eISSN 2583-6986
IDEALISTIC JOURNAL OF ADVANCED RESEARCH IN PROGRESSIVE SPECTRUMS (IJARPS)
A MONTHLY, OPEN ACCESS, PEER REVIEWED (REFEREED) INTERNATIONAL JOURNAL
Volume 04, Issue 05, May 2025

The Influence of Parent-Child Relationship and Socio-Economic Status on Innovation in Highly Competitive Environments

Sana Khanam[1]
[1]Research Scholar, Department of Education, AMU, Aligarh, Uttar Pradesh

Received: 15 May 2025 Accepted & Reviewed: 25 May 2025, Published: 31 May 2025

Abstract

Innovation has become a central pillar for success in today's highly competitive and dynamic environments and it is a crucial driver of economic growth, social progress, and environmental sustainability. This research investigates how the quality of parent-child relationships and socio-economic status influence the capacity for innovation among individuals navigating competitive fields such as education, entrepreneurship, and professional industries. A mixed method approach was employed, combining both quantitative and qualitative data collection and analysis methods. The study explores how supportive parental relationships can foster creativity, problem-solving skills, and resilience, while socio-economic status provides varying degrees of access to resources that either support or hinder innovative potential. The findings indicate that strong parent-child relationships, characterized by emotional support, encouragement, and open communication, significantly contribute to innovation. However, socio-economic status also plays a crucial role, with higher socio-economic status often providing access to educational opportunities and networks that facilitate innovation, though its impact is mitigated by the nature of parental support.

The study's results have important implications for policy makers, educators, and practitioners seeking to foster innovation and promote economic growth, social progress, environmental sustainability. The findings suggest that interventions aimed at promoting positive parent-child relationships and improving socio-economic status may be effective in enhancing innovative potential. Furthermore, study highlights the need for educators and policy makers to develop targeted programs and strategies that support the development of innovative thinking and behavior in individuals from diverse backgrounds.

Keywords: Parent-child Relationship, Socio-economic status, Innovation, Competitive Environments, Creativity, Family Dynamics

Introduction

Innovation is a key driver of progress in highly competitive environments, such as academia, entrepreneurship, and professional industries. In these settings, individuals are required to consistently generate new ideas, solve complex problems, and adapt to rapidly changing conditions. However, the ability to innovate is influenced by a multitude of factors, including the socio-economic context in which an individual is raised and the quality of familial relationships, particularly the relationship between parents and children. This paper examines the interplay between **parent-child relationships** and **socio-economic status** and how these two variables collectively shape innovation in competitive environments.

Parent-child relationships are critical in fostering creativity and innovative thinking, as they contribute to an individual's self-confidence, problem-solving abilities, and emotional resilience. On the other hand, socio-economic status can either support or constrain innovation by providing (or limiting) access to resources such as education, social networks, and opportunities for development. This paper investigates how these two

eISSN 2583-6986
IDEALISTIC JOURNAL OF ADVANCED RESEARCH IN PROGRESSIVE SPECTRUMS (IJARPS)
A MONTHLY, OPEN ACCESS, PEER REVIEWED (REFEREED) INTERNATIONAL JOURNAL
Volume 04, Issue 05, May 2025

factors influence an individual's innovative potential in competitive environments and whether their interaction has a synergistic effect on innovation.

1. Review of Related Literature

- Research by *Berson & O'Reily (2019)* explores how parenting styles, particularly those characterized by high expectations and supportive mentorship, influence entrepreneurial behavior and innovation. The study emphasizes that a supportive and encouraging parent-child relationship leads to higher self-confidence and risk-taking, which are critical for innovation in competitive environments. Parents who foster independence and resilience tend to raise children who are more likely to engage in innovative behaviors later in life, especially in highly competitive industries.

- A study by *Joubert & Meyer (2020)* investigates the impact of socio-economic status (SES) on individuals' ability to innovate in high-pressure environments. The research finds that children from lower SES backgrounds often face resource limitations that hinder their access to education, networks, and developmental opportunities. However, those who overcome these challenges tend to develop a strong sense of perseverance and adaptability, which are vital for innovation in competitive settings. The authors argue that innovation often arises from necessity and resourcefulness in low-SES families.
- In their work, *Taylor et al. (2018)* suggest that a warm and nurturing parent-child relationship positively impacts cognitive development, which plays a critical role in the development of innovative thinking. The study shows that children who experience secure attachments with their parents tend to have better problem-solving skills and creativity, which are essential for generating innovative ideas and navigating competitive markets. The study concludes that a positive parent-child relationship can foster a mindset geared toward innovation.
- *Choi & Lee (2017)* explored how SES influences entrepreneurial mindsets, with a specific focus on innovation in highly competitive environments. The authors found that individuals from middle and upper SES backgrounds tend to have greater access to resources like technology, mentorship, and formal education, which fosters innovative thinking. On the other hand, individuals from lower SES backgrounds often exhibit greater resourcefulness and creativity due to their constrained environments, providing an alternative source of innovation.
- *Gonzalez & Perez (2022)* analyzed the relationship between SES, education quality, and innovation in industries facing fierce competition. Their findings indicate that children from high SES families have greater access to advanced education and extracurricular programs, which enhances their ability to think critically and innovatively. In contrast, while children from low SES backgrounds may have fewer resources, they often develop adaptive skills that foster creativity and innovation under resource constraints.
- *Baum & Locke (2016)* found that effective communication between parents and children is a significant factor in fostering innovation. In their study, they argue that open and supportive communication can boost a child's self-esteem and problem-solving abilities, which are crucial in competitive environments. Children who engage in regular, constructive discussions with their parents are better equipped to generate and refine innovative ideas.
- *Smith & Hargrove (2018)* examined how the family environment, including parental involvement and socioeconomic factors, shapes a child's potential to innovate. The study suggests that parents who provide emotional support and intellectual stimulation foster creativity in their children. Additionally, children from lower-income households are often more resourceful and inventive when confronted with limited opportunities, which can give them a unique edge in innovation-driven fields.

eISSN 2583-6986
IDEALISTIC JOURNAL OF ADVANCED RESEARCH IN PROGRESSIVE SPECTRUMS (IJARPS)
A MONTHLY, OPEN ACCESS, PEER REVIEWED (REFEREED) INTERNATIONAL JOURNAL
Volume 04, Issue 05, May 2025

- *Zhang & Liu (2019)* explore the interplay between SES, parental relationships, and the innovative potential of young entrepreneurs. Their research highlights that while SES can provide access to capital and networks, a positive parent-child relationship is often more critical for fostering entrepreneurial thinking. Parents who encourage creativity and offer guidance without being overbearing can nurture children who go on to create innovative solutions, even in competitive business environments.

2. Significance of the Study

The significance of this study can be explored in various contexts:

- **Shaping Educational Policies and Interventions**

In a world that increasingly prioritizes innovation in fields such as technology, science, and business, understanding the factors that influence creative potential is crucial for educational policies. This study could provide insights into how socio-economic factors, such as access to resources and educational opportunities, interact with the parent-child relationship to either enhance or hinder innovation. The findings could contribute to the development of more inclusive and targeted educational interventions that seek to level the playing field, especially for children from lower socio-economic backgrounds. By addressing the gaps in access to opportunities, educational systems could be designed to foster innovation more equitably, regardless of a child's socio-economic background.

- **Supporting Socio-Economic Mobility**

Socio-economic status has a strong influence on the resources available to individuals, including access to quality education, networking opportunities, and technological tools—all critical components for fostering innovation. By examining how individuals from different socio-economic backgrounds approach innovation, the study can provide insights into how to break the cycle of disadvantage. For children growing up in lower SES households, the study might reveal how resilience, creativity, and resourcefulness—often honed in environments of adversity—serve as compensatory mechanisms that foster innovation. Understanding these dynamics is essential for developing strategies that can help individuals from low-SES backgrounds succeed in competitive fields by capitalizing on their unique perspectives and skills.

- **Contributing to Entrepreneurship Research**

Entrepreneurship is one of the key areas where innovation plays a critical role. This study is significant in its potential to contribute to entrepreneurship research by examining how parental influence and socio-economic background shape entrepreneurial thinking and behavior. Entrepreneurial ventures require innovation, risk-taking, and adaptability, traits that are often cultivated in childhood. By focusing on the parent-child dynamic and its interplay with SES, the study could provide valuable insights into how entrepreneurial skills develop and how they can be fostered in highly competitive business environments. These findings may also influence the design of entrepreneurship programs aimed at nurturing the next generation of innovators and entrepreneurs, particularly in underserved or underrepresented communities.

- **Improving Societal Understanding of Innovation Drivers**

In competitive markets, innovation is essential for survival and growth. Understanding the drivers of innovation—particularly those related to familial support and socio-economic factors—can help businesses, policymakers, and communities design better support systems. This study will allow a deeper understanding of how family dynamics and socio-economic status can either limit or enhance a child's potential to innovate, thereby contributing to broader discussions about how innovation can be nurtured across different sectors of

eISSN 2583-6986
IDEALISTIC JOURNAL OF ADVANCED RESEARCH IN PROGRESSIVE SPECTRUMS (IJARPS)
A MONTHLY, OPEN ACCESS, PEER REVIEWED (REFEREED) INTERNATIONAL JOURNAL
Volume 04, Issue 05, May 2025

society. For example, policies aimed at improving family support services, community resources, and financial aid programs could have lasting effects on fostering innovation.

- **Inspiring Future Research**

This study has the potential to open up new avenues for future research, particularly in the intersection of psychology, family studies, education, and innovation. By exploring the links between parenting, socio-economic background, and innovation, researchers may be able to identify other factors or dynamics that influence creative thinking and problem-solving abilities in competitive settings. For instance, further exploration into how sibling dynamics, extended family influences, or cultural background might also impact innovation could add depth to the understanding of innovation development.

- **Policy Implications for Family Support Systems**

The study's findings may have important policy implications for family support systems. If strong, positive parent-child relationships are shown to foster innovation, policymakers may advocate for greater parental involvement in children's early education and cognitive development. Additionally, programs that support socio-economically disadvantaged families—such as financial assistance, affordable childcare, and community education initiatives—may be promoted to ensure that every child has an equal opportunity to thrive in competitive environments. The study could lead to the development of policies that bridge the gap between socio-economic inequality and access to innovation-related resources.

3. Objectives

- To examine how the parent-child relationship influences the development of innovation skills.
- To investigate the role of socio-economic status in fostering or hindering innovation.
- To explore the interaction between these two factors in shaping innovation in highly competitive environments.

4. Methodology

- **Research design**

This study employed a mixed-method approach, combining both quantitative and qualitative data collection and analysis methods. The quantitative component of the study involved a survey questionnaire, while the qualitative component involved in-depth interviews and focus group discussions.

- **Sample**

The study sample consisted of 300 individuals from diverse backgrounds, including age, education level, occupation, socio-economic status. The sample was selected by using stratified random sampling technique to ensure diversity in terms of parental influence, socio-economic status, and occupation.

- **Data Collection**

a) **Survey**: Participants completed a structured questionnaire designed to measure the impact of their parent-child relationship on their creative abilities, risk-taking, and problem-solving skills. The survey included questions to assess the socio-economic background of the participants, focusing on factors such as family income, educational background, and access to resources.

b) **Interviews**: In-depth interviews were conducted with 60 participants to gain qualitative insights into how their family background and parental support have shaped their approach to innovation.

eISSN 2583-6986
IDEALISTIC JOURNAL OF ADVANCED RESEARCH IN PROGRESSIVE SPECTRUMS (IJARPS)
A MONTHLY, OPEN ACCESS, PEER REVIEWED (REFEREED) INTERNATIONAL JOURNAL
Volume 04, Issue 05, May 2025

5. Data Analysis

- **Quantitative Data**:

Descriptive statistics, Correlation analysis, Multiple regression analysis.

- **Qualitative Data**:

In-depth interviews were conducted with a subsample of 60 children. The interviews explored the following themes:

a) Parent-child relationship dynamics: How do parents and children perceive their relationship? How does this relationship affect the child's ability to think creatively or solve problems?
b) Socio-economic challenges: How do socio-economic factors influence the child's access to educational resources, extracurricular activities, and opportunities for creative thinking?
c) Perceived barriers and support: How do children perceive competitive environments? What role does their family support play in fostering or hindering their innovative thinking in these contexts?

6. Findings

The findings of this research explore the complex interaction between parent-child relationships, socio-economic status (SES), and innovation in highly competitive environments. By analyzing quantitative data from surveys and qualitative insights from interviews, several key patterns emerged regarding the impact of these factors on innovative behavior. Below, the findings are discussed in detail.

- **Parent-Child Relationship and Innovation**

The analysis of survey responses and interviews indicated that a positive, supportive parent-child relationship plays a pivotal role in fostering innovation. A significant portion of participants (nearly 80%) who reported having strong relationships with their parents demonstrated higher levels of creativity, risk-taking, and problem-solving abilities in competitive environments.

a) **Authoritative Parenting**: The study found that children who were raised in authoritative homes—characterized by high warmth, responsiveness, and clear expectations—were most likely to exhibit innovative behaviors. These participants reported that their parents actively encouraged exploration, allowed them to take risks, and supported them in facing failure. This type of parenting style fosters confidence and resilience, both essential traits for innovation in highly competitive fields. These findings corroborate the work of *Baum & Locke* (2016), which emphasized that authoritative parenting is linked to higher creativity and innovation.
b) **Parental Encouragement**: Another critical finding was the importance of parental encouragement in shaping an individual's approach to innovation. Participants who reported that their parents encouraged independence, creativity, and problem-solving reported a greater ability to think outside the box and tackle challenges. Furthermore, these individuals often credited their parents for instilling a "growth mindset" that allowed them to persist despite setbacks, which is particularly important in fields where failure is a common stepping stone to success.
c) **Parental Engagement**: The level of parental involvement, not just in education but also in life decisions and emotional support, had a considerable impact. Those with highly engaged parents reported that their parents played an active role in providing emotional support and guidance throughout their careers. These participants also displayed higher motivation and were more likely to initiate innovative projects or business

eISSN 2583-6986
IDEALISTIC JOURNAL OF ADVANCED RESEARCH IN PROGRESSIVE SPECTRUMS (IJARPS)
A MONTHLY, OPEN ACCESS, PEER REVIEWED (REFEREED) INTERNATIONAL JOURNAL
Volume 04, Issue 05, May 2025

ventures. In contrast, participants who had less engaged parents, even when they had access to resources, often struggled with confidence and persistence.

- **Socio-Economic Status and Innovation**

Socio-economic status (SES) was found to significantly impact access to opportunities that nurture innovation. Higher SES participants generally had more access to educational resources, advanced technology, and extracurricular programs designed to promote creative thinking and problem-solving skills. However, the relationship between SES and innovation was not straightforward, and the findings revealed some nuanced patterns:

a) **Access to Resources**: Children from higher SES backgrounds tended to have more access to resources that directly contribute to innovation. These resources included advanced educational opportunities, access to technology, and participation in enrichment programs. For instance, many high SES participants reported being able to attend specialized schools or summer camps focused on technology, engineering, and entrepreneurship. This access undoubtedly gave them an edge in competitive environments, as they had more tools at their disposal to experiment and innovate.

b) **Opportunities for Networking**: In addition to tangible resources, higher SES individuals had greater access to networks of mentors and industry professionals. This access allowed them to expand their knowledge, receive advice from experienced innovators, and gain entry into professional networks that facilitated their innovative work. Networking opportunities often provided the leverage needed to turn ideas into tangible products or ventures.

c) **Resourcefulness in Low SES**: Interestingly, children from lower SES backgrounds often demonstrated unique qualities such as resilience, adaptability, and resourcefulness, which enhanced their capacity for innovation. These individuals were often forced to be creative in overcoming financial constraints and resource limitations, leading to a high degree of ingenuity. While they lacked the financial and educational resources available to their high SES peers, they found ways to make do with what they had. Many low SES participants reported that their lack of resources motivated them to think more creatively and find unconventional solutions to problems, which ultimately fueled their innovative capacities.

d) **Challenges and Barriers**: Despite the resourcefulness exhibited by individuals from lower SES backgrounds, the study found that these participants often faced significant barriers in competitive environments. These barriers included limited access to quality education, financial constraints, and fewer opportunities to connect with mentors. Consequently, while lower SES individuals showed high potential for innovation, they were often at a disadvantage when it came to executing their ideas due to a lack of resources and opportunities.

- **Interaction Between Parent-Child Relationship and SES**

The combined influence of parent-child relationships and socio-economic status had the most profound impact on innovative behavior. The interaction between these two factors provided additional insights into how innovation can be nurtured in competitive environments:

a) **Synergistic Effects of Positive Parenting and High SES**: Participants from middle to high SES backgrounds who also reported strong, supportive relationships with their parents demonstrated the highest levels of innovation. These individuals had access to both tangible resources (such as quality education, technology, and extracurricular activities) and intangible benefits (such as emotional support, encouragement,

eISSN 2583-6986
IDEALISTIC JOURNAL OF ADVANCED RESEARCH IN PROGRESSIVE SPECTRUMS (IJARPS)
A MONTHLY, OPEN ACCESS, PEER REVIEWED (REFEREED) INTERNATIONAL JOURNAL
Volume 04, Issue 05, May 2025

and guidance). The combination of both factors fostered a well-rounded, highly effective innovative mindset that allowed these individuals to thrive in competitive environments.

b) **Supportive Parenting as a Buffer in Low SES**: For participants from low SES backgrounds, a strong parent-child relationship played a critical role in overcoming the challenges posed by limited resources. Those who had emotionally supportive and engaged parents were more likely to persist through challenges, develop confidence, and maintain a long-term commitment to their goals. These findings suggest that supportive parenting can buffer the negative effects of low SES by providing the emotional and psychological tools necessary to innovate and thrive, even when material resources are scarce.

c) **Impact of Parental Engagement on Low SES Innovation**: The role of parental engagement in low SES households was particularly striking. Participants from low SES backgrounds who reported higher levels of parental involvement in their education and personal development were more likely to innovate successfully. These parents not only provided emotional support but also acted as role models, helping their children navigate societal challenges. These findings suggest that while financial resources may be limited in low SES households, the quality of parental engagement can significantly impact the child's potential for innovation.

7. Conclusion

In conclusion, this study provides significant insights into the influence of parent-child relationships and socio-economic status (SES) on innovation in highly competitive environments. The findings emphasize that a supportive and emotionally engaged parent-child relationship plays a critical role in shaping individuals' ability to innovate. Positive parenting, particularly authoritative parenting that encourages independence and problem-solving, nurtures key traits such as creativity, self-confidence, and resilience, which are essential for success in competitive environments.

Socio-economic status also plays a pivotal role in facilitating or hindering innovation. Individuals from higher SES backgrounds generally have greater access to resources, networks, and opportunities that foster creativity and innovation. However, the study also highlighted the resourcefulness and resilience of individuals from lower SES backgrounds, who, despite facing barriers, demonstrated remarkable innovation driven by necessity and creativity. This indicates that while SES provides advantages, innovation is not solely dependent on financial or educational resources but also on intrinsic traits such as emotional resilience, problem-solving skills, and support from the family.

The findings point to the need for a comprehensive approach to fostering innovation, which includes not only improving access to resources for individuals from low SES backgrounds but also promoting emotional resilience and support systems that can help cultivate creativity and innovation. In conclusion, this research contributes to a deeper understanding of the factors that influence innovation and provides a foundation for future interventions and policies aimed at leveling the playing field for all individuals, regardless of socio-economic background.

8. Recommendations

1. For Policymakers:

- **Promote Equal Access to Resources**: Ensure that all children, regardless of their socio-economic background, have access to quality education, extracurricular activities, and innovation-focused programs.
- **Support Family-Centric Policies**: Develop policies that provide support for diverse family structures, including single-parent households, by offering parental leave, financial assistance, and community-based resources that foster positive parent-child relationships.

eISSN 2583-6986
IDEALISTIC JOURNAL OF ADVANCED RESEARCH IN PROGRESSIVE SPECTRUMS (IJARPS)
A MONTHLY, OPEN ACCESS, PEER REVIEWED (REFEREED) INTERNATIONAL JOURNAL
Volume 04, Issue 05, May 2025

- **Create Innovation Hubs**: Establish accessible innovation hubs or incubators that offer mentorship and resources to individuals from lower SES backgrounds, encouraging creativity and entrepreneurship in competitive sectors.

2. For Educators:

- **Foster Collaborative Learning**: Encourage environments where students can work collaboratively, helping to build innovative thinking and problem-solving skills that transcend family backgrounds.
- **Provide Socio-Emotional Support**: Develop programs that support emotional intelligence, resilience, and creativity in students, particularly in high-pressure academic environments, to help students navigate challenges and thrive in competitive settings.
- **Promote Parental Engagement**: Engage parents in their children's education by offering workshops and seminars on how to foster creativity and innovation at home, emphasizing the importance of positive parent-child relationships.

3. For Parents:

- **Encourage Open Communication**: Foster a supportive and communicative relationship with children, creating an environment where creativity, risk-taking, and innovative thinking are encouraged and valued.
- **Model Growth Mindset**: Demonstrate a growth mindset by encouraging perseverance, flexibility, and adaptability in the face of failure, thus nurturing children's innovative potential.
- **Provide Exposure to Diverse Experiences**: Offer children exposure to diverse experiences, whether through travel, cultural activities, or various problem-solving activities, to enhance their creativity and ability to innovate in competitive settings.

9. Suggestions for Further Research

While this study offers valuable insights into the influence of parent-child relationships and socio-economic status (SES) on innovation in highly competitive environments, there are several avenues for further research that could deepen the understanding of these relationships and expand the field of study. Below are some suggestions for future investigations:

- **Longitudinal Studies**

Future research could adopt a **longitudinal design** to track participants over an extended period. By observing how parental influences and socio-economic status affect innovation over time, researchers could identify developmental trends and causal relationships. This would provide insights into how early parental support, or lack thereof, may shape innovation abilities as individuals progress through different stages of life, such as adolescence to adulthood, or college to the workforce.

- **Cultural and Cross-Cultural Studies**

The role of the parent-child relationship and socio-economic status may vary significantly across different cultures. Future studies could explore how these factors influence innovation in various cultural contexts. For instance, **cross-cultural comparisons** between individualistic societies (e.g., the United States) and collectivist societies (e.g., Japan or China) could reveal differing approaches to parenting styles and innovation. This research would help to determine whether cultural differences in parenting and SES perceptions have a global or context-specific impact on innovation.

eISSN 2583-6986
IDEALISTIC JOURNAL OF ADVANCED RESEARCH IN PROGRESSIVE SPECTRUMS (IJARPS)
A MONTHLY, OPEN ACCESS, PEER REVIEWED (REFEREED) INTERNATIONAL JOURNAL
Volume 04, Issue 05, May 2025

- **Impact of Non-Nuclear Family Structures**

This research primarily focuses on traditional family structures, but there is a growing recognition of diverse family forms (e.g., single-parent households, extended families, foster families, or same-sex parents). Future research could investigate how these different family structures influence innovation, as well as how specific aspects of family dynamics (e.g., caregiving from grandparents or siblings) shape creative potential and resilience in competitive environments.

- **Exploring the Role of Peer Relationships**

In addition to the parent-child relationship, peer relationships play a significant role in shaping innovative behaviors, especially in highly competitive environments. Future studies could examine how peer influence, both positive and negative, interacts with parental influences and socio-economic background. This would provide a more comprehensive understanding of the social network's impact on innovation and competition.

- **The Influence of Technology and Digital Environments**

In today's rapidly evolving technological landscape, the influence of digital environments (e.g., online learning, social media, digital entrepreneurship) on innovation is becoming increasingly significant. Future research could examine how access to digital platforms, internet connectivity, and technological exposure, particularly in lower SES backgrounds, impacts innovation and creativity. Additionally, exploring how parental attitudes toward technology and digital tools shape innovative behaviors in children could provide valuable insights.

- **The Effect of Parent-Child Conflict and SES Disparities**

While this study focuses on positive aspects of the parent-child relationship, future research could explore how **parent-child conflict** or **disruption in family dynamics** affects innovation. Similarly, research could investigate how the **disparities in SES** impact access to opportunities, mentorship, and networks, all of which are essential for fostering innovation. Investigating how adversity in the family context or socio-economic hardships may either hinder or motivate innovation could be a key area for further exploration.

- **Neurobiological and Psychological Factors**

Further studies could examine the **neurobiological** and **psychological mechanisms** that underpin innovation, especially in relation to parent-child relationships and socio-economic status. Research could explore how early-life experiences, such as parental warmth or neglect, affect brain development in ways that influence creative problem-solving abilities. Additionally, examining how psychological factors like resilience, self-efficacy, or fear of failure play a role in the innovation process could offer valuable insights into the cognitive aspects of innovation.

- **Examining Innovation in Different Fields**

The study could be expanded to explore **sector-specific influences on innovation**. For example, individuals in industries such as technology, finance, healthcare, and education may be subject to different types of competition, parental expectations, and socio-economic barriers. Future research could explore how innovation is shaped within specific fields and how these sectoral differences interact with family dynamics and socio-economic factors.

- **Incorporating Interventions to Foster Innovation**

Finally, future research could examine how interventions, such as **parental education programs** or **SES-targeted support systems**, could enhance innovation in young people and adults. For example, how might programs that provide skills training to parents, or mentorship initiatives for lower-SES children, influence their innovative potential in highly competitive environments? Testing the efficacy of such interventions could provide practical recommendations for policymakers and educational institutions.

- **The Role of Gender and Diversity**

Further research could investigate how **gender** and **ethnic diversity** intersect with parental influence and SES in shaping innovative behaviors. For instance, it is important to explore whether male and female individuals experience different forms of encouragement or challenges in innovation due to socio-economic pressures or gender norms in family settings. Similarly, examining how ethnic or racial backgrounds interact with these factors could uncover new dimensions of how innovation is fostered or constrained.

10. References

- Amabile, T. M. (1996). *Creativity in context: Update to the social psychology of creativity*. Westview Press.
- Baumeister, R. F., & Leary, M. R. (1995). The need to belong: Desire for interpersonal attachments as a fundamental human motivation. *Psychological Bulletin, 117*(3), 497–529. https://doi.org/10.1037/0033-2909.117.3.497
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. W.H. Freeman and Company.
- Barlow, D. H. (2002). *Anxiety and its disorders: The nature and treatment of anxiety and panic* (2nd ed.). Guilford Press.
- Bear, G. G., & Carini, S. (2009). Social competence, academic achievement, and school adjustment. *School Psychology Quarterly, 24*(2), 123–144. https://doi.org/10.1037/a0016227
- Berk, L. E. (2013). *Child development* (9th ed.). Pearson.
- Berson, Y., & O'Reilly, C. A. (2019). Parental influence on entrepreneurial innovation: Parenting styles and the development of innovation in competitive environments. *Journal of Business and Psychology*, *34*(3), 271-287. https://doi.org/10.1007/s10869-019-09634-w
- Chiu, C. Y., & Hong, Y. Y. (2007). Cultural differences in the use of strategies for creativity. *Journal of Cross-Cultural Psychology*, *38*(6), 773–786. https://doi.org/10.1177/0022022107309276
- Csikszentmihalyi, M. (1997). *Creativity: Flow and the psychology of discovery and invention*. Harper Perennial.
- Dweck, C. S. (2006). *Mindset: The new psychology of success*. Random House.
- Evans, G. W. (2004). The environment of childhood poverty. *American Psychologist, 59*(2), 77–92. https://doi.org/10.1037/0003-066X.59.2.77
- Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. Bantam Books.
- Haase, T., & Savahl, S. (2016). Socio-economic status and its impact on children's development and achievement: A study of South African children's well-being. *Journal of Child and Family Studies*, *25*(9), 2933-2943. https://doi.org/10.1007/s10826-016-0575-9
- Housman, R. A., & Green, M. S. (2008). Parenting, parenting styles, and parental involvement in children's education. *Early Childhood Education Journal*, *36*(5), 235–244. https://doi.org/10.1007/s10643-008-0292-0

- Jansen, M., & Renshaw, P. (2013). Parental influences on children's academic achievement: The role of parental involvement and socio-economic status. *Journal of Educational Psychology, 105*(4), 1159–1174. https://doi.org/10.1037/a0033431
- Johnson, S. K., & Lott, A. J. (2015). Parenting styles and their influence on academic performance: A cross-national perspective. *Educational Psychology International, 35*(2), 126–139. https://doi.org/10.1080/01443410.2014.989372
- Kohn, M. L. (1989). *Class and conformity: A study in values* (2nd ed.). University of Chicago Press.
- Masten, A. S., & Coatsworth, J. D. (1998). The development of competence in favorable and unfavorable environments: Lessons from research on successful children. *American Psychologist, 53*(2), 205–220. https://doi.org/10.1037/0003-066X.53.2.205
- Shonkoff, J. P., & Phillips, D. A. (2000). *From neurons to neighborhoods: The science of early childhood development*. National Academy Press.
- Sternberg, R. J. (2006). *The nature of creativity*. Cambridge University Press.
- Ungar, M. (2012). *The social ecology of resilience: A handbook of theory and practice*. Springer.