the definitions and measurements. Though people tend to admire and give high credence to creativity and to those who exhibit it, this expression is usually either conceptual or after the fact. Guilford in Tuckman & Monetti (2011) describe creativity as an example of divergent thinking, where more than one solution to a problem is been generated by an individual. Additionally, the study of Moradian; Alipour,

& Shahani- Yailagh (2014) pointed out that creativity is unique among other mental processes and stressed that appropriate parenting style is central to creativity. If children are to increase in creativity, parenting must focus on those personality features that will boost growth of their children's creative abilities ( Fearon et al). Also Studies have it that (Moradian; et al 2014 & Tuckman & Monetti 2011) features such as: free thinking, risk taking, eccentricity and sensitivity are usually manifested by the creative individual. Parents are the first agent of socialization. Therefore, they are important figure in creative thinking in children. This is why the parenting style adopted by the parents is vital to development of creativity.

Parenting styles, is simply defined, as “a constellation of standard that parents implore to rear their children; in order to create in them emotional climate for Learning. Baumrind (1971) in Santrock, (2011) was one of the foremost researchers on parenting style. The author propounded three styles of rearing children they are: Authoritarian, Authoritative, and Permissive parenting styles. These parenting styles were further complimented by the implementation of two other relevant factors: Demandingness and Responsiveness (Maccoby and Martins (1983) in Santrock, 2011 ) Demandingness is the extent to which parents manage and exercise control over their children, as well as set limits on their children. While Responsiveness is the extent to which parents reasoned with their children, show affection, accept and give support to their children. According, to Merlin, et al. Demandingness and Responsiveness cut across the various parenting styles propounded by Baumrind. Literatures (Merlin et al, 2013, Moltafet, 2018 and Asudani, 2017) also, had it that, Authoritative parents are both responsive and demanding. They groom their children with clear, reasonable standards that would enhance effective development in children. They are characterized with Kindness, warmth and appropriate attention to their children's need. They are known to negotiate their expectations. On the other hand, Authoritarian parents are more demanding and not at all responsive. They are typified with strict obedience to rule no negotiation and do not take their children needs into consideration. While, Permissive or indulgent parents though responsive, but are never demanding. They are affectionate, tolerant and exert little or no pressure on children and punishment is minimal.

From studies, (Mehrinejada, S. A; Rajabimoghadamb; S. Tarsafic, M. 2015 and Moltafet, G; Firoozabadi .S. S; and A. Pour-Raisi, 2018) Authoritative parenting style seems to facilitate child outcomes compare to other styles. Authoritarian parents least gets the best in children, while the permissive parents exhibit near nonchalant behaviour toward their children. A study conducted by Olszewski-Kubilius (2001) showed that Authoritative parents had favourable outcomes on children creativity, than Permissive and Authoritarian parenting. Also, in the study of Abad, Taheri and Yakhdani (2013); in exploring the relationship among parenting styles, creativity and moral development in male pupils in preschools; it was discovered that the relationship among them was significant.

Additionally, Steinberg & Morris, 2001 opined that parenting styles have a great influence in the developmental stages of an individual and that responsive parents are significant to children development. Sternberg (2006) also pointed out that a supporting environment is significant to the development of creativity in children. Sternberg argued that an individual may have all it takes to think creatively but may not do well if the environment is not

conducive. The author therefore concluded that parenting style influences creativity positively. In a study of the Relationship Between Parenting Styles and Creativity in a Sample of Jamaican Children; Fearon et al (2013) also reported that the authoritarian style of parenting has negative influence in creativity development. And that parents' status of creativity is also predictive of children's point of creativity. The foregoing revealed that, authoritarian and permissive style of parenting produces many unenthusiastic results for children creativity than authoritative parenting style, which is characterized by positive outcome for creativity in the individual. In view of this fact and the idea that, creativity is influenced by parenting styles, it become pertinent to examine the perceived effect of parenting styles on children creativity development in Port Harcourt metropolis of Rivers State.

### **Aim and Objectives of the Study**

This study determined the perceived effect of parenting styles on the development of creativity in children. The focus of the study was on primary six pupils' private primary schools in Portt Harcourt metropolis of Rivers State. Literature has it that as children engage in creativity; trying out ideas, new ways of thinking and problem solving; their mental capacities develop. These days where securing an employment has become a herculean task encouraging creativity in children becomes inevitable; as it prepares pupils for better living after school. Also Piaget in his studies on cognitive development in children argued that creativity fosters flexibility in perception and execution of task in children. He claimed that, children who are capable of doing new things and not repeating what others had done grow up to be inventors. Rather than depending on others for jobs they become entrepreneurs. Consequently, the children are not just useful to themselves but to the society at large. Also, most of the studies that had been done on this topic were not on the current area of study. There is therefore need to explore the effects of parenting style on creativity among primary six pupils in Port Harcourt metropolis of Rivers State. To guide the study, 3 research questions were raised and were hypothesized at 0.05 level of significance.

### **Research Questions**

1. Is there a relationship between parents' creativity and their children's creativity?
2. Parenting styles will differ significantly on children's creativity?
3. Are parents' levels of creativity a significant predictor of their children's level of creativity?

### **Hypotheses:**

1. There is no significant relationship between parents' creativity and their children's creativity

2. There is no significant difference between Parenting styles and children's creativity.
3. Parenting style is not a significant predictor of children's level of creativity

## Methodology

It was a descriptive study with a correlational design. The population comprised all primary six pupils (male and female) in private primary schools in the 3 defined local government areas that constituted Port Harcourt metropolis. 200 pupils were randomly selected from the three defined local government areas. It consisted of 100 males and 100 females, pupils. The sample size was term acceptable based on the theory of Gay, (1987) and Kerlinger, (1986) that stated that when participants are homogenous same sample is acceptable. The instrument used for the study was a creativity questionnaires and parenting style inventory adapted from Kumar U. K. & C.R. Holman. And Robinson, C. & C. H. Hart respectively. Cronbach Alpha was used to assess the reliability of the two instruments. They yielded a reliability of 0.85 for the creativity test and 0.88 for the parenting test. The pupils were asked to complete Creativity Questionnaire. To determine the parenting style, their parents were asked to complete Parenting Styles inventory. The result was analyzed with Pearson Product Moment Correlation Coefficient, the Analysis of Variance (ANOVA) and linear regression.

## Result

The results were presented according to the three research questions

**Hypothesis 1:** There is no significant relationship between parents' creativity and their children's creativity

**Table 1: Pearson r of relationship between parents' creativity and their children creativity.**

	N	Pearson r	p-value	Remark
Parents Creativity	200	0.578	0.000	Significant
Children's Creativity	200			

Table 1 shows a Pearson r value of 0.578 and p value of 0.000. Testing at alpha level of 0.05, the p value is less than the alpha level. Therefore, the null hypothesis that states that "there is no significant relationship between parents' creativity and their children's creativity" was rejected. Consequently, there is a significant relationship between parents' creativity and their children's creativity. Parents' creativity contributed about 33.4% to children's creativity.

**Hypothesis 2:** There is no significant difference between Parenting styles and children's creativity.

**Table 2: Descriptive statistics of Parenting styles and children's creativity**

Parenting styles	N	Mean	Standard Deviation
Authoritative	107	51.31	9.35
Authoritarian	58	42.33	13.06
Permissive	35	46.51	10.23
Total	200	46.72	11.576

Table 2 shows the mean and standard deviation for parenting styles as: 51.31 and 9.35; 42.33 and 13.06; and 46.51 and 10.23 for authoritative, authoritarian and permissive.

**Table 3: Analysis of Variance of the difference between Parenting styles and children's creativity.**

	Sum of Squares	df	Mean Square	F	Sig.	Remark
Between Groups	8063.468	2	4031.734	33.344	0.000	Significant
Within Groups	72064.529	596	120.914			
Total	80127.997	598				

Table 3 shows an F value of 33.344 and p value of 0.000. Testing at alpha level of 0.05, the p value is less than the alpha level. Therefore, the null hypothesis which states that "there is no significant difference between parenting styles and children's creativity." is rejected. Consequently, there is a significant difference between parenting style and children's creativity. The authoritative and the permissive parenting styles have a higher impact on children creativity.

**Hypothesis 3:** Parenting style is not a significant predictor of children's level of creativity

**Table 4: Summary Linear Regression analysis to determine the extent to which parenting styled predicts children's' creativity.**

Model	Sum of Squares	Df	Mean Square	F	R	R <sup>2</sup>	Adj. R <sup>2</sup>	Sig.	Remark
<b>1 Regression</b>	36859.636	3	12286.545	908.881	0.966	0.933	0.932	0.000	Significant
<b>Residual</b>	2636.073	196		13.518					
<b>Total</b>	39495.709	199							

Table 4 shows an F value of 908.881 and a p-value of 0.000. Testing at alpha level of 0.05, the p value is less than the alpha value. Therefore, the null hypothesis which states that "Parenting style is not a significant predictor of children's level of creativity" is rejected. Consequently, parenting style is a significant predictor of children's level of creativity. The adjusted R<sup>2</sup> = 0.932 indicated that parenting styles accounted for about 93.2% of children's creativity.

**Table 5 Coefficients**

Model	Unstandardized coefficients	Standardized coefficients	t	Sig.	Corrected	Collinearity	Statistics			
	B	Std. Error					Beta	Zero-order	Partial	Partial
(constant)	.844	1.428		.591	.555					
Authoritarian	-.075	.038	-.052	.1985	.059	.582	-.141	-.037	.498	2.006
Authoritative	.438	.030	.390	14.441	.000	.749	.719	.267	.469	2.134
Permissive	1.106	.034	.732	32.621	.000	.916	.919	.604	.680	1.471

a. Dependent Variable: Parents Creativity

Table 5 shows the Beta values of 0.390 and 0.732, and p values of 0.000 and 0.000. This indicated that authoritative and the permissive parenting styles are good predictors of children’s creativity. However, the Beta value of -0.052 and a p value of 0.059, implies that authoritarian style of parenting is not a good predictor of children’s creativity.

## Discussion

The result of hypothesis I indicated that there was significant relationship between parents’ creativity and children creativity. This means that parent’s creativity enhances their children creativity. This finding is in line with the study of Fearon et al (2013). Their work pointed out that parent’s creativity level was positively related to their children’s; the higher the parents’ creativity level, the higher their children. This means that parent’s creativity predicts children creativity. From another perspective, Copeland and Saxon study (2013) reported that, creativity is credited to genetic factor, by this, children creativity level is an indicator of their parents’. They argued that, other factor such as cognitive procedure, social environment, personality type could also promote creativity in children.

Also, the result for hypothesis 2 typified a significant difference between parenting styles and children’s creativity; this means that, parenting styles generate creativity in children. However authoritative and the permissive parenting styles had a higher impact on children creativity than authoritarian. This assertion was corroborated by Merlin, Okerson and Hess (2013) study. Their findings indicated that Parenting styles affect children creativity development. Similarly, Olszewski-Kubilius (2001), study agreed with the current study by stating that parenting styles influence creativity and opined that Authoritative parents have positive outcomes on children creativity. Additionally, Olszewski-Kubilius claimed that authoritative parenting style enhances children’ confidence and emotional stability. Same vein, Abad, Taheri and Yakhdani (2013) findings also indicated a significant relationship between parenting styles, creativity and moral development among male pupils in

preschools. Fearon et al (2013) also reported that parenting styles has positive influence on creativity development in children; though authoritarian and permissive parenting style produces many unenthusiastic results for children creativity than authoritative parenting style.

The result of hypothesis 3 specified that authoritative and the permissive parenting styles are good predictors of children's creativity. However, authoritarian style of parenting is not a good predictor of children's creativity. Again, Olszewski-Kubilius, (2001) findings agreed with the current study by stating that Authoritative parents have favourable outcomes on children creativity, than the other styles. Olszewski-Kubilius, added that authoritative parenting style enhanced children's confidence and emotional stability than Authoritarian and permissive style. Other studies, (Mehrinejada, Rajabimoghadamb & Tarsafic, 2015 and Moltafet, Firoozabadi & Pour-Raisi, 2018) also corroborate this current finding, they claimed that Authoritative parenting style Olszewski- Kubilius seems to facilitate children outcomes compare to other two styles. And that Authoritarian parents' least gets the best in children, while the permissive parents exhibit near nonchalant behaviour toward their children. Fearon et al (2013) also reported that the authoritarian style of parenting has negative influence in creativity development. Remarkably, this study indicates that authoritative parenting styles predict creativity in children than Permissive and Authoritarian Styles

## **Conclusion**

Based on the findings it was thereby concluded that, parental mode of rearing children has a significant effect on their children creativity. Authoritative and permissive parenting styles proved to be more impactful on creativity development in children than authoritarian styles. On a general note parenting style is a good predictor of creativity in children.

## **Recommendations**

The following recommendations were made based on the findings:

1. Parents should take cognizance of their children well being by paying pertinent attention to the up bring of their children, by applying the appropriate style for raising their children.
2. Government should create conducive environment for his citizens to necessitate a society that would enhance positive parents/ children relationship.

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