

Impacts of parenting styles on children's creative tendencies in Kenya: The moderating role of family values

Wanjala Bakari^{1,2}, Wang Qin^{1,2,3}

1 Key Research Base of Humanities and Social Sciences of the Ministry of Education, Academy of Psychology and Behavior, Tianjin Normal University, Tianjin 300387, China

2 Faculty of Psychology, Tianjin Normal University, Tianjin 300387, China

3 Tianjin Key Laboratory of Student Mental Health and Intelligence Assessment, Tianjin 300387, China

Corresponding Author: wangqin@tjnu.edu.cn , Contact: 13820961515

ABSTRACT

The primary objective of this study was to investigate the various impacts of different parenting styles on the creativity levels exhibited by children in Kenya. Specifically, the research aimed to examine and analyze the moderating role of family values in this relationship. A sample of 449 participants aged 10 to 15 was selected. The study employed The Parenting Styles Questionnaire, the Williams Creative Aptitude Test (CAT), and the Family Values Scale to assess parenting approaches and children's creative capabilities. Analysis of the collected data yielded significant findings, revealing a substantial correlation between the different parenting styles and the creative inclinations of the children involved in the study. Furthermore, the effects of these parenting styles were found to vary in intensity based on the established levels of family values present in each household. Specifically, the study identified that factors such as parental rejection, emotional warmth, and overprotection pronounced influenced children's creative tendencies, particularly in contexts where family values were categorized as moderate to high. These findings underscore the importance of considering the interplay between cultural and familial values when examining how parenting affects children's developmental outcomes, particularly in fostering creativity. The results indicate that parental engagement with children, shaped by values and cultural context, plays a crucial role in facilitating or impeding youth creative expression. In conclusion, this study emphasizes the critical importance of aligning parenting practices with the overarching cultural values of a community. Such alignment has the potential to enhance and nurture children's creative tendencies, especially within the unique cultural framework of the Kenyan context.

Key Words: Parenting styles, Creative tendencies, Family Values, Cultural Values

INTRODUCTION

The study of child development has evolved significantly since the 1950s, gaining prominence in elucidating how parenting styles shape children's emotional environments and developmental trajectories. Central to this field are the seminal contributions of Diana Baumrind (1927-2018), who introduced the concept of "parenting style," which refers to dynamic interactions between parents and children that influence family values. These interactions ultimately affect children's behavior and decision-making processes within family settings (Darling, 1999).

In the Kenyan context, the exploration of parenting styles is particularly critical due to Kenya's rich and complex cultural values, which are predominantly characterized by collectivism. Kenya scores low on the individualism index—25 according to Hofstede's framework—underscoring the importance of social cohesion and communal responsibilities over the independence and self-reliance often emphasized in individualistic cultures.

Cultural background significantly influences parenting styles, particularly between individualistic and collectivist societies (Super & Harkness, 2002). This influence shapes parenting practices, including parent-child interactions and embedded values (Rudy & Grusec, 2006). In individualistic cultures such as the United States, the emphasis is on fostering independence and self-expression (Chao, 1994). Conversely, collectivist cultures such as Japan and China prioritize group needs and social cohesion (Takahashi, 1990). Japanese mothers emphasize emotional maturity, while Chinese parents utilize storytelling to impart social norms and maintain harmony (Chao & Tseng, 2002; Huang & Lamb, 2014)). These distinct approaches have substantial implications: individualistic cultures promote self-reliance, whereas collectivistic cultures cultivate strong relationships (Chen et al., 1998; Triandis, 1989). Consequently, cultural differences play a crucial role in parenting, underscoring the necessity for cross-cultural understanding in parenting and development (Greenfield, 2009).

Parenting styles are conceptualized through research that examines various factors influencing parent-child interactions (Darling & Steinberg, 1993). Among the critical dimensions that shape these interactions are parental warmth, overprotection, and rejection. These dimensions represent distinct approaches to parenting that significantly impact children's development and well-being. The interplay of these dimensions contributes to the classification of four primary parenting styles: authoritative, permissive, authoritarian, and neglectful. These styles emerge as parents navigate the balance between responsiveness and control in their approaches to child-rearing and significantly influence children's future well-being.

A central focus of this study is the concept of "creative tendencies," which has been extensively explored in both Western and Eastern contexts but remains under investigated in Africa. In 2012, Runco and Jaeger put forth a conventional definition of creative tendencies, describing creative activities as processes that involve the

understanding, interpretation, expression, or application of new concepts. Their definition highlights two crucial elements: originality, often articulated in terms of novelty, uniqueness, or effectiveness, and the significance of the processing method, which plays a vital role in shaping creative output. This framework serves as a foundation for assessing the innovativeness of artistic expressions. It represents a multifaceted phenomenon arising from the interplay of individual capabilities and cognitive processes, ultimately resulting in novel and valuable products that are influenced by specific social and cultural contexts (Plucker et al., 2004).

Research has consistently demonstrated that emotional warmth manifested in supportive and nurturing relationships is crucial for fostering children's creative potential (Jankowska & Karwowski, 2019; Zeytinoglu et al., 2019). Parents who cultivate a warm atmosphere that respects children's autonomy and encourages self-expression facilitate the development of critical self-regulation and executive functioning skills, which are essential for engaging in creative endeavors (Lam et al., 2018). Conversely, parental rejection, often manifested through neglect or a lack of emotional support, can significantly inhibit creativity, thereby negatively impacting children's overall creative development (Fang & Shen, 2021; Guo et al., 2021).

In addition to emotional dynamics, the issue of parental overprotection, which transcends cultural boundaries, proves to be particularly pertinent. Such overprotective tendencies can significantly hinder children's cognitive independence by curtailing their autonomy and sense of self-efficacy (Dash & Sriranjana, 2014; Ryan & Deci, 1985). Given that Kenyan society emphasizes communal child-rearing practices, it is essential to explore how these dynamics interact with differing parenting styles, particularly since mothers and fathers often occupy distinct roles that shape children's values and motivations.

Family values are core beliefs that shape family dynamics and decision-making (Spagnola & Fiese, 2007). These values influence relationships and community interactions. As socioeconomic conditions evolve, the role of family values in the socialization of children becomes increasingly important, with cultural differences influencing family interactions. Research shows that maternal values significantly influence children's values (Calderón-Tena et al., 2011), as mothers are critical in creating a nurturing family environment (Harwood & Knight, 2015). Family structures, including nuclear and extended families, often reflect traditional dynamics. Current debates emphasize the nuclear family, blending traditional values with contemporary concerns for family welfare. These values shape self-perceptions, relationships, and social responsibilities and promote cultural continuity.

The literature underscores the significance of the interplay between parenting styles and family values, with evidence indicating that family values can critically moderate the impact of different parenting styles on children's creative tendencies (Magaro & Weisz, 2006; Rothenberg et al., 2022). For instance, authoritative parenting, characterized by warmth, responsiveness, and a supportive atmosphere, is strongly correlated with enhanced creative capacities in children. This is particularly evident

when the family environment prioritizes openness to new experiences and independent thinking (Ang et al., 2007). Conversely, authoritarian parenting, typified by high levels of control and strict disciplinary measures, can impede creative expression, especially in families that prioritize conformity and respect for authority (Duncan et al., 2009).

In Kenya, where cultural values are continually evolving, the predominant themes of collectivism and traditional family structures must be considered. The dynamics of parenting are influenced not only by individual parental approaches but also by broader societal expectations and values that inform child-rearing practices. These values often encompass traditional beliefs about gender roles, responsibilities, and expectations concerning children's behavior and aspirations (Oburu, 2004; Wachege & Rugendo, 2018).

This complexity necessitates those interventions designed to enhance children's creative tendencies and be sensitive to cultural nuances. Understanding how different parenting styles interact with family values to shape children's creative tendencies is crucial. For instance, the positive influence of authoritative parenting practices may be amplified in environments where family values encourage exploration and innovation, whereas authoritarian practices may lead to diminished creativity in families that emphasize obedience and conformity.

This study seeks to understand how diverse parenting styles influence children's creative tendencies, particularly within the Kenyan context. The historical context of Kenya—characterized by colonial legacies, globalization, and technological change—has contributed to a shifting landscape of family dynamics (Ma & Schoeneman, 1997). These changes introduce an element of hybridization, where traditional practices interact with modern influences, complicating the relationship between parenting styles and children's developmental outcomes.

The investigation into the impact of these styles and the role of family values aims to provide a more nuanced perspective in this critical area. The cultural context of family values exerts an influence on both parenting approaches and creative outcomes. For example, Kim (2009) emphasized the role of cultural heritage in shaping family dynamics, including parenting practices and children's creative abilities. Furthermore, Fatehi et al. (2020) and Voronov and Singer (2002) observed that values such as obedience and deference are highly esteemed in collectivist societies, resulting in disparate impacts on children's creative tendencies compared to individualistic cultures that prioritize autonomy and self-expression. Hao (2022) underscored the significance of both verbal and non-verbal communication of family values, indicating that daily interactions within the family can subtly influence how parenting styles affect children's creative potential.

Existing literature in child development highlights a notable gap: while extensive research has been conducted on parenting styles and children's creative potential in Western and certain Eastern contexts, there has been limited inquiry into these

dynamics within African settings, particularly in Kenya. This study aims to address this gap by systematically examining how various parenting styles influence children's creative tendencies in Kenya, while also exploring the moderating role of family values in this relationship.

To achieve this objective, the study is guided by these hypotheses:

1. Parenting styles exert a significant influence on the creative tendencies of children in Kenya.
2. Within the Kenyan cultural context, family values serve as a crucial moderating factor in the relationship between parenting styles and children's creative tendencies.

Research Model

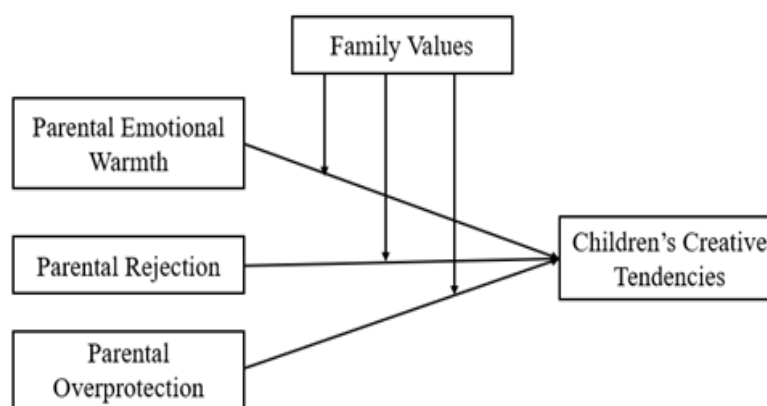


Figure 1. Research Hypothesis Model

METHODS

This study employed a cross-sectional design, where participants completed a set of three questionnaires in a classroom setting. The procedures were thoroughly explained to the participants, who were assured that they could discontinue their involvement at any time if they felt uncomfortable. Formal approval for the study was obtained from the university's ethics committee, and consent was granted by the head teachers at the schools for student participation.

Participants

The study initially collected questionnaires from 550 participants; however, due to incomplete data in some submissions, 101 responses were excluded from the analysis. Consequently, the final sample consisted of 449 students aged 10 to 15 years, with a mean age of 14 years. Among these participants were 309 males (68.81%) and 140 females (31.18%) recruited from five different secondary schools in Kenya, consisting of both rural and urban schools. This sampling strategy was implemented to obtain a socioeconomically diverse group that accurately represents the Kenyan population. For further details, please refer to Table 1 below.

Table 1: Gender Distribution of Study Samples

	Categories	Number
Gender	Male	309
	Female	140

The age distribution of the participants was as follows: 4 subjects were 11 years old, 33 subjects were 12 years old, 78 subjects were 13 years old, 142 subjects were 14 years old, and 192 subjects were 15 years old. The average age of the participants was 14 years.

Table 2: Age Distribution of Study Samples

	Categories	Number
Age	11	4
	12	33
	13	78
	14	142
	15	192

The study required participants to provide detailed information regarding the number of siblings they have. The distribution of responses is outlined in Table 3 below, indicating that a substantial proportion of participants reported having more than three siblings.

Table 3: Number of Siblings Distribution of Study Samples

	Categories	Number
Number of siblings	1	12
	2	68
	3	107
	4	95
	5	53
	6	47
	7	27
	8	16
	9	13
	10	10
	14	1

Procedure

Participants were given a set of three questionnaires to complete in a classroom setting. The facilitator outlined the guidelines, emphasized the importance of completing the questionnaires within the designated time, and reassured the

participants that their participation was entirely voluntary. Additionally, they were informed that they could choose to discontinue at any point if they wished to do so.

Data Collection Tools

This study employed the Parenting Styles Questionnaire, the Williams Creative Aptitude Test (CAT), and the Family Values Scale to systematically evaluate the study's core variables: parenting styles, creative tendencies, and family values. These instruments provided a comprehensive framework for analyzing the interrelationships among these key constructs within the context of this study.

The Parenting Style Questionnaire

The Egna Minnen Beträffande Uppfostran (EMBU), developed by Perris, Jacobsson, Lindström, von Knorring, and Perris in 1980, originally served as a tool for evaluating adults' perceptions of parenting styles. It encompasses three primary dimensions: rejection, emotional warmth, and overprotection. To address the need to assess individuals' perceptions of actual parenting styles rather than relying solely on retrospective accounts, the adolescent version of the measure, known as EMBU-A, was subsequently created by Castro et al. in 1990 and further explored by Gerlsma et al. in 1991. This adaptation allows for a nuanced understanding of the parenting dimensions as experienced by adolescents.

The Egna Minnen Beträffande Uppfostran (s-EMBU-A) was used in this study and comprises 21 items. The s-EMBU-C utilizes a four-point Likert scale (1=never, 4=occasionally) to independently assess an individual's perceptions and attitudes towards their parents. The assessment tools encompassed three dimensions: rejection, overprotection, and emotional warmth. The dimensions of emotional warmth had seven items (2, 6, 9, 11, 13, 17, 21), overprotection had eight items (3, 5, 8, 10, 15, 16, 18, 20), and rejection had six items (1, 4, 7, 12, 14, 19). Item 15 was the only item that was reverse-scored. The Cronbach alpha coefficient of the scale in this study was 0.74.

Family Values Questionnaire

The Family Values scale (FVS) used in this study was originally developed by Georgas (1989) and later adapted by Georgas. The scale uses two dimensions to assess family roles and kinship ties. The total score is the sum of the scores for each item, with higher scores indicating stronger family values. Participants expressed their agreement or disagreement with a series of statements. One dimension of the scale measures an individual's perception of the gender roles of mothers and fathers in the family, the family obligations of fathers, and the spousal obligations of mothers. Respondents used a 7-point Likert scale to express their opinions and beliefs about important people in their lives, ranging from "1 - strongly disagree" to "7- strongly agree". If a child grows up without prioritizing family unity or lacking equal and independent parental involvement, they may encounter varying degrees of resistance. Not everyone holds very strong views, and some may be only slightly inclined or opposed to the above views (Watson, 2012). The Cronbach alpha coefficient of the

scale in this study was 0.81.

Williams Creative Aptitude Test

The William Creative Aptitude Test (CAP), developed by Williams in 1983, serves as a psychometric tool designed to assess individuals' creative tendencies. This instrument comprises a total of 50 items structured across four distinct subscales: curiosity (13 items), imagination (13 items), challenge (12 items), and risk-taking (12 items) (Williams, 1994). Participants are instructed to respond using a 3-point Likert scale, ranging from 1 (totally disagree) to 3 (totally agree), thereby facilitating a nuanced evaluation of their creative inclinations. The Williams Creative Aptitude Test (CAT) was employed in this study. The construct of curiosity was operationalized through the exploration and manipulation of ideas, challenge by identifying new alternatives and solutions to problems, and the degree of risk-taking was assessed by the willingness to take risks on specific projects, and imagination was gauged by the ability to solve problems using these items. The Cronbach alpha coefficient of the scale in this study was 0.76.

DATA ANALYSIS

The data was analyzed using IBM SPSS version 27.0. The analysis included assessing factors such as creative tendencies, family values, dimensions of parenting styles, age, and the number of siblings through correlational and regression analysis. Additionally, the Hayes Macro process was used to conduct moderation analysis further to explore the associations between these factors and test hypotheses.

RESULTS

This study employed correlation analysis as the primary methodological approach to examine the statistical relationships between varying parenting styles and the scores reflecting children's creative tendencies. Additionally, a moderation analysis was conducted to explore the secondary objective, specifically assessing whether family values influenced the strength and direction of the relationship between independent and dependent variables.

Descriptive Analyses

The results indicate a significant negative correlation between creativity and age, parental emotional warmth, number of children, and family values. There is also a significant positive correlation between creativity and parental overprotection and rejection. In addition, age is positively correlated with the number of children, family values, and parental emotional warmth.

Table 4: Mean, Standard Deviations, and correlations among the main variables

Correlations		N	M	SD	1	2	3	4	5	6	7
1.	Age	449	14.1	0.97	--						
2.	Number of Siblings	449	4.33	2.09	.130**	--					
3.	Emotional warmth	449	20.6	3.61	0.067	0.024	--				
4.	Overprotection	449	20.3	4.05	-0.069	-.097*	.329**	--			
5.	Rejection	449	12.2	4.13	-.096*	-.157**	-0.021	.550**	--		
6.	Creativity	449	92.4	11.59	-.179**	-.192**	-.185**	.113*	.289**	--	
7.	Family Values	449	72	15.28	.098*	.139**	.276**	-0.046	-.250**	-.315**	--

Note: * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$. (Two-tailed test)

This analysis of 449 adolescents ($M_{age} = 14.1$ years, $SD = 0.97$) revealed several significant bivariate correlations among family structure, parenting dimensions, creativity, and family values. Key findings indicate that a higher number of siblings was inversely associated with creativity ($r = -.179$, $p < 0.001$). Additionally, parenting styles exhibited interrelated patterns: increased emotional warmth correlated moderately with greater overprotection ($r = 0.329$, $p < 0.01$), while showing no significant relationship with rejection. Overprotection was strongly positively correlated with rejection ($r = 0.550$, $p < 0.001$) and displayed a small negative association with creativity ($r = -0.113$, $p < 0.05$). Interestingly, greater parental rejection was significantly positively related to creativity ($r = 0.289$, $p < 0.01$). Furthermore, family values were inversely related to creativity ($r = -0.315$, $p < 0.001$) but positively correlated with emotional warmth ($r = 0.276$, $p < 0.01$) and negatively correlated with rejection ($r = -0.250$, $p < 0.01$). These results underscore the complex relationships between factors of the family environment and adolescent creative outcomes.

Regression Analysis

This study investigates the impact of parental emotional warmth, overprotection, and rejection on children's creative tendencies. The results are outlined in Table 5.

Table 5: Linear regression table on the effect of Emotional warmth, Parental rejection, and Overprotection on children's Tendencies

Assumption Results	Regression	β	t	P value
Hypothesis 1	Emotional Warmth on Child's Creative Tendencies	-0.118	-3.835	0.001
Hypothesis 2	Overprotection on Child's Creative Tendencies	0.026	0.442	0.659
Hypothesis 3	Parental Rejection on Child's Creative Tendencies	0.271	4.896	0.001

The study revealed that the independent variable demonstrated a significant predictive effect on children's creative tendencies, with $F(3, 449) = 19.36$, $p < 0.001$, indicating

that two of the three factors examined, namely emotional warmth and parental rejection, substantially influence children's creative tendencies. Furthermore, the R^2 value attained 0.116, suggesting that the model explained 11.6% of the variance in children's creative tendencies.

Furthermore, the coefficients were assessed to determine the influence of each factor on the standard variable "children's creative tendencies." Emotional warmth had a significant positive effect on children's creative tendencies ($\beta = -0.601$, $t = -3.84$, $p < 0.01$), parental overprotection did not have a significant positive effect on children's creative tendencies ($\beta = 0.074$, $t = 0.442$, $p < 0.659$), and parental rejection had a significant positive effect on children's creative tendencies ($\beta = 0.758$, $t = 4.80$, $p < 0.001$).

Analysis of Moderation Effects

Data analysis was conducted using the PROCESS SPSS Macro developed by Hayes (2022) in this study. The dependent variable was creative tendencies, the independent variable was parenting style, and the moderating variable was family values.

This study examined the potential impact of family values on the correlation between overprotection, emotional warmth, parental rejection, and children's creative tendencies. Emotional warmth is characterized by supportive and nurturing relationships, where children's autonomy is respected, free expression is encouraged, and inquiry and problem-solving are actively supported (Jankowska & Karwowski, 2019; Zeytinoglu et al., 2019). In contrast, parental rejection manifests through exclusion, neglect, and minimal emotional support. A lack of parental acceptance often results in unresponsiveness to a child's needs, low emotional engagement, unrealistic expectations, and frequent punishment (Magaro & Weisz, 2006). Additionally, parental overprotection is marked by excessive concern and heightened sensitivity to perceived risks. This over-involvement can blur the lines of appropriate parental engagement, potentially leading to unmet fundamental needs such as autonomy and self-efficacy (Dash & Sriranjana, 2014).

The dimensions studied were evaluated based on adolescents' self-reported perceptions of their upbringing. Each item was rated on a four-point Likert scale from 1 (never) to 4 (always), with higher scores on a subscale indicating a greater tendency to experience the corresponding parenting dimension.

The findings are presented in Tables 6, 7, and 8.

Table 6: Moderation analysis table with children's creative tendencies predicted by parental emotional warmth, moderated by family values

	β	t	p	95%CI	
				LOW	UP
Emotional Warmth	-1.10	-1.62	0.11	-2.43	0.23
Family values	-0.44	-2.23	<0.03	-0.82	-0.05

A moderation analysis was conducted to examine the effect of parental emotional warmth on children's creative tendencies, moderated by family values. The results are presented in Table 6. Parental emotional warmth ($\beta = -1.10$, $t = -1.62$, $p < 0.11$, 95% CI [-2.43, 0.23]) was not a significant predictor of children's creative tendencies. Family values ($\beta = -0.44$, $t = -2.23$, $p < 0.03$, 95% CI [-0.82, -0.05]) demonstrated a significant negative relationship with children's creative tendencies. The interaction term between family values and emotional warmth ($\beta = 0.01$, $t = 1.15$, $p = 0.25$, 95% CI [-0.01, 0.03]) was not significant, indicating that family values did not moderate the relationship between parental emotional warmth and children's creative tendencies.

Table 7: Moderation analysis table with children's creative tendencies predicted by parental overprotection moderated by family values

	β	t	p	95%CI	
				LOW	UP
Overprotection	-1.34	-2.41	<0.02	-2.43	-0.25
Family Values	-0.73	-4.34	<0.001	-1.06	-0.40
Family values×Overprotection	0.02	3.00	<0.001	0.01	0.04

A moderation analysis was also conducted to examine the effect of parental overprotection on children's creative tendencies, moderated by family values. The results are presented in Table 7. Parental overprotection ($\beta = -1.34$, $t = -2.41$, $p < 0.02$, 95% CI [-2.43, -0.25]) was a significant predictor of children's creative tendencies. Family values ($\beta = -0.73$, $t = -4.34$, $p < 0.001$, 95% CI [-1.06, -0.40]) also exhibited a significant negative relationship with children's creative tendencies. The interaction term between family values and overprotection ($\beta = 0.02$, $t = 3.00$, $p < 0.001$, 95% CI [0.01, 0.04]) was significant, indicating that family values moderate the relationship between parental overprotection and children's creative tendencies.

The analysis indicates that the connection between parental overprotection and children's creative tendencies is stronger in individuals with high family values scores, but weaker in those with medium or low family values scores. Figure 2 outlines the effects of the main predictor (perceived parental overprotection), showing that the effect is significant when the family values are at high levels.

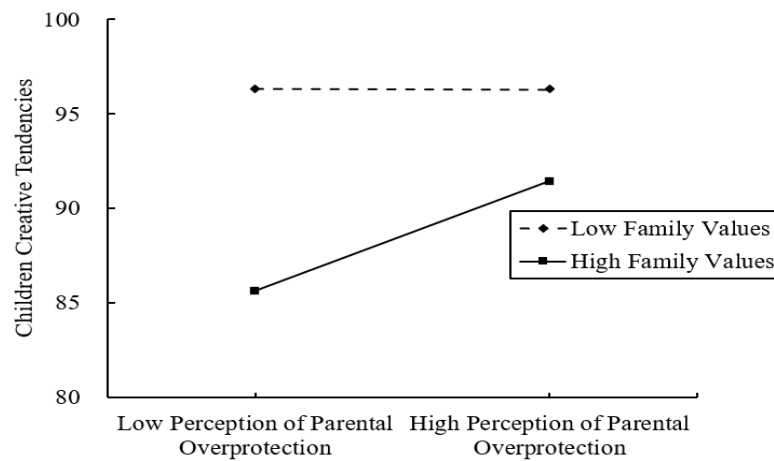


Figure 2. The interaction effect of perceived parental overprotection on family values and Creative tendencies

Table 8: Moderation analysis table with children's creative tendencies predicted by parental rejection, moderated by family values

	β	t	p	95%CI	
				LOW	UP
Rejection	-0.99	-1.68	0.09	-2.14	0.17
Family Values	-0.51	-4.36	<0.001	-0.74	-0.28
Rejection×Family Values	0.02	2.81	<0.01	0.01	0.04

In addition, a moderation analysis was conducted to examine the effect of parental rejection on children's creative tendencies, moderated by family values. The results are presented in Table 8. Parental rejection ($\beta = -0.99$, $t = -1.68$, $p = 0.09$, 95% CI [-2.14, 0.17]) was not a significant predictor of children's creative tendencies. Family values ($\beta = -0.51$, $t = -4.36$, $p < 0.001$, 95% CI [-0.74, -0.28]) demonstrated a significant negative relationship with children's creative tendencies. The interaction term between family values and rejection ($\beta = 0.02$, $t = 2.81$, $p < 0.01$, 95% CI [0.01, 0.04]) was significant, indicating that family values moderate the relationship between parental rejection and children's creative tendencies.

The analysis revealed that the association between parental rejection and children's creative tendencies was stronger among individuals with high family values scores and weaker among those with medium or low scores. Figure 3 illustrates the main predictor (perceived parental rejection) varying impact at different levels of family values, indicating significant effects at higher levels.

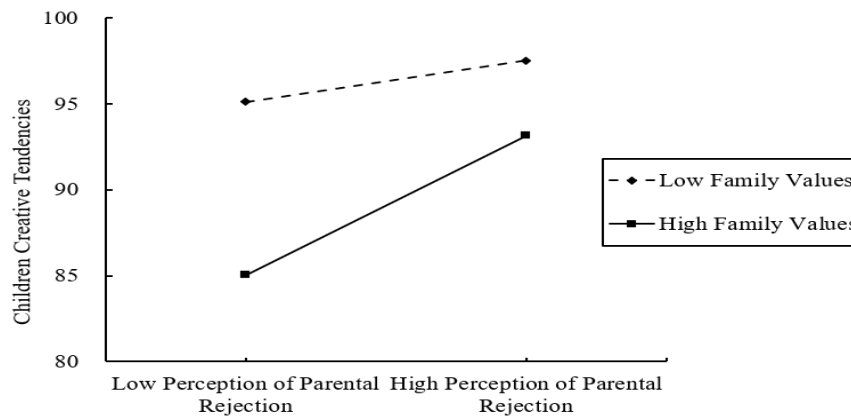


Figure 3. The interaction effect of perceived parental rejection on Family values and Creative tendencies

DISCUSSION

This study investigated the impact of parental emotional warmth, overprotection, and rejection on children's creative tendencies. The results demonstrated that independent variables, emotional warmth, and rejection exhibited a significant predictive effect on children's creative tendencies. This indicates that the two factors examined substantially influence children's creative tendencies, which is consistent with the first hypothesis.

The coefficients were analyzed to determine how each factor influences the standard variable of "children's creative tendencies." Perceived emotional warmth was found to have a significant positive effect on children's creative tendencies. This may be attributed to the fact that children who experience emotional support and affection develop psychological security, enabling them to explore and express their creativity freely. They are more inclined to engage in risk-taking behavior in their cognitive processes and actions, knowing they have a secure environment to return to. This conclusion aligns with the research conducted by Darling and Steinberg (1993), which demonstrated that children with authoritative parents tend to exhibit stronger creative abilities. The emotional warmth characteristic of this parenting style is hypothesized to create a positive emotional climate in which children can flourish creatively.

In contrast, parental overprotection did not significantly influence children's creative tendencies. This lack of positive impact may stem from overprotective parents often restricting a child's autonomy and limiting their exposure to novel and potentially challenging experiences that can stimulate creative thinking. Ryan and Deci's (1985) self-determination theory suggests that individuals are more likely to be creative when they have autonomy in their actions and decision-making. In the context of parenting, overprotective behaviors that limit a child's independence are less likely to foster creativity, this conclusion supports our findings.

Interestingly, parental rejection was found to have a significant positive effect on children's creative tendencies. This could be because children who experience

rejection may be compelled to develop creative ways to cope with emotional pain and seek alternative sources of validation and self-expression. These findings are consistent with previous studies that have examined the impact of parenting behaviors on children's creative abilities. (Harrington et al., 2018). Additionally, a study by Masten and Coatsworth (1998) found that children facing adverse family conditions often use creative outlets, such as art or writing, to manage emotional distress and build self-worth.

This study also validates the assumption that in Kenyan culture, which places a high value on independence, self-expression, and autonomy, parenting styles exert a significant influence on children's creative tendencies. This aspect has been relatively underexplored in the field of psychology. Previous studies have emphasized the significant impact of parenting styles on shaping children's overall development (Pinquart & Gerke, 2019; Yang et al., 2019). Several research efforts have delved into the complex connections between parenting styles, family values, and children's creative growth. Consequently, this study investigated the moderating effect of family values on the correlation between parenting styles and children's creative tendencies.

Family values play a significant role in influencing the relationship between parenting styles and children's creative tendencies. The interaction between parenting style and family values is significant, emphasizing the positive and regulatory influence of family values on children's creative potential, this finding supports our second hypothesis. This is consistent with the idea that cultural and family values can shape the environment in which children develop their creative abilities (Bronfenbrenner, 1979). Family values can provide a framework within which parenting styles are enacted and can either support or hinder the development of creativity depending on how they align with parenting behaviors.

The findings indicate that the interaction between parental emotional warmth and family values did not have a significant impact on children's creative tendencies. This suggests that while parental emotional warmth is crucial for fostering creativity, this influence is largely independent of the family's overall value system. The direct positive effect of emotional warmth on creativity appears to be more pronounced than its reliance on family values.

Several studies support the notion that parental emotional warmth positively influences the development of children's creative tendencies. For instance, Scarr (1992) found a substantial positive correlation between emotional warmth and children's creative capabilities, indicating that this relationship is stable and largely unaffected by variations in family values. Similarly, Super and Harkness (1997) observed that, despite differing cultural family values, the beneficial impact of parental emotional warmth on creative tendencies remained consistent, highlighting the enduring significance of warmth in nurturing children's creative tendencies.

Further reinforcing this concept, Robert and Caldwell (1995) explored family environments and discovered that positive factors such as emotional warmth are

strongly associated with children's cognitive and creative development across diverse family structures. Their research demonstrated that the positive correlation between parental warmth and child development persists irrespective of variations in family values.

Additionally, Moos and Moos (1994) emphasized that the emotional atmosphere within families directly contributes to the development of children's creative tendencies. Their findings align with the notion that family values do not significantly moderate the relationship between parental emotional warmth and creativity, reinforcing the concept that the effects of emotional warmth on creative tendencies are relatively independent.

The analysis suggests that the relationship between parental overprotection and children's creative tendencies is more pronounced in individuals with high family values scores, but less pronounced in those with medium or low family values scores. While there may be no direct previous studies that have reported similar findings, prior research in this domain has demonstrated that when children perceive parenting behaviors as originating from a place of affection and care within a positive family value system, they are more likely to respond favorably in terms of their psychological development, which could extend to aspects such as the development of creative tendencies (Frosch et al., 2021). In families with high values, overprotection might be more likely to be perceived as a form of care and thus have a different impact on a child's creative tendencies compared to families with lower family values where overprotection might be more resented and have a more negative impact on creative development. This further emphasizes the role of family values in modulating the relationship between parenting styles and children's creative tendencies. From a cultural perspective, for instance, in collectivist cultures where family values such as harmony, respect for elders, and group cohesion are highly emphasized, parenting behaviors that might appear overprotective from a Western individualistic perspective are sometimes viewed as normal and caring (Akkuş et al., 2017). These cultural studies could support the notion that family values moderate the perception and impact of parental overprotection, potentially leading to different implications for creative tendencies.

Ecosystem theory provides a framework for understanding how individuals are influenced by multiple layers of their environment. Research on Kenyan family values highlights the importance of community, cooperation, and interconnectedness in parenting practices. Parenting styles that align with these values can enhance children's creative thinking abilities, as proposed by the cultural ecology perspective within the theory (Bronfenbrenner, 1975). For example, when parents emphasize collaborative problem-solving and respect for diverse viewpoints, it creates an environment that nurtures creative thinking. This is because children are exposed to different ideas and ways of approaching problems, which stimulates their creativity.

This study revealed that the association between parental rejection and children's creative tendencies was more pronounced among individuals with high family values

scores and less pronounced among those with medium or low scores. This suggests that family values can moderate the relationship between parental rejection and children's creative tendencies, as proposed in some studies on the complex interplay of family factors (Bronfenbrenner, 1975).

In this context, Bronfenbrenner's framework posits that family-level factors, such as values, influence how a child experiences and responds to parental behaviors like rejection. For instance, in families with strong values that emphasize achievement and social standing, parental rejection might be perceived as a significant threat to fulfilling family expectations, potentially motivating the child to be creative in regaining parental approval or demonstrating their capabilities (Rothenberg et al., 2022). Conversely, in families with less emphasis on such values, children may experience less pressure to respond creatively to parental rejection.

Furthermore, Bowlby's attachment theory suggests that in families with high family values, where there is an emphasis on close family bonds and emotional connection, parental rejection can disrupt the expected bond more profoundly. This may lead children to use creativity to repair or cope with that disrupted attachment (Bowlby et al., 1992).

CONCLUSION

The study provides valuable insights into how parenting approaches and family values interact to influence children's creative abilities within the Kenyan cultural landscape. It highlights the significant role that parenting methods play in fostering creative tendencies and underscores the necessity of taking into account cultural and family-specific values. The study reveals that family values act as a moderating element, indicating that when parenting practices align with these values, children's creative expression can be enhanced. These discoveries contribute to a more nuanced understanding of the elements that shape children's creative growth and carry implications for child-rearing and educational strategies in Kenya and potentially other contexts.

This study makes significant contributions by addressing gaps in the current literature and exploring cultural factors unique to Kenya. It also introduces a novel finding: family values play a crucial role as a moderator in the relationship between parenting styles and children's creative tendencies in Kenya. The implications of these findings are broad, impacting various stakeholders such as parents, educators, and policymakers. It is crucial for policymakers to understand the importance of emotional warmth in parenting and to create an environment that supports children's independence in developing their creativity. Parents should be encouraged to foster a nurturing and supportive home environment that enables children to explore their interests and express their ideas openly. Additionally, the insights from this study should guide the development of educational curricula and programs focused on boosting children's creative skills. We also recommend that aligning educational

practices with cultural differences is vital for promoting and maintaining creative growth among Kenyan children.

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