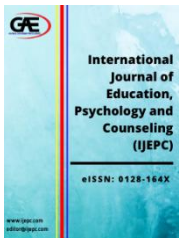
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NURTURING PRESCHOOL CREATIVITY FOR CHILD WELL-BEING AND FUTURE HUMAN CAPITAL: A CONCEPTUAL FRAMEWORK LINKING TEMPERAMENT, MASTERY MOTIVATION AND PARENTAL BEHAVIOUR IN MALAYSIA

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Abstract:

This paper proposes a developmental psychology framework that ties together temperament, mastery motivation, parental behavior, and creativity among Malaysian preschool children. Creativity is typically perceived as a cognitive or educational outcome, yet it is rarely considered a resource for psychological wellbeing in early years and human capital formation. The paper applies Vygotsky's Sociocultural Theory, Bronfenbrenner's Ecological Systems Theory, and Self-Determination Theory to demonstrate that creativity in preschool years is cultivated via continuous interactions among children's characteristics, motivation, and caregiving contexts. Temperament shapes how children cope with novel, emotionally challenging, or aversive circumstances, regulate emotions, and respond with persistence in the face of obstacles. Parental behavior provides sustenance, encourages autonomy, and constructs an emotional climate that can reinforce mastery motivation. Mastery motivation sustains engagement in inventing and exploring possibilities. Moreover, the framework incorporates creativity with Sustainable Development Goal

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3 via reinforcing resilience, self-regulation, social and emotional capabilities and healthy growth, and with Sustainable Development Goal 8 by fostering the foundation for innovation, entrepreneurship, adaptability, and workforce preparedness. In light of Malaysia's alignment with knowledge-based and innovation-driven economy, the paper emphasizes the significance of preschool practices that honor culture, safeguard children's well-being, and nurture creative competencies. The article contributes to theory by integrating three developmental theories in one model, addresses Malaysian preschool development, and contains practical ideas for parents, teachers, psychologists, and lawmakers. Future studies should test these ideas with Malaysian samples and culturally sensitive instruments.

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Keywords:

Bronfenbrenner; Creativity; Malaysia; Mastery Motivation; Parental Behaviour; Preschool Children; SDG 3; SDG 8; Self-Determination Theory; Temperament; Vygotsky

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Introduction

Malaysia's development objectives are progressively integrated with knowledge production, innovative competences and competencies of the future human resources to cope with the changing, unpredictable social and economic conditions. The national strategic decree is in accordance with the general policy emphasis on a knowledge-based economy, which involves not only physical capital or technical infrastructure but also human capabilities for problem solving, learning and innovating (Ministry of Economy Malaysia, n.d; MOSTI, 2021). In the context of this long-term strategic program, early childhood education calls for greater academic consideration since the early childhood represents an integral stage for the formation of curiosity, self-regulation, persistence and social imagination. As a result, creativity should not be considered as a peripheral aesthetic competence. The developmental result has an impact on children's wellbeing at present and long-term effects for Malaysia's human capital.

This claim holds particular importance for exploring creativity from a developmental psychology perspective. Developmentally relevant processes like play, symbolic representation, language, mood regulation, and social interaction develop creative behaviours in preschool-aged children. Attending creative hypotheticals, manipulating the arrangements of blocks, asking unusual questions, or providing alternative explanations involve not just creative talent, but also building adaptive ways of relating to the environment, persistence, emotional expressiveness, and cognitive flexibility. Such capacities are well supported by Sustainable Development Goal 3 (SDG 3) that targets healthy lifestyles and well-being in all ages of life, including mental health and psychosocial development (United Nations, 2026a; UNICEF, 2026). Encouraging children to express their views, navigate their frustration and

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continue amidst challenges makes creativity part of healthy developmental functioning, not just an outcome of educational endeavor.

Those same developmental capacities are also well supported by Sustainable Development Goals 8 (SDG 8) that encourages sustained, inclusive and sustainable economic growth, productive employment and decent work for all (United Nations, 2026b; ILO, 2026). Preschool children are not yet fully engaged as participants in the economic market, but basic skills linked to future creativity and employability are built early in life. Creativity builds adaptable problem solving, an entrepreneurial approach and initiative, open-spirited will to embrace new opportunities. Such qualities are increasingly in demand in economies influenced by technological advances, automation, and global competition. Malaysia, whose core policy is built around innovation as a productivity driver and national competitiveness, needs to view the basic building blocks of creativity as a long-term investment in the human capital rather than a narrow educational issue.

Although recognising the importance of preschool creativity is mentioned in Malaysian literature, it has yet to duly theorize child-level tendencies, motivational mechanisms, and caregiving settings in a holistic conceptual framework. Present scholarship regularly focuses on curriculum, pedagogy, or parenting in isolation, leaving developmental interplay of temperament, mastery motivation, parental behaviors and creativity under-theorized. Temperament influences children's reactions to novelty, emotional control, and prolonged engagement. Mastery motivation explains children's persistence to modestly difficult tasks despite not knowing the particular outcomes. Parental behaviors provide emotional and autonomy-supportive settings to help children develop motivation and creativity. Absence of a unified Malaysian model limits both empirical studies and interventions.

This paper tackles this dilemma by building a framework of developmental psychology to examine creativity in Malaysian preschool children. Framework relies on Vygotsky's Sociocultural Theory, Bronfenbrenner's Ecological Systems Theory, and Self-Determination Theory, each explaining a different but interrelated developmental process: social mediation, ecological setting, and innate motivation. Interconnecting these theories to Sustainable Development Goals (SDG) 3 and 8, this paper argues that preschool creativity serves as a marker of healthy development and underpinning of future economic participation.

Problem Statement

Although recognised in policy as part of the Malaysian early childhood landscape, the concept of creativity is often limited by the practicalities of implementation. Like most curricula in early childhood education, the preschool curriculum emphasises holistic development all round about social, emotional, physical, aesthetic, and cognitive aspects of learning. However, many classroom practices highlight academic school readiness, regimented activities and teacher-led instruction (Rahmatullah et al., 2021; Tee et al., 2017). This emphasising of academic functions, and the lack of emphasis and attention on creativity, leads to a disjuncture between the aspirations in policy and the realities of the classroom. As a result, children are often expected to show school readiness from a very younger age, while activities for the development of creativity and emotional aspects get relatively less coverage and attention.

This problem is further complicated by the diversity of individual differences in children. Preschoolers present with a vast diversity of emotional rhythms, attention spans and levels of

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motivation. Some children will respond to new experiences with confidence, while others take longer to adjust and need more support and reassurance. These children can display varying levels of persistence in their activity, while others persist despite difficulties or become frustrated or disengage. Approaching creativity in development without considering the differences in individual children might benefit those more confident children more than the unmet needs of those who hold more cautious or less persistent approaches to creativity, who may lack opportunities for development of creativity through activities and interactions as they may become less visible. Therefore, an exemplar of a working developmental model should take into account both the need to encourage creativity and individual differences in the children's pathways to develop creativity.

The parental behaviour has an important connection to the concept of early childhood development. It is parents who forge the first part of the emotional landscape, including the willingness of children to feel accepted in their exploration of their world, knowing that they can make mistakes and that their ideas are welcome. Supportive and responsive parenting builds mastery motivation. Punishing, controlling, or contradictory approaches from parents might have a negative impact on children's willingness to experiment and persist. In Malaysia, parental expectations are influenced by cultural values, stresses for school readiness, and aspirations for academic success. Therefore, general creativity models are inadequate unless applied to the specific realities of Malaysian families and educational organisational settings.

This article tackles an underlying conceptual problem. Studies about early childhood in Malaysia need a solid model to display how the concepts of temperament and parental behaviour exert influence on mastery motivation, how mastery motivation relates to supporting creativity, and how creativity contributes to child well-being and future human capital. Without such a model, there is the risk that the dialogue of early childhood education and the Sustainable Development Goals (SDGs) will remain at the level of general policy statements, rather than offering substantial insights into development. Thus, this paper describes a framework connecting individual developmental processes to the goals of SDG3 and SDG8.

Literature Review

Creativity in early childhood is based on imagination, flexible thinking, symbolic play, and exploration. In preschool, children demonstrate creativity through pretending, telling stories, drawing, building, making music, moving, and solving problems. These activities encourage children to think in new ways by generating different ideas and expressing experiences in new ways. They also provide opportunities for children to share their feelings, engage with others, cope with frustration, and develop feelings of competence. As a result, creativity plays a significant role in kids' development in cognitive, emotional, and social ways.

Temperament is a tool to gain insight into how creativity emerges. In developmental psychology, temperament refers to the early, biologically ordained variations in children's emotional response, attention, activity levels, and control ability. These character qualities influence how children interact with their environment. For instance, a kid who is outgoing and cheerful may gravitate toward creative activities immediately, whereas a more reserved child might wait to observe first. A determined child may persist in a drawing or building project after a setback, while a child with self-control challenges may quit. While these differences do not determine the level of a child's creativity, they do affect when and how creative expression happens.

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Mastery motivates children to explore, practice, and master challenging tasks. In preschoolers, you see this in how children keep trying, test different approaches, and stay curious in the face of uncertainty. This characteristic is significant for creativity because acting creatively is seldom effortless. Children must cope with uncertainty, test new possibilities, and endure setbacks due to errors. However, cutting-edge research exploring motivators behind youth creativity and motivation has evidenced persistence and engagement as significant mechanisms through which early motivation shapes later creative capabilities (Tong et al., 2022). Thus, mastery motivation may become a bridge between temperament and creativity.

Parents' role is large as well, with parental warmth in responding to children, boundary setting, and mental stimulation supporting a safe and freedom-oriented milieu for kids to be creative. Parents who engage them in a variety of open-ended questions, praise their efforts, and let them make independent choices exhibit how experimentation on new ideas is prized. Conversely, being harsh or over-complicit, showing excessive control, or having varied reactions to their behaviour could make children sensitive about the potential to make mistakes or having a desire to please their adults versus exploring an exciting world on their own. Thus, how parents respond shapes both the potential for creativity to thrive and the motivation that energises creativity.

Research on creativity in Malaysia illustrates the situation that creativity is influenced by cultural and education-related expectations. While parents and teachers generally appreciate creativity, they often feel restricted by the requirement for school readiness, time, and academic competitiveness (Tan et al., 2023). From the national priority level, the goal in early childhood education in Malaysia is about holistic development and national cohesion, whereas the national strategic directions stress innovation and competitiveness (Malaysia Government, 2026; MOSTI, 2021). The literature highlights the requirement for a clearer framework to be elaborated. Creativity should be perceived as a dimension pertinent to child development, family life, preschool practices, and as a long-term investment for the nation.

Theoretical Framework

This paper combines three theories from developmental psychology to explain how preschool creativity emerges. The first theory concerns Vygotsky’s Sociocultural Theory. Vygotsky thought higher psychological functions develop through social interaction and the use of cultural tools. In this framework, creativity grows when adults and peers offer language, symbols, materials, and shared activities that allow a child to go beyond what they could accomplish independently. The zone of proximal development is significant, as creative capacity often manifests in guided play, group storytelling, or assisted problem solving before it becomes the child’s own independent imagination.

The second theory, Bronfenbrenner's Ecological Systems Theory, extends this by exploring how creativity develops in different systems within a child's environment. The microsystem includes parents, preschool teachers, peers, and home materials. The mesosystem investigates relationships between home and preschool. The exosystems are parents’ working conditions, community resources, and educational policies influencing children indirectly. The macrosystems are Malaysian cultural values, national goals, and academic success. The chronosystem emphasises how today’s children are growing up in a world of digital transformation, economic transformation, and emphasis on mental health. It is significant that

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the ecological approach is used as creativity emerges from constant interactions between the child and the surrounding environment, rather than either of the two.

The next theory, Self-Determination Theory (SDT), serves as the center of this system. SDT shows that autonomy, competence, and relatedness are basic psychological needs that help in supporting intrinsic motivation and positive development. In preschoolers, these needs can be revealed when children have an opportunity to make real decisions, accomplish difficult things successfully, and have an emotional connection with their caregivers. Mastery motivation fits with this notion because it describes children's intrinsic motivation to explore and conquer obstacles. Likewise, the fostering of autonomy and competence encourages children to persist, engage in initiative, and be creative. However, the environment may create a strong motivation for creativity if the environment, instead, is too controlling or harsh.

In summary, these theories provide a good depiction of how children evolve. Vygotsky supports that creativity grows through social interactions. The ecological approach from Bronfenbrenner underscores the significance of contextual fit. SDT presents a framework to describe a child's motivation. Integrating these three notions together leads to an enriched interpretation and a comprehensive view of how creativity is based on a child's temperament, motivation to learn new aspects, and the behaviour of parents that occur in the Malaysian context.

Conceptual Framework

The framework begins with temperament because how children handle emotions and regulate themselves early in life predicts how they approach motivation and creativity. Temperament shapes mastery motivation in relation to how children react to novel experiences, their persistence, their emotional reactions, and how effectively they modulate attention. Children who associate novel experiences with positive emotions may be more willing to engage in unfamiliar experiences or actions, whereas children who show superior self-control have the ability to remain focused on an activity long enough to discover novel solutions. Conversely, children who often get frustrated or fearful may require more parent support before they are able to persist in mastering a task. This does not imply that a difficult temperament always constrains creativity. Rather, it is the composition of temperament that has relationships in determining the type of support required from a parent for a child to become vigilant in creative endeavours.

Next, parental behavior is the second mechanism in how children develop mastery motivation. Responsive parenting promotes children perceiving challenges as manageable rather than threatening. Autonomy-supporting parenting strategies include providing choices, assisting children to initiate tasks, and acknowledging a child's feelings. While parenting that is organised but supportive can help children to focus and persevere without the need to feel pressured. These parental mechanisms enhance children's feelings of ability and connection, motivating them to want to become experts in new skills. In contrast, harsh parental practices, rejection, or inconsistent parenting can lead to poor persistence in activities by making errors too aggravating for a child to cope with or correct. Children who are apprehensive about criticism may compromise and choose safe answers, avoiding new experiences and originality, and not being so willing to generate novel ideas.

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Mastery motivation is a crucial process that mediates child and family factors to creativity. When children have desires that are related to mastering tasks, they tend to seek materials, try solutions, modify solutions, and continue working even after setback (i.e., creativity-related processes). These processes are closely linked to creativity, as in order for a child to be creative, he or she must move beyond their initial solutions, accommodate uncertainty, and transform experiences to be novel. A child deliberately constructing an ever-changing bridge with blocks, inventing novel rules during make-believe play, or modifying their drawing following feedback illustrates how mastery motivation is responsible for creative processes.

The framework also demonstrates the importance of these processes interacting with one another. If a child is engaging and creative, this can develop increased support from parents, encouragement from teachers, and working together with peers, thus increasing the child's motivation. A child's temperament is also the determinant in how parents respond. For example, an easy-going child may receive more warmth, while a highly reactive one may be more prescribed and controlled unless parents have a depth of knowledge on the child's temperament. As a result of these relationships, the framework is viewed as transactional rather than a one-way system. Temperament and parental behaviour relate to mastery motivation, which then facilitates creativity, which facilitates the child's confidence, emotion and social engagement.

Creativity is involved in fulfilling long term outcomes which correspond to SDG 3 and SDG 8. SDG 3 outcomes include using creative activities that facilitate psychological well-being through the promotion of expressive emotions, self-control, competence, and development of healthy skills to cope. SDG 8 refers to creativity as a facilitator to utilize initial skills in the development of innovative, entrepreneurial, and accommodating abilities in the labor market, since these initial (i.e., early creative, and motivational skills) are the antecedents of continued learning. While gaining these outcomes are not an immediate process, and the direct outcomes of interest cannot be estimated in the preschool, developmental theory proposes that these early creative and motivational processes provide a foundation for the learning of more complex skills in the future.

Creativity, SDG 3 and SDG 8

Creativity and SDG 3 are connected through the concept of childhood well-being, which extends beyond mere sickness. Promoting healthy lives and well-being is the objective for SDG 3, while the contemporary developmental psychology perspective also regards mental health as positive functioning, emotional security, and adaptability. Creative activities facilitate approaches for children to articulate feelings like fear, joy, confusion, hope, and so on. Children can develop an understanding of their feelings via drawing, pretend play, and storytelling. These activities provide children ways to process their emotions in ways that match their stage of development. Such manifest expression holds significance in early childhood as children are just emerging from the developmental stage to tell their feelings in words.

Creativity also contributes to developing resilience, which is the ability to adapt to the challenges encountered. Playing with creativity allows children to experiment with numerous solutions and feel more in control. The sense that there is more than a single solution to any problem arises when young children get a difficult puzzle or attempt to draw, but the outcome is not as expected. These situations, while being a challenge, offer opportunities for kids with the guidance of adults to practice coping with frustration and persisting in their endeavours.

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Creativity facilitates resilience by developing children's capacity to confront challenges with flexibility rather than by doing things easier.

Adaptive functioning is further a potential avenue to facilitate the accomplishment of SDG 3. Creative encouragement enables kids to find alternative strategies, collaborate with each other, and adhere to alternative notions. These abilities are directly associated with self-regulation and social-emotional competence. During group pretend play between children, there is a necessity to listen, take turns, and adapt to the other's role. One develops self-control over their impulses during the play. Creative activities are favorable areas of practice to learn social and emotional skills (Wolfgang et al., 2017). The developmental consideration of creativity is not merely associated with the generation of novel ideas, but also with the acquisition of the capacity to be an adaptable contributor under social conditions.

The connection between creativity and SDG 8, is less apparent but no less significant. The latter aims for economically viable growth with productivity, productive employment, and decent jobs in the future. Workers of the future will need to be innovative, original, adept at problem-solving, and possess the capability for lifelong learning of evolving technology and shifting work markets. These competencies will not be acquired all of a sudden in teenagers or adults. These initial forms are observable in preschoolers through their curiosity, their initiative, persistence, and ability to solve problems in an innovative way. By encouraging creativity throughout early childhood, Malaysia invests in a solid foundation for its future workforce.

Creativity enhances economies through increasing competition by relying upon individuals capable of generating, appraising and implementing novel ideas that drive innovation and this is explicitly acknowledged in Malaysia's National Science, Technology and Innovation Policy 2021-2030, where it positively asserts that science, technology and innovation are crucial for developing an innovation-driven economy (MOSTI, 2021). Nevertheless, innovation policy cannot be evaluated independently from that of early childhood development. If the aspiration is to achieve adults who are innovative, then the environment facilitating children into curious, resilient, and confident thinkers must be supported. Preschool creativity is not merely a complementary element to economic policy, but an essential component along the long path leading to future innovation.

The important point for Malaysia is its current National Plans for development of the Country, in which the aspirations of higher productivity, competitiveness and inclusive growth are to be realized, and education for young children requires to be recognized for a crucial element of sustainable development. The Malaysian Education Blueprint emphasises the importance of holistic development of the young child in intellectual, spiritual, emotional and physical spheres and the preschool curriculum is envisioned with creativity and aesthetic development (Ministry of Education Malaysia, 2013; Rahmatullah et al., 2021). Recognition of the linkage between those educational objectives and SDG 3 and SDG 8, allows the notion that creativity is relevant to both children and the Nation, thereby enhancing the well-being of children in the present, while enabling them to become engaged in a dynamic economy in the future.

Proposed Conceptual Model

This model posits that mastery motivation is the central psychological connection between temperament, parental behaviour, and creativity. Temperament is interpreted as a child's innate

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disposition that influences how they process their emotions, engage with new experiences and remain persistent. Parental behaviour is conceptualised as an environmental aspect that tends to provide warmth, facilitate autonomy, provide structure, and promote stimulation. These factors intertwine to form the mastery motivation which in turn enhances creative engagement and production. Likewise, creativity is perceived to contribute positively towards SDG 3 outcomes like well-being, resilience, self-regulation and social-emotional abilities, and SDG 8 outcomes such as the readiness for innovation, adaptability, and the future human capital.

In addition, the model is informed by the Malaysian developmental context. It appears that cultural values, teaching methods used in the preschools, parents' academic aspirations, and national innovation goals may impact on the interactions among the factors. It is possible that parenting that promotes independence achieves optimum results when integrated with structure and respect which hold prominence in the culture. Teaching that caters to diversity of temperament may enable both the extroverted as well as the introverted children to demonstrate their creativity in manner that commensurate with their development. The suggested model does not advocate a one size fits all model but instead involves a process of considering the child's needs in appropriate relation to his or her caregiving environment.

Table 1: Proposed Conceptual Pathways Linking Developmental Constructs to SDG Outcomes

Pathway	Developmental Mechanism	Expected Creativity Outcome	SDG Link
Temperament to mastery motivation	Approach, persistence, emotional regulation and attention influence willingness to engage challenge	Greater readiness for exploration and creative risk-taking	SDG 3 through self-regulation and well-being
Parental behaviour to mastery motivation	Warmth, autonomy support, scaffolding and structure strengthen competence and relatedness	Greater persistence, curiosity and experimentation	SDG 3 through supportive caregiving
Mastery motivation to creativity	Intrinsic drive sustains problem-solving, revision and imaginative engagement	Higher creative engagement and flexible thinking	SDG 3 and SDG 8
Creativity to long-term outcomes	Creative engagement supports resilience, adaptation and innovation readiness	Healthy functioning and future human capital	SDG 3 and SDG 8

Source: Authors' Conceptualisation.

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Implications

This model has significant implications for parents. While it allows parents to understand a child's temperament in the context of that child's development rather than as a defect, it also guides parents on recognizing that some children (active children, for example) may benefit more from creative activities that allow them to move, while other children (cautious children, for instance) may need more gentle encouragement and emotional support. Parents might increase their child's motivation to learn by praising effort, allowing the child to learn through safe mistakes, providing options, and asking open-ended questions. These techniques facilitate children's reduced fear of mistakes and increased willingness to explore new possibilities.

Preschool educators are also central to the model. Educators could design classroom environments that provide opportunities for play, art, building, storytelling, movements, and activities that stimulate children's curiosity. Recognizing different ways children demonstrate creativity and not just applauding the most outgoing and talkative children, is critical. Quiet observation, careful edits, and solitude in play are also ways children might express creativity. Teachers can encourage children by offering prompts, materials, and opportunities for collaboration, while still allowing children to lead their own thinking. Classroom environments sensitive to children's needs strike a balance between structure and granting children freedom.

For developmental psychologists, this model underscores the significance of applying assessment and intervention practices that consider temperament, motivation, and caregiver practices simultaneously. Creativity should be addressed in tandem with emotional control, persistence, support of independence, and the dynamics of parent–child interactions. Psychologists in research, clinical, or educational contexts could assist in identifying children whose creativity is stifled by anxiety, low persistence, and an incongruity in a child's temperament and environment. Psychologists might enable parents and teachers to translate developmental theory into usable strategies.

This model advocates for the inclusion of creativity in early childhood policy as part of both well-being and human capital development. Preschool quality must incorporate opportunities for play, independence, social and emotional development, and creative expression instead of focusing solely on academic skills. In addition, parent education programs should be made available in all communities, especially where families experience economic circumstances that inhibit creative play. On a national level, the interconnectivity between SDG 3 and SDG 8 is strengthened by early childhood policy that sees healthy, strong, and creative children as contributing to a future workforce capable of innovation.

Conceptual Contributions

Thus, this paper amalgamates three theories of developmental psychology that can form a unitary model for preschool creativity. Rather than treating Vygotsky, Bronfenbrenner, and SDT in isolation, it employs them to illustrate how social support, environment, and motivation interact. This strategy assists in clarifying the way creativity is nurtured through the combination of child's traits, caregiving, and motivation.

In addition, the discussion in this paper emphasizes Malaysia. The bulk of creativity and early development research relies on Western conceptions of independence and classroom learning. Herein, the framework acknowledges how Malaysian children raise themselves in cultures that

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prioritize family, respect, academic achievement, and national unity. Through scrutinizing creativity's presence in Malaysian preschools and families, the model provides a basis for future research that aligns with local context.

This paper contributes to the literature of the SDGs. Often, SDG discussion in education is generalized and concentrated on access, quality, or employment without clarifying mechanisms behind development. This paper relates SDG 3 and SDG 8 through showing prominence of early psychological processes. Creativity brings great benefits to children's well-being and resilience. It also develops skills for future innovation and work. The model relates child development to sustainable development goals.

This paper provides practical implicate for preschool policy and practice. By elevating the importance of mastery motivation, it suggests activities in home and classroom that can be optimized. Both parents and teachers don't need to assure creativity as an goal. Rather, they can nurture the motivation and emotions that contribute to the flourishing creativity. This is important for policy as it moves the attention away from measuring creative products towards providing the environment for the process of development.

Future Research Directions

Future testing could investigate these conceptual pathways using samples of Malaysian's preschoolers. The quantitative research could examine the influence of temperament or parental behaviour to mastery motivation, and the relationship of mastery motivation to link up these factors to creativity. It would also be useful to portray the influence of parents if varies in relation to the temperament of a child. These researches would provide stronger evidence for the transactional ideas mentioned in this paper.

The qualitative research is helpful as well. Interviewing the Malaysian's parents, preschool teachers, and developmental psychologists may assist us to comprehend creativity to be perceived within different cultural, social, and educational situations. Observing preschool classrooms and homes could illustrate how scaffolding, autonomy support, and mastery motivation occur in daily life. These methods are very useful because young children may express creativity the manner of actions, even in addition of words.

It is also crucial for further focusing on developing good instruments for measuring these ideas. These tools used for measuring creativity in Western countries might not reflect how unique a creativity of Malaysian children could express themselves, such as group storytelling, pretend play with cultural themes, using different languages or even creating art collaboratively. Future research ought to examine if these tools are adequate, reliable and valid for measuring Malaysian children. The long-term research could reveal interactionality to show whether or not an early creativity leads to enhancement of well-being, adjustment for school or the ability for innovation later on.

Concludingly research in intervention could study if or not an education of parents, teacher training, or play-based classroom program contribute for enhancement of mastery motivation and creativity. These researches should incorporate measures of child's well-being for directly understanding the outcomes of SDG 3 and the educational progress over time for showing possibilities of connection with SDG 8. This strategy would assist an implementation of ideas into an evidence-based policy and practice.

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Conclusion

This paper proposes that creativity of the Malaysian preschool children should be regarded as a developmental result that affect both well-being and potential of children. Using the concepts of Vygotsky's Sociocultural Theory, Bronfenbrenner's Ecological Systems Theory, and Self-Determination Theory, it claims that the temperament and parental behaviour as a factor that led to enhancement of mastery motivation that in turn leads to improvement of creativity by persistency, exploration, and flexible problem solving. This approach considers creativity to be a part of developmental psychology as a part of development rather than simply educational and artistic skill.

This paper demonstrates that creativity is important for SDG 3 as it allows children to express their emotions, foster the resilience, self-regulation and the skill of social capacity. Its connection to SDG 8 is through developing the seeds for innovation, adaptability, entrepreneurial thinking and job readiness of the future. These connections are especially relevant for Malaysia, working for the growth of knowledge and innovations. The education for all in early childhood should not be considered as a preparation for school, but as an endeavor to raise children to be healthy, adaptive, and creative citizens.

The framework told in this paper might be not sufficiently research--based yet, and its value is that it brings the sense of developmental theory and Malaysian issues to a model that can be examined. By integrating temperament, mastery motivation, parental behaviour, and creativity with the SDG 3 and SDG 8, this paper opens up new research, policy, and practice avenues. Fostering creativity among preschoolers, in contrast to being engaged in original art or stories, involves the ability of children to get on their emotions, continue when experiencing difficulty, connect with others and imagination for new possibilities. These skills constitute the crucial components of well-being as well as contributing to a robust, sustainable economy.

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