Primenjena psihologija
Vol. 16, No. 3, pp. 297-324, 2023

Research Article

Fathers' Views and Understandings on Promoting Creativity in Children Aged 24-36 Months: A Qualitative Study

Evrim Durgut Şakrucu [1], Samet Ata [2] ✉, and Şule Kışla [3]

[1] *Ankara Education and Research Hospital, Ankara, Turkey*
[2] *Faculty of Education, Agri Ibrahim Cecen University, Ağrı, Turkey*
[3] *Hacettepe University, Minik Hacettepeliler Kindergarten, Ankara, Turkey*

ABSTRACT

Early childhood is a very important period for the development of children's creativity. While mothers have been the main focus of studies investigating the role of parents in early childhood, recent studies indicate that fathers also have a major impact on their child's development. The study aims at investigating the opinions of fathers about creativity, whether they play creativity-supporting games with their children, and their views about the role of the education system in fostering children's creativity. A qualitative model was used in this study. The study results indicate that most fathers define creativity as associated with intelligence and believe that the education system does not support creativity. 71% of fathers reported being engaged in creative game plays with their children (e.g., puzzles, toy blocks, and unstructured games), but their concept of creative play is not very elaborate. A more knowledgeable and creativity-informed approach may be needed for fathers to be able to fully support their children's development.

Keywords: early childhood, creativity, fathers, qualitative model

UDK: 159.922.7:159.954-051.2
DOI: 10.19090/pp.v16i3.2436
Received: 10.10.2022.
Revised: 19.09.2023.
Accepted: 16.10.2023.

✉ Corresponding authors' email: atasamett@gmail.com

Introduction

In recent years, the importance of creativity in children's development has been emphasized. Epstein (2008) has stated that creativity enhances children's academic performances, learning processes, and lifelong learning, and highlighted the increasing importance of creativity, imagination, and deviationism in the process of education. Thus, both parents and educators are encouraged to provide optimal environments in which children can improve and enhance their creative skills.

The Concept of Creativity

Torrance (1974) defines creativity as an intuitional process which involves the following: being sensitive to deficiencies; outlining difficulties; creating assumptions to solve these difficulties; testing the assumptions; comparing the results, and retrying if necessary. According to Peterson and Seligman (2004), creativity is the ability to produce original but adaptive, viable ideas, which requires one to be open to new experiences and flexible in one's thoughts and behaviors. The present study aligns most with Vygotsky's (2004) socio-cultural constructivist perspective, which emphasizes that creativity involves generating new ideas and behaviors, a process inherently present in children's play. In children, the development of play progresses in parallel with the emergence of imagination and creativity. During the period from infancy to the first two years, children play movement-oriented games with intense energy: Crawling after moving toys, throwing toys from the highchair repeatedly, climbing to high places, running on tiptoe, turning on the ground, and similar motion-based games are predominant in the first two years of life. Once the child has become familiar with the surrounding objects, and mental and language development have reached a certain maturity, creativity begins to emerge. Thus, between the ages two and four, movement-oriented games give place to activities based on balanced physical strength, imagination, and the employment of symbolic

thinking skills. In addition, children employ creative and imaginative playing to make everyday activities enjoyable (Çetin & Ata, 2022; Schousboe, 2013).

Supporting Creativity in Early Childhood

Environmental factors such as the family, the school or other social parameters can either nurture or suppress creativity (Çetin et al., 2015; Turan et al., 2023). The development of creativity is undoubtedly possible (Guilford, 1958). However, it is important to support children's creativity from early childhood because early interventions are generally more effective when it comes to the development of mental capacities. Considering the beneficial effects of high-quality early childhood education on the cognitive, linguistic, physical, emotional, and social development of children, early childhood education plays a key role in the future of public health (Aral et al., 2010). Early childhood, when children are most susceptible to external stimuli, is the most critical period in their growth and development. Early childhood is also recognized as a crucial phase for the development of creative potential due to children's natural curiosity, uninhibited imagination, and openness to exploration. While creative development continues throughout life and can be influenced by various factors, nurturing creativity during the preschool years can provide a strong foundation for future creative expression (Yaşar & Aral, 2010).

The Role of Parents in Supporting Creativity

The family, which constitutes the first social environment of the child, is of primary importance in the development of the child's creativity. The influence of parenting practices and styles, as well parental attitudes on the child's creativity are well-established and supported by research (Dursun & Ünüvar, 2011; Miller & Gerard, 1979; Pugsley & Acar, 2018). Comparing the parenting attitudes and behaviors of highly intelligent and highly creative high school students, Getzels and Jackson (1961) found that more creative students had more supportive parents. Also, less creative children have usually been found to be raised by authoritarian parents displaying high levels of control and less warmth, whereas more creative children have usually been

raised by authoritative parents who respect the children's interests, grant them autonomy, and show confidence in their abilities (Fearon et al., 2013). Creative children more often come from families where there is a great deal of parental explanation of family decisions and rules, and where children are given a voice in establishing the rules. Tang et al.'s (2022) study with a large-scale dataset collected from over 5,000 students and their parents in China found that parental support and creative self-efficacy significantly predicted student creative self-efficacy, which strongly predicted student general and creative ideation behaviors. Kim et al. (2015) reported that a creative home environment positively influences creativity in early childhood. The creative family environment provides an enriched learning environment by valuing play, and by providing creative and flexible role models (Lew & Cho, 2013). Furthermore, children's creativity can be nurtured through creative activities involving family participation (Çetin & Özözen Danacı, 2017). Previous studies have also shown that creative parents are more likely to cultivate creative children (Kim & Park, 2020). The long-term studies of Singer and Singer (1998) showed that parents of creative children are also imaginative, creative, adventurous and encourage their children to be creative. Finally, a study exploring parents' perspectives on environments that nurture creativity (Gulliksen, 2018) found Norwegian parents to emphasize time and opportunity for free play as important for developing creativity and to hold the belief that creativity should be a self-initiated activity.

It should be noted that most of the available studies on the role of the family in children's development have focused on mothers; it is only recently that researchers have come to explore and understand the role of fathers in children's development (Tezel Şahin, 2007). Consequently, there is still not as much evidence on how they influence children's development as there is on mothers (Cabrera, 2020). Nevertheless, the relevant literature reveals how the role of the father as the person who earns money and makes a living has transformed into fathers who take active roles in the lives of their children by participating in their care, education, and growth (Mercan & Şahin, 2017). A number of studies on paternal involvement with different types of

families have revealed the contributions of fathers to different areas of their children's development (Rollè et al., 2019). More specifically, it has been stated that the active role of fathers in the development of their children has important effects on the cognitive, linguistic, and social-emotional development of the children at the age of 2-3 years (Cabrera et al., 2007; Mills-Koonce et al., 2015). Although the long-term effects of fathers taking an active role in the care and development of children from infancy become visible in early childhood, they emerge more clearly in childhood and adolescence (Cabrera et al., 2018). These children appear to have a stronger sense of social competence and less depressive symptoms (Coleman et al., 2004). A systematic review of longitudinal studies confirms that paternal engagement contributes positively to children's cognitive and social development (Sarkadi et al., 2008). In a study conducted in three different provinces in Turkey, it was found that the active participation of fathers in children's lives promotes children's academic skills and supports all other areas of development (Aydın Kılıç, 2016). In addition, as fathers' sense of commitment and responsibility for their children increases, the time they spend with them also increases and supports children's cognitive, social, and emotional development with a decrease in anxiety levels and undesirable behaviors (Garfield & Chung, 2006). In a study examining the relationship between father participation in early childhood, children's early learning, and academic success, it was found that there was a significant relationship between father participation and children's early learning and academic success (McWayne et al., 2013). In studies comparing mother and father participation in children's education, although the level of maternal involvement was higher than that of fathers, it was concluded that there was a positive relationship between fathers' participation and their children's academic skills (Baker, 2018; Duursma, 2014; Kim et al., 2015).

The Present Study

Studies conducted in Turkey and elsewhere state that the perception of fathers' role has changed over time, and fathers nowadays have a more

active role in their children's development, leading to positive outcomes (Lewis & Lamb, 2003; Mercan & Şahin, 2017; Sarkadi et al., 2008). However, studies investigating fathers' views about children's creativity and how they can take part in supporting their creativity are limited. Yet, determining fathers' views on supporting children's creativity in early childhood, which is a critical developmental period, is essential for the active participation of fathers in this process. Therefore, the present study aimed at exploring views on creativity held by fathers of children aged 24-36 months. More specifically, the study addressed the following research questions:

- *How do fathers conceive of creativity and the factors that hinder its development?*
- *How do fathers perceive the role of the education system in promoting their children's creativity?*

Method

Study Design

In this study, a qualitative research method was used (Patton, 2014). Creswell (2013) defined qualitative research studies as a method that works by analyzing non-numerical data by gathering a wide field of study under one subject. The data collection process was carried out through in-depth, open-ended interviews (Patton, 2014) and content analysis was used to extract relevant information from these data.

Participants

Convenience sampling was used to recruit participants. The sample of the present study consisted of the fathers of 18 children aged 24-36 months, attending the Little Hacettepeliler Nursery and ZTB Little Angels Nursery and Childcare Center.

The demographic characteristics of the fathers participating in the study are presented in Table 1.

Table 1

The demographic characteristics of the fathers that are participating in the study

Demographic Data	Category	Frequencies	Percentage
Age	23-30	2	11.1
	31-35	7	39
	36-40	6	33.3
	41-45	1	5.5
	46-50	2	11.1
Educational Status	High School	2	11.9
	Bachelor's Degree	7	39
	Master's Degree	8	44.4
	Ph.D.	1	5.5
Profession	Engineer	2	11.1
	Academician	5	27.8
	Medical Doctor	4	22.2
	Judge	1	5.5
	Free Lancer	3	16.7
	Office Employee	3	16.7
Number of Children	1 child	11	61.1
	2 children	5	27.8
	3 children	2	11.1
Age of the Child	24-30 months	8	44.4
	31-36 months	10	55.6
Monthly Income	2500-3500 TL	8	5.5
	3600-4900 TL	10	27.8
	5000+ TL	12	66.7

Data Collection Tools

Based on an analysis of the relevant literature, the researchers developed 10 open-ended questions (e.g., *"Do you play creativity-supporting games with your child?"; "Can you define creativity?")* to explore the creativity-related views of the fathers (see Appendix A for a full list of the

questions). This questionnaire was reviewed by three child development and education experts for face-validity control. Moreover, a form was prepared to collect demographic data and characteristics of participants and the form was filled during face-to-face interviews. More specifically, we employed the structured interview technique (Robson & McCartan, 2016; Wragg et al., 1994) to collect these data. The structured interview technique, as described by Robson and McCartan (2016), involves the use of a fixed set of questions with pre-specified and standardized wording. Typically, the response alternatives in such interviews are also fixed and pre-specified, although there may be a small number of questions allowing for open-ended responses. This approach is commonly used in qualitative research to gather specific information from participants, such as demographic characteristics, and to categorize their responses according to predefined categories.

Data Collection Process

After getting the necessary official permissions, including an ethical approval of the study, its purpose and procedure were explained to potential participants. Those who were willing to participate in the study signed a written consent. Next, the demographic data form and the creativity questionnaire were filled out through face-to-face interviews between the researcher and the participant.

Data Analysis

To analyze the data, we used qualitative content analysis, the aim of which is to systematically convert large volumes of text into a highly organized and concise summary of important results (Erlingsson & Brysiewicz, 2017). To prevent data loss, the data obtained were digitalized and analyzed in depth with the help of MaxQDA qualitative data analysis program. A set of "key codes" was created by examining the answers of the participants one by one, and the sentences expressed by the fathers were gathered under this code heading and analyzed. For example, the answers given to the question

in which we asked the first three words that came to the minds of fathers about creativity were gathered under the title of "creativity words", allowing them to be seen in a graphical whole and easy to interpret.

Results and Discussion

Fathers' Conceptions of Creativity

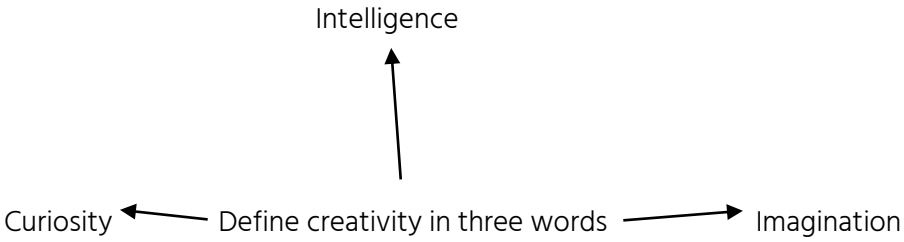

Figure 1. Model of fathers' conceptions of creativity

As shown in Figure 1, the majority of fathers defined creativity by associating it with intelligence, curiosity, and imagination. All of them mentioned intelligence first. However, some of the fathers associated creativity with words such as questioning, problem-solving, innovation, entertainment, self-development, flexibility, and harmony.

There are many studies in the relevant literature examining the relationship between intelligence and creativity (Guignard et al., 2016; Plucker et al., 2020; Wallach & Kogan, 2020). Some of these studies report a relationship between intelligence and creativity, supporting the views of the fathers in our study. In a study conducted with gifted children, Virgolim (2005) investigated the relationship between creativity and intelligence and reported a significant relationship between the two. In other studies, however, this relationship was reported to be weak. According to Nusbaum and Silvia (2011), creativity and intelligence are regarded as weakly related but fundamentally different features in recent studies.

Despite the relationship between curiosity and creativity, the two constructs have rarely been the focus of research attention simultaneously. There are limited studies trying to explain the relationships between curiosity and creativity (Kashdan & Fincham, 2002; Karwowski, 2012; Chang & Shih, 2018). In early childhood, children are naturally very curious and ask all sorts of questions (who, what, where, how, when). In other words, they are exploring the world around them, discovering new things. On the other hand, imagination, which has a very important role in the emergence of original and new products, is clearly important for creativity. According to some research, one of the most important characteristics of creative individuals is their strong imagination (Leboutiller & Marks, 2003). Another study also concluded that imagination has a significant and positive effect on creative thinking and openness to change (Çankaya et al., 2012).

Overall, the above findings suggest that fathers may benefit from a more nuanced understanding of creativity. While their definitions of creativity somewhat align with psychological accounts, there appear to be specific aspects or dimensions that fathers may not fully grasp. In particular, fathers tend to associate creativity primarily with intelligence. Admittedly, study participants did name other psychological qualities in their definitions of creativity. Specifically, they seem to think that creativity is intelligence + imagination, and curiosity. However, established psychological accounts of creativity emphasize that creativity involves a broader range of cognitive processes and behaviors beyond mere intelligence (Guilford, 1958; Runco, 2007). While related studies exist in this field (Silvia, 2015; Weiss et al., 2020), further research is warranted to delve into the nuances of fathers' conceptions and to pinpoint areas where their perspectives may deviate from established psychological theories. Moreover, it is essential to consider how these differences in understanding may impact parenting and the support provided to children's creative development. Therefore, there is a pressing need to enhance fathers' knowledge about the multifaceted nature of creativity and its distinctiveness from intelligence.

Fathers' responses concerning their views on the creative person yielded rich metaphors, shedding light on the significance and value attributed to creativity. For instance, one father likened a creative person to a bee, drawing parallels between creativity and the process of collecting nectar from diverse and colorful flowers to produce honey. This metaphor suggests that creative individuals draw inspiration from a multitude of sources, synthesize ideas, and transform them into valuable and original creations. It highlights the role of creativity in synthesis and innovation. Another father compared the creative individual to a Swiss army knife, emphasizing their ability to offer solutions to a wide range of problems based on their knowledge and skills. This metaphor underscores the resourcefulness, versatility and problem-solving capacity associated with creative thinking. A third metaphor likened creative people in society to the heart of a healthy person. It conveyed that when creativity doesn't function effectively, similar to a malfunctioning heart, it can have detrimental consequences for both the individual and the society as a whole. This metaphor highlights the vital role creativity plays in the functioning and development of society. Lastly, a father compared creative individuals to the 'brain' of society, emphasizing their capacity to excel in finding innovative solutions to complex challenges and problems. This metaphor underscores the intellectual and problem-solving capacities of creative individuals, as well as their major role in bringing the society forward. Collectively, these metaphors reflect the high regard for creativity and its multifaceted contributions, including problem-solving, innovation, and societal development. It is evident that creativity holds a central place in the perceptions of the interviewed fathers, and that its value transcends mere individual expression. To further contextualize and analyze these metaphors, we will delve into a psychological examination, linking the participants' views with the existing literature on creativity and its societal implications in the subsequent sections.

The Extent of Creative Gameplays

As shown in Figure 2, the majority of the fathers stated that they played creative games with their children. One possible reason for the relatively high number of fathers who reported being engaged in creative gameplays with their children might be that the majority of participants had higher education levels and were university graduates. However, it should also be noted that, when asked to explain the content of these games, most participants did not answer the question, and among those who did, there were no specific creativity-supporting elements (Møller, 2015). As an example of the games that fathers play with their children, one father stated that they were playing creative games such as "putting Legos into a tray-like object and pushing them under the sofa as an oven", another father "getting on my feet and using me like a robot", and another father "using our toys as pots and plates we cook very good food, and we eat it with pleasure …. We build farms with our toy animals; we feed them and imitate their sounds". In other words, it appears that fathers considered all the games they played with their children as creative. This indicates that fathers do not have enough information about the concept of creative play.

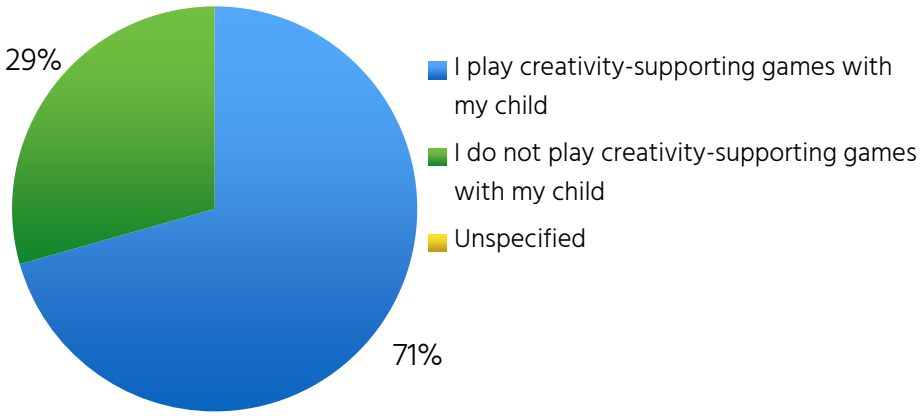

Figure 2. Fathers' state of playing creative games with their children

The fact that most of the participants were young fathers with only one child might have caused an increase in their playtime with the child. Parents are the most important factors influencing the development of creativity in children. The combination of a conscious parenting approach and enriched environmental conditions has been shown to enhance children's creativity (Faizi et al., 2012). The game, which is very important in child development in early childhood, is also a factor that can elaborate creativity. To examine the changes in the creativity scores of children attending kindergarten and primary school, Bogoyavlenskaya (2013) conducted a longitudinal study and reported that the creativity of six-year-old children decreased when they attended primary school (Bogoyavlenskaya, 2013). For this reason, parents must play creative games with their children in early childhood. It is also stated that the active role of fathers, whose importance in child development has been emphasized in recent years, is very effective in children's cognitive, linguistic, and social-emotional development (Cabrera et al., 2007). Fathers need to play creative games with their children in this context. In addition, Craft et al. (2012) emphasized the importance of playing creative games and reported that children were willing to produce creative ideas and games with new materials, to communicate with others while using these materials, and to share their ideas with others.

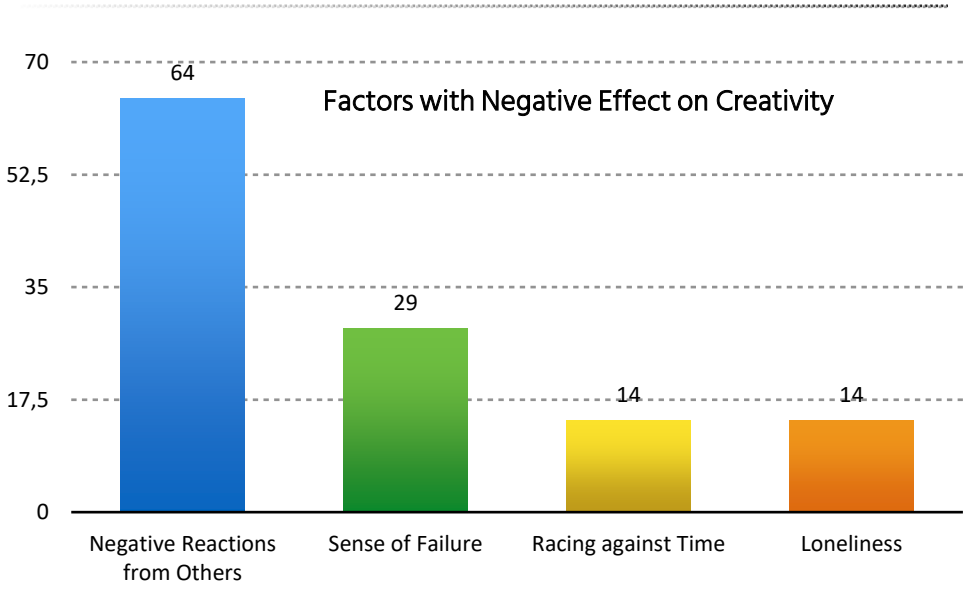

Figure 3. Fathers' views on the factors that adversely affect creativity

Fathers' Views on the Factors That Adversely Affect Creativity

The fathers identified multiple factors that negatively affect creativity (Figure 3). However, the top factor, mentioned by as many as 64% of participants, were negative reactions or criticism by family members, friends, or colleagues. Other common factors included a feeling of failure (29%), having to race against time (14%), and loneliness (14%). Some of the answers that fathers gave about situations that could affect their creativity negatively are as follows: *"You can't, no, it's not, attitudes and behaviors like you don't know negatively affect"; "the change I make is not accepted"; "the way other people treat my creative work as if it were their idea".* Such views on the factors that impede creativity might be due to the hectic and stressful work environments of the participating fathers, as most of them were academicians and doctors.

It is well known that creativity can be abated in childhood due to various reasons. Pressure, control, and criticism are indeed among the behaviors that negatively affect creativity in children (Kemple & Nissenberg, 2000). Creative thinking can be hampered by the fear of looking ridiculous and inadmissible to others and being mocked and rejected by family or friends (San, 2004).

Fathers' Views on the Role of the Education System in Developing Creativity

According to the results, 63% of the fathers stated that the education system does not support creativity, while 37% of them indicated otherwise (Figure 4). This might be because fathers evaluated the education system as a whole and not only kindergarten and preschool.

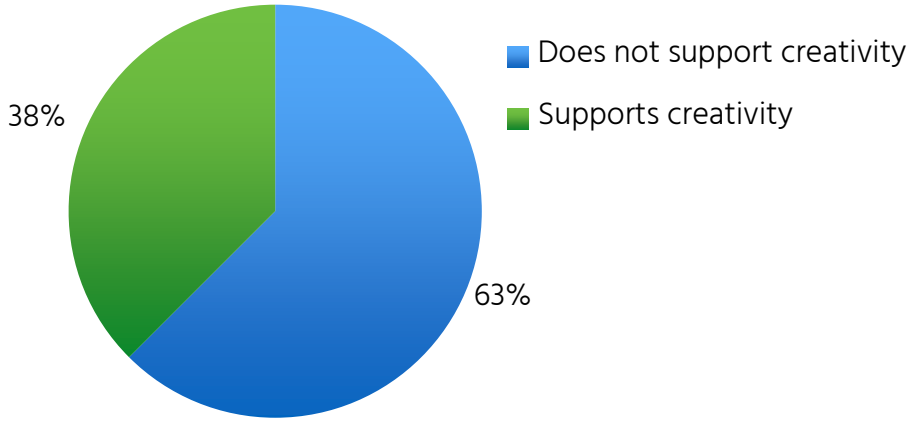

Figure 4. Father's views about the effect of education on creativity

The objectives of an education program aiming at developing creativity are raising creativity awareness, enhancing creative attitudes, preparing learning experiences that will improve creative thinking, understanding the process of creativity, and teaching creative thinking

techniques (Özden, 2003). In this context, the majority of the participating fathers believed that these objectives are not addressed sufficiently in the education system in our country. However, the fathers had various thoughts about how the education system (Figure 5) could support creativity, as illustrated by the following answers:

"*The creativity of the instructors at the head of the system is important, not the system. No matter how creative the system is, if the trainer is not creative or is closed to research and development, the result will fail.*"; *The number of lessons that will improve thinking rather than memorization can be increased, and more emphasis can be given to art-oriented lessons*."

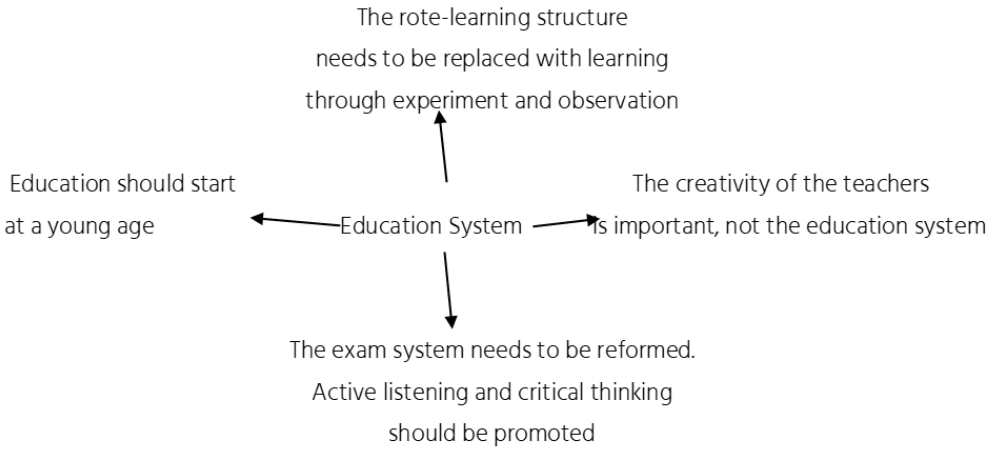

Figure 5. Model for fathers' views on the education system and creativity

Most of the fathers emphasized the necessity for changing the rote-learning-based structure of the education system and increasing the chance for experiments and observations for children to learn through experience. They also indicated the importance of the creativity of the teachers and believed that there should be no exam anxiety after the preschool period for the children. According to the statements of the fathers, they found preschool a more creativity-supporting period, whereas the rest of the school years tend to be mainly based on rote learning exposing children to anxiety

over exams and scores. This opinion of the participating fathers may stem from the fact that their children were already enrolled in a preschool and the fathers were actively participating in this educational process. There are many studies in the literature supporting these views of fathers. It is reported that affluent materials, equipment, and toys offered to children in the classrooms can support and improve creative thinking (Makhmalbaf & Do, 2007). Craft (2006) stated that creativity can develop spontaneously in educational environments where open-ended questions are asked, and the learning process is supported through trying new things. Whereas in a rote-learning-based education system, creativity is negatively affected. Furthermore, as the fathers stated, the role of teachers in creating a creative educational environment is quite prominent. Therefore, teachers' views on the concept of creativity are an important environmental factor for the development of creativity in children (Runco & Johnson, 2002).

Craft (2006) stated that creativity can develop spontaneously in educational environments where open-ended questions are asked, and the learning process is supported by trying new things, whereas in a rote-learning-based education system, creativity is negatively affected. Furthermore, as the fathers stated, the role of teachers in creating a creative educational environment is quite prominent. Therefore, teachers' views on the concept of creativity are an important environmental factor for the development of creativity in children (Runco & Johnson, 2002).

Implications and Recommendations

Understanding parents' and especially fathers' perceptions regarding their children's creativity and practices that could facilitate its development could have important implications for intervention programs, making this study not only scientifically, but also potentially practically relevant. It is recommended that fathers be trained in creative games and how they can support their children's creativity through these games. For example, they could be introduced to a wider repertoire of possible games to play with their children, including free art activities (with pencils, paints, kneading materials,

waste materials, small blocks, etc.), music studies (listening to music, exploring sounds, keeping rhythm, singing, creating various sounds, etc.), dramatic play, listening to poetry or nursery rhyme, creating activities, and also they can play symbolic game to develop creativity skills. Moreover, training and informative seminars should be held on topics such as increasing awareness about the importance of creativity in the development of children, and how to avoid discouraging, creativity-hindering situations and reactions in daily life and especially when playing games with one's children. Future studies are also recommended to investigate this issue more extensively.

Limitations

This study has several limitations that warrant consideration. Firstly, there may be a sampling bias as the fathers who participated in the study are not representative of the broader population of fathers, potentially limiting the generalizability of the findings. Secondly, reliance on self-report methods, such as face-to-face interviews and open-ended questionnaires, introduces the possibility of self-report and social desirability bias, where participants may provide socially desirable responses or not fully represent their true beliefs. Additionally, the study's context-specific findings may not apply universally to fathers from different cultural or socio-economic backgrounds. While efforts were made to ensure the reliability of coding, qualitative analysis is subject to interpretation and potential coder bias. Furthermore, the scope of data analysis was limited to specific open-ended questions, potentially overlooking other relevant aspects of fathers' views on creativity. Finally, the study was conducted at a specific point in time, and fathers' views on creativity may change over time, as their children grow and develop new skills. Additionally, cultural factors influencing fathers' perspectives on creativity may not have been fully explored.

Conclusions

The study results indicate that most fathers define creativity as associated with intelligence and believe that the education system does not support creativity. 71% of fathers reported being engaged in creative game plays with their children (e.g., puzzles, toy blocks, and unstructured games), but their concept of creative play is not very elaborate. A more knowledgeable and creativity-informed approach may be needed for fathers to be able to fully support their children's development.

Conflict of interest

No potential conflict of interest was reported by the author(s).

Data availability statement

Data files are available upon a reasonable request.

References

Aral, N., Kandir, A., Ayhan, A. B., & Yaşar, M. C. (2010). The influence of project-based curricula on six-year-old preschoolers' conceptual development. *Social Behavior and Personality: An International Journal*, *38*(8), 1073–1079.

Aydın Kılıç, Z. (2016). *Ankara-Trabzon-Erzurum örnekleminde babanın çocuğun hayatına katılımı ve baba-çocuk ilişkisinin incelenmesi [Yüksek Lisans Tezi]* Gazi University]. Ankara.

Baker, C. E. (2018). When daddy comes to School: father–school involvement and children's academic and social–emotional skills. *Early Child Development and Care*, *188*(2), 208–219. https://doi.org/10.1080/03004430.2016.1211118

Bogoyavlenskaya, D. B. (2013). Nature of changes in creativity scores in preschool and junior schoolchildren. *Procedia-Social and Behavioral Sciences*, *86*, 358–362. https://doi.org/10.1016/j.sbspro.2013.08.579

Cabrera, N. J. (2020). Father involvement, father-child relationship, and attachment in the early years. *Attachment & Human Development*, *22*(1), 134–138. https://doi.org/10.1080/14616734.2019.1589070

Cabrera, N. J., Shannon, J. D., & Tamis-LeMonda, C. (2007). Fathers' influence on their children's cognitive and emotional development: From toddlers to pre-K. *Applied Development Science*, *11*(4), 208–213.

Cabrera, N. J., Volling, B. L., & Barr, R. (2018). Fathers Are Parents, Too! Widening the Lens on Parenting for Children's Development. *Child Development Perspectives*, *12*(3), 152–157. https://doi.org/https://doi.org/10.1111/cdep.12275

Çankaya, İ., Yeşilyurt, E., Yörük, S. ve Şanlı, Ö. (2012). Öğretmen adaylarında yaratıcı düşünmenin yordayıcısı olarak değişime açıklık ve hayal gücü, Uşak Üniversitesi, Sosyal Bilimler Dergisi, 5(2), 46–62.

Çetin, Z., & Ata, S. (2022). The relationship between parents' attachment to their parents and children's creatives. *Early Child Development and Care*, *192*(4), 653–664. https://doi.org/10.1080/03004430.2020.1788547

Çetin, Z., & Özözen Danacı, M. (2017). Fairy Tales Effect on the Articulation Skils of Three and Four Year Olds in Private Kindergardens and Day Care Centers. *International Journal of Development Research*, *7*(2), 11561–11565.

Çetin, Z., Üstündağ, A., Kerimoğlu, G., & Beyazıt, U. (2015). Ülkemizde ve dünyada çocuklarda yaratıcılığın ölçülmesinde kullanılan testlerin incelenmesi. *Hacettepe Üniversitesi Sağlık Bilimleri Fakültesi Dergisi*, *2*(2), 31–49.

Changa Y. Y., Shih H. Y. (2018). Work Curiosity: A New Lens for Understanding Employee Creativity, *Human Resource Management Review, 0*, 1–11. https://doi.org/10.1016/j.hrmr.2018.10.005

Coleman, W. L., Garfield, C., Child, C. o. P. A. o., & Health, F. (2004). Fathers and pediatricians: enhancing men's roles in the care and development of their children. *Pediatrics*, *113*(5), 1406–1411. https://doi.org/10.1016/j.ambp.2006.04.001

Craft, A. (2006). Fostering creativity with wisdom. *Cambridge Journal of Education*, *36*(3), 337–350.

Craft, A., McConnon, L., & Matthews, A. (2012). Child-initiated play and professional creativity: Enabling four-year-olds' possibility thinking. *Thinking Skills and Creativity*, *7*(1), 48–61. http://dx.doi.org/doi:10.1016/j.tsc.2011.11.005

Creswell, W. J. (2013). *Research design qualitative, quantitative and mixed research design 4th edition*. SAGE Publications.

Daniels-McGhee, S., & Davis, G. A. (1994). The Imagery-Creativity Connection. *The Journal of Creative Behavior*, *28*(3), 151–176. https://doi.org/10.1002/j.2162-6057.1994.tb01189.x

Dilek, A. N. (2013). *Sosyo-Kültürel Özelliklerin Yaratıcı Düşünmeye Etkisi (Yayınlanmamış Yüksek Lisans Tezi)* Eskişehir.

Dursun, M. A., & Ünüvar, P. (2011). Okul Öncesi Eğitim Döneminde Yaratıcılığı Engelleyen Durumlara İlişkin Ebeveyn ve Öğretmen Görüşlerinin İncelenmesi. *Mehmet Akif Ersoy Üniversitesi Eğitim Fakültesi Dergisi*, *1*(21), 110–133.

Duursma, A. E. (2014). The effects of fathers' and mothers' reading to their children on language outcomes

of children participating in early head start in the United States. *Fathering: a journal of theory and*

research about men as parents, 12(3), 283–302.

Epstein, A. S. (2008). An early start on thinking. *Educational Leadership*, *65*(5), 38–42.

Erlingsson, C., & Brysiewicz, P. (2017). A hands-on guide to doing content analysis. *African Journal of Emergency Medicine*, *7*(3), 93–99. https://doi.org/https://doi.org/10.1016/j.afjem.2017.08.001

Faizi, M., Azari, A. K., & Maleki, S. N. (2012). Design principles of residential spaces to promote children's creativity. *Procedia-Social and Behavioral Sciences*, *35*, 468–474. https://doi.org/10.1016/j.sbspro.2012.02.112

Fearon, D. D., Copeland, D., & Saxon, T. F. (2013). The relationship between parenting styles and creativity in a sample of Jamaican children. *Creativity research journal*, *25*(1), 119–128. https://doi.org/10.1080/10400419.2013.752287

Garfield, C. F., & Chung, P. J. (2006). A qualitative study of early differences in fathers' expectations of their child care responsibilities. *Ambulatory Pediatrics*, *6*(4), 215–220. https://doi.org/10.1016/j.ambp.2006.04.001

Getzels, J. W., & Jackson, P. W. (1961). Family Environment and Cognitive Style: A study of the Sources of Highly Intelligent and of Highly Creative Adolescents. *American Sociological Review*, 351–359. https://doi.org/10.2307/2090662

Guignard, J.-H., Kermarrec, S., & Tordjman, S. (2016). Relationships between intelligence and creativity in gifted and non-gifted children. *Learning and Individual Differences*, *52*, 209–215. https://doi.org/10.1016/j.lindif.2015.07.006

Guilford, J. P. (1958). Can Creativity Be Developed? *Art Education*, *11*(6), 3–18. https://doi.org/10.2307/3184459

Gulliksen, M. S. (2018). Norwegian parents' perspective on environmental factors that influence creativity–An empirical grounding for future studies. *International Journal of Educational Research*, *88*, 85–94. https://doi.org/10.1016/j.ijer.2018.01.013

Holzman, L. (2009). *Vygotsky at work and play.* New York: Routledge.

Karwowski M. (2012). Did Curiosity Kill the Cat? Relationship Between Trait Curiosity, Creative Self-Efficacy and Creative Personal Identity. *Europe's Journal of Psychology, 8*(4), 547–558. https://doi.org/10.5964/ejop.v8i4.513

Kashdan, T. B., & Fincham, F. D. (2002). Facilitating creativity by regulating curiosity. *The American Psychologist, 57*(5), 373. https://doi.org/10.1037/0003-066X.57.5.373

Kashdan, T. B., Gallagher, M. W., Silvia, P. J., Winterstein, B. P., Breen, W. E., Terhar, D.T. ve Steger, M. F. (2009). The curiosity and exploration inventory-II: Development, factor structure, and psychometrics. *Journal of Research in Personality, 43*, 987–998. https://doi.org/10.1016/j.jrp.2009.04.011

Kemple, K. M., & Nissenberg, S. A. (2000). Nurturing creativity in early childhood education: Families are part of it. *Early Childhood Education Journal*, *28*(1), 67–71.

Kim, H. J., Koo, S. S., & Lee, K. C. (2015). The mediating effect of their emotional intelligence on the relationship between creative home environment of fathers and creative personality of young children. *Journal of the Korea Academia-Industrial cooperation Society*, *16*(3), 1844–1852. https://doi.org/10.5762/KAIS.2015.16.3.1844

Kim, K. H., & Park, S. G. (2020). Relationship between parents' cultural values and children's creativity. *Creativity Research Journal*, *32*(3), 259–273. https://doi.org/10.1080/10400419.2020.1821566

Kim, K. H., Lee, H. E., Chae, K.-B., Anderson, L., & Laurence, C. (2011). Creativity and Confucianism among American and Korean educators. *Creativity Research Journal*, *23*(4), 357–371. https://doi.org/10.1080/10400419.2011.621853

Kwaśniewska, J. M., Gralewski, J., Witkowska, E. M., Kostrzewska, M., & Lebuda, I. (2018). Mothers' personality traits and the climate for creativity they build with their children. *Thinking Skills and Creativity*, *27*, 13–24. https://doi.org/10.1016/j.tsc.2017.11.002

Leboutillier, N. ve Marks, D. F. (2003). Mental imagery and creativity: A metaanalytic review study, British Journal of Psychology, (94), 29–44. https://doi.org/10.1348/000712603762842084

Lew, K. & Cho, J (2013). Creativity analysis for smart specialist of the ubiquitous era. *International Journal Of Smart Home*, 7(4), 183–194.

Lewis, C., & Lamb, M. E. (2003). Fathers' influences on children's development: The evidence from two-parent families. *European Journal of Psychology of Education*, *18*(2), 211–228. https://doi.org/10.1007/BF03173485

Makhmalbaf, A., & Do, E. (2007). Physical environment and creativity: Comparing children's drawing behavior at home and at the bookstore. *International Association of Societies of Design Research*, 1–22.

Mangır, M., & Aral, N. (1992). Çocukta yaratıcılık ve yaratıcılığın geliştirilmesi. 8. *YA-PA Okulöncesi Eğitimi ve Yaygınlaştırılması Semineri Kitabı*, 41–50.

McWayne, C., Downer, J. T., Campos, R., & Harris, R. D. (2013). Father Involvement During Early Childhood and Its Association with Children's Early Learning: A Meta-Analysis. *Early Education and Development*, *24*(6), 898–922. https://doi.org/10.1080/10409289.2013.746932

Mercan, Z., & Şahin, F. T. (2017). Babalık Rolü ve Babalık Rolü Algısı. *Uluslararası Erken Çocukluk Eğitimi Çalışmaları Dergisi*, *2*(2), 1–10.

Miller, B. C., & Gerard, D. (1979). Family Influences on the Development of Creativity in Children: An Integrative Review. *The Family Coordinator*, *28*(3), 295–312. https://doi.org/10.2307/581942

Mills-Koonce, W. R., Willoughby, M. T., Zvara, B., Barnett, M., Gustafsson, H., & Cox, M. J. (2015). Mothers' and fathers' sensitivity and children's cognitive development in low-income, rural families. *Journal of Applied Developmental Psychology*, *38*, 1–10. https://doi.org/10.1016/j.appdev.2015.01.001

Møller, S. J. (2015). Imagination, playfulness, and creativity in children's play with different toys. *American Journal of Play*, *7*(3), 322–346.

Nusbaum, E. C., & Silvia, P. J. (2011). Are intelligence and creativity really so different?: Fluid intelligence, executive processes, and strategy use in divergent thinking. *Intelligence*, *39*(1), 36–45.

Özden, Y. (2003). Öğrenme ve Öğretme, Pegem A Yayıncılık, 6. *Baskı, Ankara*, 113–116.

Patton, M. Q. (2014). *Qualitative research & evaluation methods: Integrating theory and practice*. Sage publications.

Peterson, C., & Seligman, M. E. (2004). *Character strengths and virtues: A handbook and classification* (Vol. 1). Oxford University Press.

Plucker, J. A., Karwowski, M., & Kaufman, J. C. (2020). Intelligence and creativity. In *The Cambridge handbook of intelligence, 2nd ed.* (pp. 1087-1105). Cambridge University Press. https://doi.org/10.1017/9781108770422.046

Pugsley, L., & Acar, S. (2018). Supporting Creativity Or Conformity? Influence of Home Environment and Parental Factors on the Value of Children's Creativity Characteristics. *The Journal of Creative Behavior*, *54*(3), 598–609. https://doi.org/10.1002/jocb.393

Robson, C., & McCartan, K. (2016). *Real World Research*. John Wiley & Sons.

Rollè, L., Gullotta, G., Trombetta, T., Curti, L., Gerino, E., Brustia, P., & Caldarera, A. M. (2019). Father Involvement and Cognitive Development in Early and Middle Childhood: A Systematic Review. *Front Psychol*, *10*, 2405. https://doi.org/10.3389/fpsyg.2019.02405

Runco, M. A. (2007). Creativity and intelligence. In J. C. Kaufman & R. J. Sternberg (Eds.), *The Cambridge Handbook of Creativity* (pp. 303–317). Cambridge University Press.

Runco, M. A., & Johnson, D. J. (2002). Parents' and teachers' implicit theories of children's creativity: A cross-cultural perspective. *Creativity Research Journal*, *14*(3-4), 427–438.

San, İ. (2004). *Sanat ve eğitim: Yaratıcılık temel sanat kuramları sanat eleştirisi yaklaşımları*. Ütopya.

Sarkadi, A., Kristiansson, R., Oberklaid, F., & Bremberg, S. (2008). Fathers' involvement and children's developmental outcomes: A systematic review of

longitudinal studies. *Acta Paediatrica*, *97*(2), 153–158. https://doi.org/10.1111/j.1651-2227.2007.00572.x

Schousboe, Ivy. (2013). "Structure of Fantasy Play and Its Implications for Good and Evil Games." In *Children's Play and Development: Cultural-Historical Perspectives*, edited by Ivy Schousboe and Ditte A. Winther-Lindqvist, 13–28.

Silvia, P. J. (2015). Intelligence and Creativity Are Pretty Similar After All. *Educational Psychology Review*, *27*(4), 599–606. https://doi.org/10.1007/s10648-015-9299-1

Singer, D., & Singer, J. L. (1998). *Çocuklarda yaratıcılığın geliştirilmesi* (N. Cihanşümul, Trans.). Gendaş.

Tang, C., Duan, Q., & Long, H. (2022). How do parents influence student creativity? Evidence from a large-scale survey in China. *Thinking Skills and Creativity*, *46*, 101134. https://doi.org/10.1016/j.tsc.2022.101134

Taşkın, N. (2011). Çocukların gelişiminde katkıları unutulanlar: Babalar. *Eğitime Bakış Dergisi*, *7*, 43–47.

Tezel Şahin, F. (2007). Sosyal değişim sürecinde değişen baba rolü. *Uluslar Arası Asya ve Kuzey Afrika Çalışmaları Kongresi*, *1015*, 765–773.

Torrance, E. (1974). *Torrance Test of Creative Thinking: Norms Technical Manual*. Princeton, NJ: Research Edition personnel press. Inc.

Turan, M. E., Adam, F., Kaya, A., & Yıldırım, M. (2023). The mediating role of the dark personality triad in the relationship between ostracism and social media addiction in adolescents. *Education and Information Technologies*, 1–17. https://doi.org/10.1007/s10639-023-12002-1

Üstündağ, T. (2005). *Yaratıcılığa yolculuk (3. Baskı)*. Pegem A Yayıncılık.

Virgolim, A. M. R. (2005). *Creativity and intelligence: A study of Brazilian gifted and talented students*. University of Connecticut.

Vygotsky, L. S. (2004). Imagination and creativity in childhood. J*ournal of Russian and East European Psychology*, 29, 73–88.

Wallach, M. A., & Kogan, N. (2020). Creativity and intelligence in children. In *Human intelligence* (pp. 165-180). Routledge.

Weiss, S., Steger, D., Schroeders, U., & Wilhelm, O. (2020). A Reappraisal of the Threshold Hypothesis of Creativity and Intelligence. *Journal of Intelligence*, *8*(4). https://doi.org/10.3390/jintelligence8040038

Wragg, E., Bennett, N., Glatter, R., & Levacic, R. (1994). Conducting and analysing interviews. *Improving educational management through research consultancy*, 267–282.

Yaşar, M. C., & Aral, N. (2010). Yaratıcı düşünme becerilerinde okul öncesi eğitimin etkisi. *Kuramsal Eğitimbilim Dergisi*, *3*(2), 201–209.

Appendix A Open-ended questions

1. What do you think creativity is? How would you define it?
2. Do you find yourself creative as a father?
3. Are there any factors that negatively affect your creativity? What are they?
4. How would you define a creative child?
5. What do you do to support your child's creativity?
6. Do you play games with your child to support his/her creativity? What kind of games do you play?
7. What do you think creative play is? Can you explain it with an example?
8. What are your thoughts about the education system?
9. How do you think the education system affects children's creativity?
10. What are your ideas as a father to support creativity in education?