

The contribution of parental treatment and family psychological factors to the development of creativity in children: A field study on a sample of creative pupils and their families in the City of Tlemcen

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Abstract---This study examines the extent to which parental treatment and family psychological factors contribute to the development of creativity in children, proceeding from the premise that the family constitutes the primary structure and foundation of an individual's social upbringing and plays a central role in shaping children's personalities, particularly in the cognitive domain. To achieve the objectives of the study, the researcher adopted the descriptive and historical methods and implemented a systematic three-stage procedure: a nomination stage, in which creative pupils were identified by teachers and educational specialists; a selection stage, in which the Torrance Test of Creative Thinking (Figural Form B) was administered to determine pupils' levels of creativity; and a differentiation stage, in which a questionnaire addressed to the parents of the identified creative pupils was administered, covering two axes: parental treatment and family psychological factors. Following statistical analysis, the study found that parental treatment grounded in dialogue and the cultivation of children's cognitive abilities contributes to the development of their creativity, and that family psychological factors—represented in training children to solve problems independently and in providing them with stimuli suited to their interests—likewise contribute to the development of this creativity.

Keywords---Parental Treatment, Family Psychological Factors, Creativity, Children.

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1. Introduction

Human societies have, since ancient times, sought development and progress across all fields and domains, and this progress has manifested through the creative contributions individuals have made in service of their societies. It is reflected in a wide range of creative products across economic, scientific, literary, and artistic fields alike.

We live in an age of accelerating information, in which scarcely a day passes without new discoveries and inventions emerging, prompting nations to compete in maximizing the investment of human potential. The nurturing of the human element passes through critical stages, and the family constitutes the primary structure and foundation of an individual's social upbringing; the family unit is of paramount importance to social organization and cohesion through the shaping and formation of its children's personalities.

Creativity is among the important subjects that have received considerable scholarly attention, and research has not been confined to its general meaning alone but has extended to investigating the factors that influence and help develop it, foremost among which is the family. Al-Attas¹ (2008), in a study on the family's contributions to nurturing creativity in children from an Islamic educational perspective, found that parents serve as role models in their children's creative endeavors through the activities they practice together, in addition to the necessity of understanding children's developmental stages and training them in creativity.

Among the family factors that have attracted particular scholarly interest are the style of parental treatment of children and the psychological climate prevailing within the family, given that both are among the most immediate influences on the development of children's creative capacities. Parental treatment determines the nature of the daily relationship between parents and children—whether characterized by dialogue and encouragement or by authoritarianism and restriction—while the family's psychological climate determines the extent to which children feel the security and confidence necessary to express their creative ideas without excessive fear of criticism or failure.

It is from this standpoint that the present article, drawn from the researcher's doctoral field study, seeks to shed light on the contribution of these two specific family variables—parental treatment and family psychological factors—to the development of creativity in children. The article proceeds by presenting the study's methodological framework, followed by the theoretical framework relevant to these two variables, then the methodology of the field study, and finally the presentation and discussion of the findings and the principal recommendations proposed.

2. Problem Statement, Questions, and Hypotheses

Creativity is among the important subjects whose interpretation has passed through multiple historical stages, beginning with the classical view in which the creative individual was regarded as possessing extraordinary inner powers bordering on the magical, a capacity ascribed to only a select few. With the advent of the scientific method and its application in psychology, creativity came to be explained in light of other related concepts such as intelligence and mental ability, until it eventually became established as an independent field of study in its own right.

Children's creativity requires a fundamental factor and pillar for its growth and emergence, foremost among which is the family, regarded as the primary environment and essential foundation in shaping children's personalities in every respect, particularly the cognitive one. This is corroborated by Hurlock's classic developmental research, which underscored the importance of the family in child-rearing and identified the upbringing process as one of the principal determinants of a child's personality, in

addition to the significant influence of family relationships on a child's behavior, adjustment, and activity later in adult life.

Among the most significant dimensions of this familial influence are two central aspects: parental treatment of children, manifested in styles of dialogue and communication that encourage children to express their ideas, and family psychological factors, manifested in the psychological climate that families provide their children in terms of trust, reassurance, and training in coping with problems. Through this article, the researcher seeks to uncover the contribution of these two dimensions to the development of creativity in children. The central research question is thus formulated as follows:

Do parental treatment and family psychological factors contribute to the development of creativity in children?

Research Questions

- Does parental treatment contribute to the development of creativity in children?
- Do family psychological factors contribute to the development of creativity in children?

Hypotheses

- Parental treatment contributes to the development of creativity in children.
- Family psychological factors contribute to the development of creativity in children.

Objectives

- To identify the contribution of parental treatment to the development of creativity in children.
- To identify the family's contribution to the development of creativity in children through psychological factors.

Significance of the Study

The significance of this article lies in uncovering the family's contribution to children's creativity through the two dimensions of parental treatment and family psychological factors, given that creative children constitute a group of considerable importance to society at large and to the family in particular. This group requires special care and commitment from the family to help develop its creative potential, which underscores the need for such studies, especially as contemporary society increasingly seeks to invest in human capital, and in creative individuals in particular, to advance its development and prosperity.

3. Literature Review

Numerous studies have examined the family's role in developing children's creativity from various perspectives. Saadoun² (2013) sought to identify the impact of the family environment on the development of creative thinking among primary-school pupils in the governorate of Homs, Syria, adopting the descriptive-analytical method. The study found that the family environment's impact on creative thinking was reflected in encouraging children to speak and express themselves, engaging them in dramatic and imaginative play, avoiding excessive overprotection, refraining from mocking children's ideas and play, and encouraging children to engage in drawing and coloring activities.

Mellou³ (2006) found that a child's interaction with a daily environment rich in creativity-stimulating factors is among the strongest contributors to the emergence and growth of creativity, while Duncan, Greenberg, and Coatsworth⁴ (2009) demonstrated that a parent-child relationship founded on listening, full engagement, and emotional awareness toward children positively influences their creativity and encourages its emergence.

Miller, Dumford, and Neumeister⁵ (2012), studying a sample of high-ability and high-achieving young adults, found a positive relationship between students' creativity and a permissive parenting style, and a

negative relationship between creativity and an authoritarian parenting style, in addition to finding that parents can support their children's creative traits by granting them autonomy and freedom. Consistent with this, Xu and Pang⁶ (2020) confirmed that authoritarian upbringing constitutes a negative indicator with respect to children's creativity.

With regard to family psychological factors specifically, Pugsley and Selcukaca⁷ (2020) found that parenting styles which provide opportunities for imagination, play, self-expression, and divergent thinking enhance creative thinking and problem-solving among children.

A review of these studies indicates broad agreement that the family plays a principal role in children's creativity through its style of upbringing, its treatment of children, and the psychological climate prevailing within it, with only minor variation in emphasis and in the research instruments employed. The present researcher draws on the findings of these studies while contributing a novel focus, combining the axes of parental treatment and family psychological factors specifically within a field study conducted on a purposive sample of creative pupils and their families in the city of Tlemcen.

4. Theoretical Framework

4.1 Parental Treatment and Its Role in Shaping Children's Personality and Developing Their Creativity

The family constitutes the primary environment through which the individual acquires their personality, and it possesses dynamics and factors that contribute to shaping the personalities of its children, among them the relationship between parent and child. The relationship a child forms with their parents, particularly during the early years of life, exerts a considerable influence in shaping both their personal and social identity. A parent–child relationship founded on respect and appreciation tends to produce feelings of happiness and contentment, alongside the growth of the child's personal and social competencies and the acquisition of interpersonal skills.

Conversely, conflicts between parents and children, together with a lack of attention and appreciation, tend to foster a negative self-concept in children, the consequences of which may manifest in behavioral deviance. Accordingly, the more a parent–child relationship is grounded in trust, love, and acceptance, the more balanced and sound the child's overall development, which is in turn reflected in their personal and social adjustment within the family and the wider community⁸ (Hallawa, 2011).

Among the most significant patterns of parental treatment that contribute to developing children's creativity is family dialogue oriented toward cultivating children's abilities and knowledge. Training children in perceptive observation, refraining from belittling their observations, and instilling discipline, order, and refined taste all inevitably support the growth of creativity. It may be said that there is no creativity without freedom, none without democratic practice within the family, and none without the cultivation of dialogue and the exchange of ideas.

Mustafa⁹ (2013) argues that when good parental care patterns are present in child-rearing—such as parent–child communication, rationality, the capacity to evaluate achievement, and harmony with the child—there is a greater likelihood that a creative personality will crystallize in that child. The mother, in particular, is considered the role model during the child's earliest years: it is she who encourages certain behavioral patterns or restricts others, such that a mother who wishes to raise an innovative, creative individual is, in fact, capable of doing so, just as a mother who wishes to raise a conventional, obedient, and fearful child is equally capable of achieving that outcome¹⁰ (Hijazi, 2006).

Obstacles to Parental Treatment in Developing Creativity

While parental treatment may serve as a factor supporting the development of creativity, it may equally become an obstacle preventing its emergence and growth. Research has established that family

relationships constitute a decisive factor in shaping a young child's attitudes toward the self and toward others, and that discord between parents and divergence in their child-rearing views may act as a negative indicator with respect to the development of creativity. Al-Masri¹¹ (2010) identifies several risks that impede children's creativity within the family, related specifically to parental treatment style, the most prominent of which include:

- Upbringing oriented solely toward academic excellence, disregarding other creative dimensions.
- Punishing children who demonstrate evidence of creativity or giftedness rather than encouraging them.
- Failing to take into account creative children's inclinations, interests, and desires.
- Punishing children for asking numerous questions, or being indifferent to what they say.
- Favoring an academically successful child over a creative one.

By contrast, some studies indicate that children whose parents cooperate in their upbringing tend to display greater achievement motivation, curiosity, and self-concept, suggesting that parental cooperation in child-rearing helps satisfy the needs necessary for the growth of creative thinking. This confirms that the style of parental treatment remains a dual-edged variable: it may serve either as a lever for developing creativity or as an obstacle to its emergence, depending on the approach adopted by the parents.

4.2 Family Psychological Factors and Their Relationship to the Development of Creativity

The family is the first influence to which an individual is exposed in the earliest stages of life, and children are affected by the social and psychological climate within the family setting; this climate may either support or hinder the development of creativity. Research by psychologists and educators has confirmed that a democratic climate within the family creates opportunities for creativity to emerge, that a family climate which cultivates children's self-confidence by allowing them to acquire new experiences and pursue novelty fosters creativity, and that a family climate characterized by stability and psychological security is conducive to the flourishing of creative potential. Conversely, where these qualities are absent, the emergence or growth of such potential becomes far less likely.

Among the most significant manifestations of family psychological factors contributing to the development of creativity are training children to solve problems independently, fostering their sense of responsibility, and providing them with resources that capture their interest and stimulate their thinking. Creativity does not flourish in a climate dominated by excessive protection or dependency on parents; rather, it flourishes in a psychological climate that instills self-confidence in children and encourages them toward initiative and facing difficulties without excessive fear of failure.

In this regard, Pugsley and Selcukaca⁷ (2020) note that parenting that provides opportunities for imagination, play, self-expression, and divergent thinking enhances creative thinking and problem-solving, while Duncan, Greenberg, and Coatsworth⁴ (2009) emphasize the importance of parental emotional awareness toward children in stimulating the emergence of their creativity.

This perspective intersects with certain humanistic psychological theories of creativity, which link the satisfaction of an individual's basic psychological needs—such as security, belonging, and self-esteem—to the flourishing of their creative capacities. An individual raised in a family climate that satisfies these basic psychological needs is more disposed to channel their energies into creative thinking rather than into defending the self or coping with feelings of anxiety and insecurity. This explains the importance of family psychological factors as a pivotal variable in the development of children's creativity, alongside the variable of parental treatment discussed above.

Psychological Obstacles Affecting Children's Creativity within the Family

Just as family psychological factors play a role in fostering creativity, certain personal psychological obstacles may equally impede its emergence. Al-Rabighi¹² (2013) notes that such personal obstacles develop through the individual's own experiences within their family and social environment, the most prominent of which include:

- Weak self-confidence, which leads to fear of failure, risk avoidance, and fear of making mistakes.
- Stereotypical thinking, that is, thinking constrained by habit and a single fixed pathway toward a solution.
- Excessive enthusiasm, which may weaken an individual's sensitivity to problems in the absence of stimulation or challenge.
- Saturation, that is, a state of excessive absorption that diminishes awareness of the circumstances of a given situation.

Morgan likewise classified emotional obstacles and defense mechanisms linked to the psychological climate into six groups, the most prominent of which include feelings of personal insecurity, the need for overt security, and an inability to use the conscious mind effectively—obstacles closely tied to the psychological climate a family provides its children. The more this climate reinforces feelings of security and self-confidence, the fewer these psychological obstacles become and the greater the opportunities for creativity to emerge, and the reverse holds equally true where the family climate breeds anxiety and instability.

5. Methodology

5.1 Method

The researcher adopted the descriptive method in this study, which is regarded as a means of describing a phenomenon and depicting it quantitatively by collecting standardized information about the problem, classifying it, analyzing it, and subjecting it to rigorous examination. Accordingly, the phenomenon of creativity was studied descriptively by uncovering the contribution of parental treatment and family psychological factors to it. The researcher also drew on the historical method to trace the historical dimensions of creativity through the historical development of this phenomenon.

5.2 Sample

The researcher relied on a purposive sample suited to the nature of the study, selecting specific characteristics for the sample represented in a group of creative pupils and their families. Sample selection proceeded through three systematic stages: a nomination stage, in which the researcher enlisted teachers and guidance counsellors to nominate pupils displaying creative traits, yielding 180 nominated pupils; a selection stage, in which the Torrance Test of Creative Thinking (Figural Form B) was administered to measure creativity scores, after which pupils with low scores were excluded, leaving a final selected sample of 51 pupils out of the original 180; and a differentiation stage, in which a questionnaire was distributed to the parents of these pupils in order to identify the most significant family factors contributing to their creativity.

It should be noted that the researcher determined the sample members according to specific characteristics based on prior knowledge of the study population, rather than relying on simple random sampling, and endeavored to select individuals who satisfied the study's criteria to the greatest possible extent. In the nomination stage, the researcher enlisted teachers and guidance counsellors given that they are the individuals with the most direct contact with pupils in the classroom setting and the greatest familiarity with their behaviors, whether personal or cognitive.

5.3 Instruments

The researcher employed two principal instruments for data collection in this study. The first is the Torrance Test of Creative Thinking (Figural Form B)13, which measures four dimensions of creativity: fluency, flexibility, originality, and elaboration. Its self-validity coefficients have been reported to range between 0.88 and 0.96, and its reliability coefficients between 0.77 and 0.97, confirming that it possesses acceptable psychometric properties for use in studies of pupils' creativity.

The second instrument is a questionnaire addressed to the parents of the creative pupils; for the purposes of this article, the researcher confined the analysis to two axes of this questionnaire: the parental treatment axis, comprising 8 items, and the family psychological factors axis, comprising 7 items. The items in both axes were formulated according to a three-point scale (agree, neutral, disagree).

5.4 Psychometric Properties of the Instrument

After formulating the questionnaire items, they were submitted to a panel of expert reviewers specializing in psychology and educational sciences. Following the incorporation of their feedback, the researcher computed Pearson correlation coefficients between each item's score and the total score of the axis to which it belonged, using SPSS (version 26). The correlation coefficients for the parental treatment axis ranged between 0.474 and 0.678, all statistically significant at the 0.01 level, while those for the family psychological factors axis ranged between 0.440 and 0.672, all statistically significant at the 0.01 and 0.05 levels, confirming the internal-consistency validity of both axes.

Table 1. Internal-consistency and reliability coefficients for the parental treatment and family psychological factors axes

Axis	Number of Items	Overall Correlation Coefficient	Cronbach's Alpha Reliability
Parental Treatment	8	0.542	0.767
Family Psychological Factors	7	0.700	0.643

With respect to the reliability of the instrument, the researcher applied Cronbach's alpha coefficient to a pilot sample of 30 individuals. As shown in Table 1 above, reliability for the parental treatment axis was 0.767 and for the family psychological factors axis 0.643—both acceptable reliability coefficients according to Konting, Norfaryanti, and Man14 (2009), who set 0.61 as the minimum acceptable threshold for reliability. This permitted the researcher to administer the instrument to the full study sample.

6. Results and Discussion

6.1 First Hypothesis: Parental Treatment Contributes to the Development of Creativity in Children

Table 2. Descriptive statistics for sample responses on the parental treatment axis

Rank	Item	Mean	SD	Relative Importance Index	Level
1	Dialogue with the child includes ideas related to the secrets of the universe	2.88	0.382	0.95	High
2	Spontaneous discussions frequently occur among family members on various topics	2.86	0.491	0.94	High
3	You answer all of your child's questions	2.86	0.448	0.94	High

Rank	Item	Mean	SD	Relative Importance Index	Level
4	Dialogue includes ideas related to physiological growth	2.59	0.698	0.85	High
5	You work on developing your child's sense of responsibility	2.94	0.238	0.82	High
6	You avoid mocking your child's ideas	2.51	0.809	0.82	High
7	You are not annoyed by your child's frequent questions	2.49	0.758	0.82	High
8	Scientific discussions do not occur among family members	1.39	0.695	0.45	Moderate

As shown in Table 2, all items of the parental treatment axis obtained a high level of relative importance, with the exception of the final item concerning the absence of scientific discussions within the family, which obtained a moderate level of importance. The item ranking first stated that dialogue between parents and child includes ideas related to the secrets of the universe, with a relative importance index of 0.95, a mean of 2.88, and a standard deviation of 0.382, followed by the item concerning spontaneous discussions among family members on various topics, with an importance index of 0.94, then the item concerning answering all of the child's questions, with a similarly high importance index.

The researcher interprets these findings as indicating that family dialogue oriented toward cultivating children's abilities and knowledge—covering topics such as the secrets of the universe and physiological growth, spontaneous discussions on a range of subjects, and responsiveness to children's questions—all contribute to the emergence and growth of creativity in children, in addition to parents granting their children trust in assuming responsibilities and refraining from mocking the ideas they put forward, both of which constitute positive factors in the emergence of creativity.

This finding is consistent with Mellou3 (2006), who confirmed that a child's interaction with a daily environment rich in creativity-stimulating factors is among the strongest contributors to the emergence and growth of creativity, and with Saadoun2 (2013), who confirmed the impact of the family environment on developing creative thinking through encouraging children to speak and express themselves, avoiding excessive overprotection, refraining from mocking children's ideas and play, and encouraging varied activities.

These findings are likewise consistent with Xu and Pang6 (2020), who confirmed that authoritarian upbringing constitutes a negative indicator with respect to children's creativity, thereby corroborating the hypothesis that parental treatment contributes to the development of creativity in children, particularly when this treatment is founded on open dialogue, acceptance of children's ideas, and the granting of trust and responsibility.

6.2 Second Hypothesis: Family Psychological Factors Contribute to the Development of Creativity in Children

Table 3. Descriptive statistics for sample responses on the family psychological factors axis

Rank	Item	Mean	SD	Relative Importance Index	Level
1	You train your child to solve problems independently	2.73	0.603	0.90	High

Rank	Item	Mean	SD	Relative Importance Index	Level
2	You provide various resources that appeal to your child and stimulate their thinking	2.47	0.731	0.81	High
3	Our child fears failure when undertaking a given task	2.24	0.907	0.73	High
4	Our child behaves with complete freedom in various situations	1.84	0.925	0.60	Moderate
5	Our child hesitates when carrying out any task	1.67	0.887	0.55	Moderate
6	Our child finds it difficult to express their ideas	1.67	0.841	0.55	Moderate
7	Our child's voice trembles when speaking in front of a group	1.65	0.844	0.54	Moderate

As shown in Table 3, the item concerning training children to solve problems independently ranked first with a high importance index of 0.90, followed by the item concerning providing varied resources that stimulate children's thinking, with an importance index of 0.81, then the item concerning children's fear of failure when undertaking a given task, with an importance index of 0.73, while the remaining items—concerning hesitation, difficulty of expression, and vocal tremor in front of an audience—obtained a moderate level of importance.

The researcher notes, through the ranking of these items, that creative children tend to fear failure when undertaking a given task, a finding consistent with the creative mindset's underlying orientation toward success and the avoidance of failure. Families evidently seek to train these children to solve problems on their own, which constitutes an indicator of the family's contribution to developing children's creativity from a psychological standpoint, in addition to providing varied resources that appeal to children and stimulate their thinking.

This is consistent with the findings of Pugsley and Selcukaca⁷ (2020), who confirmed that parenting which provides opportunities for imagination, play, self-expression, and divergent thinking enhances creative thinking and problem-solving, and with Duncan, Greenberg, and Coatsworth⁴ (2009), who confirmed that a parent–child relationship founded on listening, full engagement, and emotional awareness influences creativity and stimulates its emergence.

Miller, Dumford, and Neumeister⁵ (2012), in a study of 323 university students, found a positive relationship between students' creativity and a permissive parenting style, and a negative relationship between creativity and an authoritarian parenting style, in addition to finding that parents can support their children's creative traits by granting them autonomy and freedom, thereby corroborating the hypothesis that family psychological factors contribute to the development of creativity in children.

7. General Discussion

The findings relating to the two axes of parental treatment and family psychological factors indicate that these two dimensions operate in a complementary manner in shaping a family environment conducive to the development of children's creativity. Open family dialogue and acceptance of children's ideas, on the one hand, together with a psychological climate that instills self-confidence and trains children to face difficulties without excessive fear of failure, on the other, together constitute fertile ground for the growth of creative capacities.

It is further noted that the level of importance was high across most items in both axes, indicating that the families participating in this study are aware of their role in developing their children's creativity, whether through their style of treatment or through the psychological climate they provide. However,

certain items obtained only a moderate level of importance—namely, the absence of scientific discussions within some families, on the one hand, and certain psychological indicators such as hesitation, difficulty of expression, and vocal tremor in front of an audience, on the other—suggesting a need for greater family attention to these two dimensions in order to foster creativity in children more comprehensively.

The researcher relates these findings to the obstacles discussed earlier in the theoretical framework: while parental treatment founded on dialogue and the acceptance of ideas fosters creativity, treatment founded on authoritarianism and punishment for frequent questioning impedes it; and while a psychological climate that instills trust and security supports the emergence of creativity, weak self-confidence and excessive fear of failure constitute obstacles to that emergence. This confirms that the family simultaneously holds the potential to serve either as a lever for creativity or as an obstacle to it, depending on the prevailing child-rearing style and psychological climate.

Moreover, the relative convergence between the importance indices of the parental treatment and family psychological factors axes reflects the interrelation of these two dimensions in family life: the child-rearing style adopted by parents is directly reflected in the psychological climate prevailing within the family, and vice versa, such that the effect of one can scarcely be fully disentangled from the other in explaining children's level of creativity. This warrants future research examining these two variables within a broader integrative framework.

8. Conclusion and Recommendations

In conclusion, creativity remains a subject warranting sustained theoretical and applied research attention. This article, drawn from the researcher's field study, has sought to shed light on two fundamental dimensions of familial influence on the development of children's creativity: parental treatment and family psychological factors. The study found that both dimensions make a genuine contribution to the development of creativity in children: parental treatment founded on dialogue, the cultivation of cognitive abilities, and the granting of trust to children, together with family psychological factors represented in training children to solve problems independently and providing them with suitable stimuli, together constitute fundamental factors in the emergence of a creative personality in children.

The findings of this study may be applied within the framework of social and educational policy, as well as in training and awareness programs directed at parents to help them adopt treatment styles and family psychological practices that foster creativity in their children, ultimately serving the broader development of society through investment in this group of creative children.

Recommendations

- Raise families' awareness of the importance of open dialogue with children and acceptance of their ideas, however unconventional they may seem.
- Avoid authoritarian upbringing styles and punishing children for frequent questioning or unconventional ideas.
- Train children to solve their own problems rather than resorting to excessive protection and intervention.
- Provide a family climate that fosters psychological security and self-confidence in creative children.
- Organize awareness and training programs for parents on treatment styles that support creativity.
- Conduct future studies examining the integrative relationship between parental treatment, family psychological factors, and other variables such as the family's economic and cultural level.

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