

Adaptation Study of The Creative Family Climate Scale into Turkish

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Abstract: In the present study, it was aimed to adapt the *Creative Climate in Parent-Child Relationships Scale*, developed to determine the creative family climate in parent-child relationships, into Turkish and to conduct a validity and reliability study on a Turkish sample. A total of 212 adult individuals (female = 109, male = 103), aged between 31 and 65, participated in the study. The *Personal Information Form* and the *Creative Climate in Parent-Child Relationships Scale* were used as data collection tools. As a result of the exploratory factor analysis, a four-factor structure explaining 55.93% of the total variance—identical to the original scale—was identified. These factors were named in accordance with the original scale as: encouragement to experience novelty and variety, encouragement of nonconformism, support for perseverance in creative efforts, and encouragement to fantasize. The confirmatory factor analysis showed that the model had a good fit with the data: $\chi^2(163, N = 212) = 252.713$, $p > .05$, ($\chi^2/df = 1.55$, GFI = .90, IFI = .94, TLI = .93, CFI = .94, RMSEA = .05). The Cronbach's alpha internal consistency coefficients were calculated as .70 for the *encouragement to experience novelty and variety* subscale, .74 for the *encouragement of nonconformism* subscale, .85 for the *support for perseverance in creative efforts* subscale, and .75 for the *encouragement to fantasize* subscale. The overall Cronbach's alpha internal consistency coefficient of the scale was found to be .87. As a result of the evaluation, it was concluded that the findings obtained in the process of adapting the *Creative Climate in Parent-Child Relationships Scale* into Turkish culture are valid and reliable.

Keywords: Family, Child, Creativity, Creative Family Climate

1. Introduction

Creativity is defined as an individual's capacity to generate original and applicable ideas and has become a significant subject of research in the fields of psychology and educational sciences, particularly since the 1950s (Peter-Szarka, 2012). While MacKinnon (1962) described creativity as the process of sustaining, evaluating, and developing insight, Guilford (1950) associated creativity with the individual's capacity to exhibit noticeable creative behavior. Today, creativity is considered a mosaic of personal characteristics such as independence, originality, openness to experience, curiosity, and creative self-efficacy, in addition to cognitive abilities (Karwowski et al., 2016). In this context, it is emphasized that the development of children's creative potential is not solely dependent on individual abilities but also critically shaped by environmental factors that support them (Albert, 1978; Peter-Szarka, 2012).

One of the most important environmental factors in children's creativity development is the family environment, which is addressed within the framework of the concept of family climate. Family climate is defined by the quality of communication, relationships, value transmission, and social activities among family members and plays a determining role in the child's emotional and social development (Kurock et al., 2022; Van Steijn et al., 2014). The creative family climate has been described as an atmosphere in which parents provide attitudes, behaviors, and an environment that foster children's creative thinking skills and support their acquisition of new, diverse, and unconventional experiences (Kwaśniewska et al., 2018). In such a climate, parents support children's autonomy, encourage openness to novelty, and motivate them to demonstrate perseverance in creative efforts (Jankowska & Gralewski, 2022). Moreover, unlike authoritarian and oppressive parenting styles that hinder children's creativity, flexible, supportive, and accepting family environments facilitate the development of creative potential (Kumar & Singh, 2018).

The quality of the parent-child relationship is considered one of the most significant determinants in the emergence of children's creative abilities (Zenasni et al., 2008). Home environments that nurture creativity provide children with a safe space that supports independence, self-expression, and risk-taking behaviors (Jankowska & Gralewski, 2022). Parental warmth, acceptance, and encouragement are directly related to children's levels of creativity (Fan & Zhang, 2014; Moltafet et al., 2018). In this regard, numerous studies have shown that supportive and tolerant parental attitudes effectively enhance children's creative thinking skills and imagination (Kwaśniewska et al., 2018).

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Creative family climate is viewed as a holistic set of parental attitudes and behaviors that support children's emotional, social, and cognitive development. It is considered essential for parents to allow their children to have new experiences, guide them toward innovative thinking, and encourage them to keep trying even in the face of failure (Jankowska & Gralewski, 2022; Kwaśniewska et al., 2018). This climate creates a psychologically safe space that supports both the acceptance of individual differences and the taking of creative risks by children (Wright, 1987; Kemple & Nissenberg, 2000). In addition, parental interest in art, literature, and various disciplines is a significant factor in children's creative development (Bloom & Sosniak, 1981; Deng et al., 2016).

In conclusion, the role of family climate in the development of creative potential is substantial, and there is a need for reliable and valid measurement tools to assess the creative climate within parent-child relationships. In this context, the adaptation of the "Creative Climate in Parent-Child Relationships Scale" into Turkish and the examination of its psychometric properties are considered to offer a valuable contribution to understanding the relationship between creativity and family dynamics within a cultural context.

2. Method

In the method section of the study, the fundamental research design, the sample groups examined, the methods and instruments used during the data collection process, and the procedures implemented are explained in detail, and information regarding the stages of analysis is presented in a systematic manner.

2.1. Research Design

In the present study, the *Creative Climate in Parent-Child Relationships Scale*, developed by Kwaśniewska et al. (2018), was adapted into Turkish, and the validity and reliability values of the scale were examined. Additionally, this study was conducted using a survey research design.

2.2. Study Group

The study group of this research consisted of the parents of students enrolled in 8th, 9th, 10th, and 11th grades during the 2023–2024 academic year at official middle and high schools affiliated with the Ministry of National Education in the Seydişehir district of Konya province. The 212 parents included in the study were selected through the simple random sampling method and were parents of students who had not experienced family fragmentation and exhibited typical developmental characteristics. When the demographic and socioeconomic characteristics of the participants were examined, it was observed that the majority belonged to the 36–45 age group. Specifically, 29.7% of the participants were between the ages of 36 and 40, and 35.8% were between 41 and 45. Additionally, 8.5% were between 31 and 35, while 25.9% were aged 46 and above. The gender distribution was fairly balanced, with 51.6% of the participants being female and 48.4% male. In terms of educational background, the highest percentage consisted of high school graduates (35.4%), followed by university graduates (25%), primary school graduates (20.8%), and middle school graduates (14.6%). Only 4.2% of the participants held a postgraduate degree. Regarding occupational status, 31.1% of the participants were not employed, 25% were workers, 17.5% were civil servants, 10.4% were tradespeople, and 16% were engaged in other professions. In terms of socioeconomic status, the largest group (35.4%) reported a monthly income between 11,000 and 20,000 Turkish Liras. This was followed by participants earning between 0 and 10,000 TL (32.1%), between 21,000 and 30,000 TL (17.5%), and between 31,000 and 40,000 TL (12.3%). The proportion of participants with a monthly income of 41,000 TL or above was the lowest, at only 2.8%. Overall, the sample predominantly consisted of middle-aged individuals with low to middle income levels.

2.3. Data Collection Instruments

In the present study, the *Personal Information Form* and the *Creative Climate in Parent-Child Relationships Scale* were used. The Personal Information Form included questions related to participants' age, gender, educational level, occupation, and socioeconomic status.

Creative Climate in Parent-Child Relationships Scale: The original version of the scale, developed for parents of children ranging from preschool age to adolescence, consists of 24 items and 3 subscales. The scale is structured with a 7-point Likert-type format, where respondents are asked to select one option ranging from (1) *Strongly Disagree* to (7) *Strongly Agree*. The Cronbach's alpha internal consistency coefficients of the original scale developed by Kwaśniewska et al. (2018) were reported as follows: .76 for the *encouragement to experience novelty and variety* subscale, .79 for the *encouragement of nonconformism* subscale, .75 for the *Support for perseverance in creative efforts* subscale, and .79 for the *encouragement to fantasize* subscale. In addition, the fit indices were reported as $\chi^2 = 3741.517$, $df = 246$, $TLI = .91$, $CFI = .92$, and $RMSEA = .06$ (Kwaśniewska et al., 2018).

3. Findings

3.1. Procedure

In order to evaluate the construct validity of the *Creative Climate in Parent-Child Relationships Scale*, both Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA) were conducted. The suitability of the parental data for factor analysis was assessed using the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy and Bartlett's Test of Sphericity. Following the confirmation that the data were appropriate for factor analysis, EFA was performed to identify the construct validity and factor structure of the scale. Subsequently, CFA was conducted to determine the extent to which the original factor structure of the scale aligned with the data obtained in the study. Additionally, Cronbach's alpha reliability coefficients were calculated to determine the internal consistency of the scale. The factor analyses began with 24 items, and the suitability of the data collected from parents for EFA was confirmed through the KMO and Bartlett's tests. The KMO coefficient was determined to be .884, indicating a value close to 1. The result of Bartlett's Test of Sphericity was 1887.209, with a significance level of $p < .001$. These findings indicate that the sample size used in the analysis was sufficient and that the data were suitable for factor analysis.

The Cronbach's alpha internal consistency coefficients were calculated as .70 for the *encouragement to experience novelty and variety* subscale, .74 for the *encouragement of nonconformism* subscale, .85 for the *support for perseverance in creative efforts* subscale, and .75 for the *encouragement to fantasize* subscale. The overall Cronbach's alpha coefficient for the entire scale was found to be .87. The findings are presented in Table 1.

Table 1. Results of the Exploratory Factor Analysis

Items	F1	F2	F3	F4
I try to suggest to my child unconventional ways to solve problems. (c1)	.758			
I attentively accompany my child through failures, because I realize that they teach valuable lessons. (c6)	.745			
I teach my child perseverance. (c5)	.705			
I try to show my child different sides of the same situation. (c3)	.648			
I always value my child's ideas even if they are far from perfection. (c2)	.631			
I show my child that making mistakes is natural. (c4)	.517			
It is important to me that my child is always being polite. (b4)		.692		
I am glad that my child has been taught not to break any rules. (b6)		.645		
I make an effort so that my child's approach to life is pragmatic and down-to-earth. (b3)		.632		
I get satisfaction from knowing that my child respects the designated boundaries also while playing. (b2)		.576		
I prefer to choose for my child well-tested games/activities also used by other parents. (b5)		.501		
I try to suggest to my child unconventional ways to solve problems. (a4)			.717	
I strengthen my child's ideas. (a3)			.670	
I often encourage my child to think out of the box. (a6)			.604	
I like to improvise with my child in areas unknown to us. (a5)			.550	
I point to my child the multitude of colors of life and its complexity. (a2)			.516	
I sometimes engage my child in my "weird" ideas. (d5)				.821
I sometimes ask my child "silly" questions or respond in an odd way. (d2)				.784
I talk with my child about imaginary, funny and strange situations and ideas. (d6)				.736
Together, we play original games and complete activities that others have never dreamed of. (d3)				.577
Explained Variance	32.78	10.63	7.02	5.50
Eigenvalue	6.56	2.13	1.40	1.10
Cronbach's Alpha	.70	.74	.85	.75

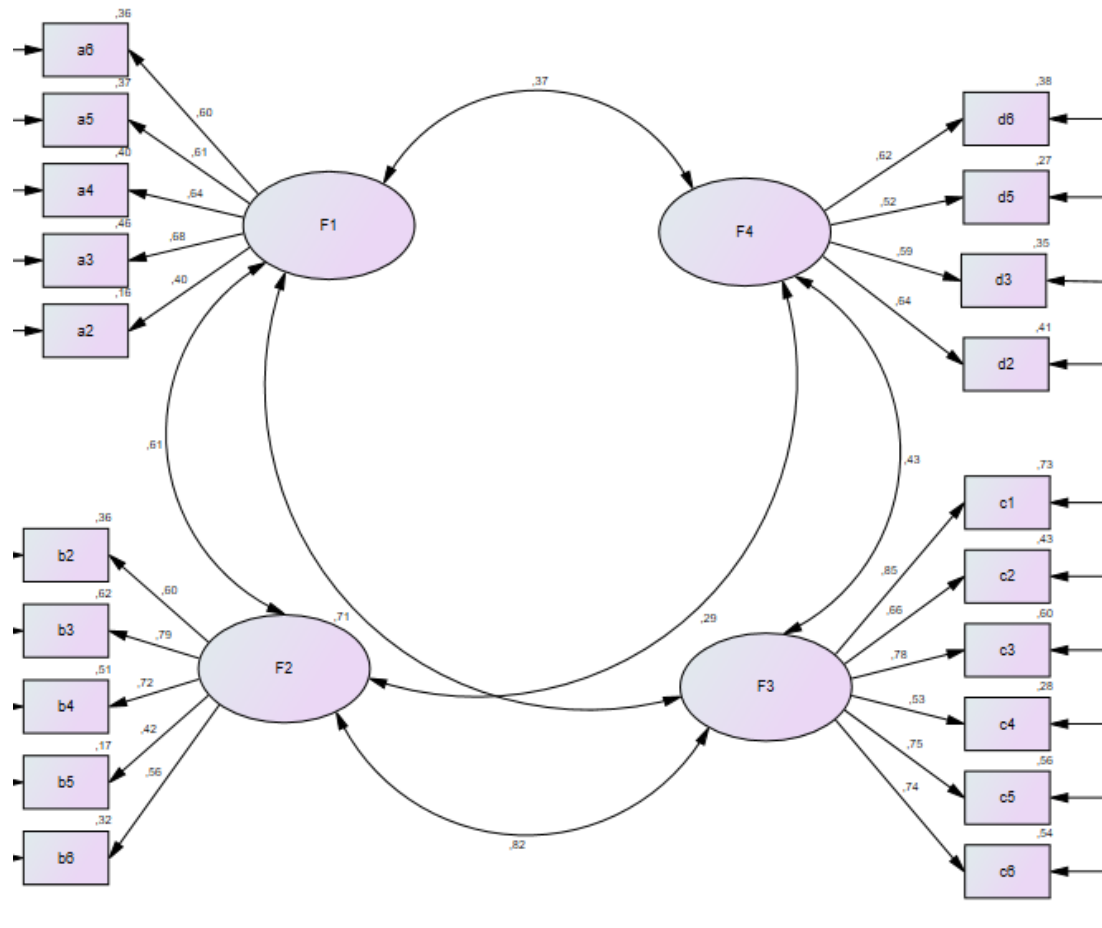
a: Encouragement to experience novelty and variety,

b: Encouragement of nonconformism,

c: Support for perseverance in creative efforts,

d: Encouragement to fantasize.

The confirmatory factor analysis results indicated a good model fit with the data: $\chi^2(163, N = 212) = 252.713, p > .05, (\chi^2/df = 1.55, GFI = .90, IFI = .94, TLI = .93, CFI = .94, RMSEA = .05)$. Upon examining the results, it was observed that the factor loadings of the scale items ranged between .40 and .85 across all subdimensions. Furthermore, the correlation values between the subdimensions ranged from .29 to .85. All of these relationships were found to be positive and statistically significant. The results of the confirmatory factor analysis are presented in Figure 1.



F1: Encouragement to Experience Novelty and Variety
F2: Encouragement of Nonconformism
F3: Support for Perseverance in Creative Efforts
F4: Encouragement to Fantasize

Figure 1. Confirmatory Factor Analysis Results of the *Creative Climate in Parent-Child Relationships Scale*

Results

The analysis results revealed a four-factor structure with eigenvalues greater than 1, explaining 51.16% of the total variance. However, the following items were excluded from the analysis due to their misalignment with the appropriate factor groups: "I try to suggest to my child unconventional ways to solve problems," "I do not want my child to stand out from the group," "I encourage my child to fantasize," and "While coming up with activities for my child I am open to his/her suggestions." After removing these items, the study was reanalyzed based on 20 items.

The renewed analysis resulted in a four-factor structure that explained 55.93% of the total variance, with all items aligning with the original factor structure.

Discussion

In this study, the validity and reliability analysis of the *Creative Climate in Parent-Child Relationships Scale*, developed by Kwaśniewska et al. (2018), was conducted with a study group consisting of parents. In scale adaptation studies, the most critical stage is linguistic translation (Hambleton, 1996). The translation phase goes beyond mere textual transfer and necessitates a comprehensive evaluation of the construct being measured, including its linguistic, cultural, and psychological dimensions (Van de Vijver & Tanzer, 2004). In the current study, the adaptation process was carried out with great care, aiming to obtain reliable data for future research. The scale items were examined in detail by experts fluent in both languages, cultures, and psychological contexts, focusing on both linguistic structure and the parent-child relationship.

In the next step, the translation and back-translation method proposed by Hambleton and Patsula (1999) was applied. Back-translation was conducted by independent language experts who were not involved in the original translation, and the necessary checks were completed.

To assess the validity of the scale in the Turkish cultural context, exploratory factor analysis (EFA) was first conducted. Attention was paid to theoretical foundations, cross-loadings of the items, and factor loadings (DeVellis, 2016), and the analysis was performed based on a four-factor structure. The results indicated that the distribution of items did not entirely match the original scale (94.7%), and it was found that the total variance explained was 55.93%. In demonstrating sufficient convergent validity, it is generally accepted that the total variance explained should exceed .50 (Hair et al., 2010).

The subcomponents of the four-factor structure were examined by language experts and were appropriately named in accordance with the original scale. Accordingly, the findings demonstrated consistency with the original factor structure of the scale (Kwaśniewska et al., 2018). It was observed that the factor loadings in this study ranged between .40 and .85, which is close to the original factor loadings (.54–.76).

Following the EFA, confirmatory factor analysis (CFA) was conducted to evaluate the model fit with the data. The CFA results showed that the factor structure was well-aligned with the data: $\chi^2 = 252.713$, $df = 163$, $\chi^2/df = 1.55$, GFI = .90, IFI = .94, TLI = .93, CFI = .94, and RMSEA = .05. These fit indices are similar to the results reported in the original study ($\chi^2 = 3741.517$, $df = 246$, TLI = .91, CFI = .92, RMSEA = .06) by Kwaśniewska et al. (2018).

To assess the reliability of the Turkish version of the scale, Cronbach's alpha internal consistency coefficients were calculated. The overall coefficient was $\alpha = .87$. Subscale coefficients were calculated as $\alpha = .70$ for *Encouragement to Experience Novelty and Variety*, $\alpha = .74$ for *Encouragement of Nonconformism*, $\alpha = .85$ for *Support for Perseverance in Creative Efforts*, and $\alpha = .75$ for *Encouragement to Fantasize*. Considering that the commonly accepted minimum reliability threshold for measurement tools is .60 (Kalaycı, 2010), these results indicate sufficient reliability. These findings are also consistent with the reliability coefficients reported in the original study by Kwaśniewska et al. (2018): $\alpha = .76$ for *Encouragement to Experience Novelty and Variety*, $\alpha = .79$ for *Encouragement of Nonconformism*, $\alpha = .75$ for *Support for Perseverance in Creative Efforts*, and $\alpha = .79$ for *Encouragement to Fantasize*.

The validity and reliability analyses of the *Creative Climate in Parent-Child Relationships Scale* indicate that this instrument is both a valid and reliable measurement tool. Adapted to Turkish culture, the scale can be considered one of the effective tools for evaluating the creative climate in parent-child relationships. This adapted measurement tool is suitable not only for researchers but also for family counselors, child development specialists, and educators working on parent-child interactions. In conclusion, through its adaptation into Turkish culture, the scale developed by Kwaśniewska et al. (2018) has been transformed into a four-dimensional, reliable, and valid assessment tool.

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Conflict of Interest

All authors declare that they have no conflicts of interest.

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