



RESEARCH ARTICLE

Creativity of the Adolescents in Relation to Parental Pressure

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ABSTRACT

The present investigation aimed to know the effect of Parental Pressure on Creativity of adolescents. For the purpose a sample of 398 adolescent children of IX standard were selected from various secondary schools of Aligarh district of U.P. A self-made Parental Pressure Inventory (PPI) and Non-Verbal Test of Creative Thinking developed by Mehdi were used to collect relevant data. Results revealed that there is a significant negative relationship between Parental Pressure and overall creativity.

Key words: Creativity of adolescents, secondary schools, Aligarh

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INTRODUCTION

The concept of duty and responsibility to one's parents is a particularly salient value in Indian culture. Indian parents take deep pride in the success of their children and are often willing to make significant time-related and economic sacrifices to encourage their children's academic endeavors (Fulgini & Pederson, 2002). As a result, however, Asian children tend to internalize a sense of responsibility to their parents and feel driven to meet their parents' high expectations (Chow & Chu, 2007). This may cause Asian youth to feel pressure, both directly and indirectly, from their parents to achieve academic success.

Indian online news media are filled with stories of "academic pressurization" by parents. These and other articles speculate about the risk of pushing children "over the edge" from excessive pressure, which has been hypothesized to be a major cause of adolescent suicides in India (i.e., Bertolote, Fleischmann, Leo, & Wasserman, 2004). Indian educational culture has been recognized as "fiercely competitive" due to the density of India's population set against limited availability of resources including jobs, seats at prestigious colleges, and opportunities to work abroad.

One Indian news article discussed the collective experience of academic stress in Indian families, including both students and their parents (Boruah, 2014). The article headline, published in The Times of India, read "Exam season puts parents in city in stress mode." Boruah (2014) discussed her interview with a local psychologist who was consultant to 28 cases of parents who had experiences such as a "nervous breakdown," "high blood pressure," sleep deprivation, anxiety, and/or depression due to their children's exams. One case described parents of a 10th grader who had been "spending sleepless nights for the past one month, keeping their daughter company as she studies through the night. Their lack of sleep, though has left them anxious and depressed, and with high blood pressure." Stress levels were noted to be particularly high around March prior to college entrance exams. Other parents were described as having taken sabbaticals for up to six months to help their children prepare for the exams. The psychologist who had been interviewed in the article explained, "It is a prestige issue for parents, as they too have peer and family pressure burdening them." The extent of collectivism within Indian society was highlighted in the article when counselors from toll-free crisis phone lines in India reported that the total number of calls they receive has recently doubled and that parents and even grandparents are frequenters of this service.

Empirical research studies about the impact of parental pressure in India are scant. Research in this area generally focuses on pressure for academic achievement or professional success. Academic subjects are valued in relation to their prestige rather than their relative fit with the individual's personal interests or inclinations (Gupta & Tracey, 2005). Science and mathematics are particularly venerated, while subjects in the humanities are considered "less than" (Roysircar, Carey, & Koroma, 2010).

In recent years, Indian films have begun to showcase the grave ills of parental pressures for academics on youth. *Taare Zameen Par* (2007), a popular Bollywood (or Bombay, India's version of Hollywood) film, advocates as its motto, "Every child is special." The story is of a young boy who does poorly in school and is frequently mistreated by his parents and teachers until an inspirational teacher accepts him and helps him find his inner artistic genius. The film identifies the lack of awareness of problems with learning in Indian society, since no one recognized that the child's problems with focus and style of instruction resembled features of Dyslexia. Similarly, *Dhoni* (2012) is a recent "Tollywood" (Tamil Nadu, India's version of Hollywood) film that depicts a young boy who is sent to the hospital from having been beaten brutally by his father for failing out of school. The father recognizes his mistake and later supports his son's dream of becoming a famous cricket athlete. The film highlights the problems of forcing children into particular subjects and careers without considering their interests and skills.

Parent Pressure and its effect on achievement Parents brought up their children. They feel responsible to develop their self-concept to help them in leading successful life. To reach the adolescent age one has developed self-concept. Atwater & Duffy, (1999) describes the self-concept as "it is the overall image or awareness one has of him/her self. It includes all those perceptions of "I" and "me" together with the feelings, beliefs and values associated with them". Self concept provide personal identity or sense of who am I. It has its roots in family value system. The children know their parents value system and act accordingly during early adolescence as they are dependent on them. It means that adolescents are mostly influenced by their parents and environment at home. Parent-children relationship depends on the time and care given to the children by the mother and father and their own relationship. Baumrind, (1989) described four parenting styles. The authoritative parenting style is the most common and considered most successful style. It is democratic parenting style. These parents' holds high expectations, provide explanations for rules, and create an environment of warmth and caring for their children. Baumrind (1991a) suggests that authoritative parents "monitor and impart clear standards for their children's conduct. They are not intrusive and restrictive. Their disciplinary methods are supportive, rather than punitive. They want their children to be assertive as well as socially responsible, and self-regulated as well as cooperative". The permissive style parents decide to give lots of freedom and hope to their children they will do what is best. According to Baumrind (1991b) the permissive parents "are more responsive than they are demanding. They are nontraditional and lenient, do not require mature behavior, allow considerable self regulation, and avoid confrontation". The authoritarian parents seek to control their children through rules they use reward and punishment to make their children follow the rules. They gave orders and are not likely to explain them. The uninvolved parents have few demands, low responsiveness and little communication with their children. Although they fulfill the child's basic needs, but they are generally detached from their children's life. The children's of these parents have low self-esteem, less confidence, lack of self control and less competent. The parent pressure is directly linked with the parenting style. The parent pressure can be felt from any of the parenting style. Some parenting style cause low parent pressure or no pressure like uninvolved parenting style, and some create high pressure like authoritative and authoritarian parenting style. The authoritative and authoritarian both parenting style parents involve in the activities of the children, both cause parent pressure the authoritative parent's child want to fulfill their expectations keep them happy and satisfied and the authoritarian parent's child feel forced to fulfill parents expectations to avoid punishment.

OBJECTIVE

To study the Creativity of the adolescents in relation to Parental Pressure.

HYPOTHESIS

There will be significant relationships between Overall Parental Pressure (OPP) & its components and the Creativity.

METHOD

The researcher employed the "Descriptive Survey method".

SAMPLE

A sample of 398 adolescent children of IX standard were selected from five government schools, seven private-aided schools and three private-unaided schools with a total size of 155 boys and 243 girls from Aligarh district of U.P. by using semi-probability sampling techniques.

TOOL

In order to collect relevant data the following tools were used to collect relevant data –

1. A self-made Parental Pressure Inventory (PPI) to measure Parental Pressure of adolescents.
2. Non-Verbal Test of Creative Thinking developed by Mehdi to measure Creativity of adolescents.

STATISTICAL TECHNIQUES

Pearson 'r' was employed to estimate the relationship between the OPP and its components and the creativity.

RESULTS AND DISCUSSION

The results of the correlation analysis are given in Table 1. The table presents the correlation between OPP and its components and the variable creativity.

Table 1: Correlation of OPP and its Components with Creativity

Dependent variables	Components of OPP					
	1	2	3	4	5	OPP
Orig nvCr	-.13*	-.20**	-.22**	-.20**	-.08	-.24**
Elab nvCr	-.06	-.21**	-.21**	-.21**	-.12	-.23**
Orig vCr	-.11	-.25**	-.26**	-.29**	-.13*	-.30**
Elab vCr	-.15*	-.27**	-.20**	-.24**	-.19**	-.31**
nvCr	-.11	-.23**	-.24**	-.23**	-.11	-.26**
vCr	-.14*	-.28**	-.26**	-.30**	-.17**	-.34**
Overall Cr	-.14**	-.28**	-.28*	-.30**	-.16*	-.34**

* $p < .01$. ** $p < .001$.

1 = parental expectations, 2 = parental anxiety, 3 = parental attitudes, 4 = parental control over studies, 5 = parental control over extra-curricular activities

As shown in Table 1, the OPP is found to correlate significantly and negatively with overall creativity, non-verbal creativity (nvCr) and verbal creativity (vCr) and their dimensions, with values ranging from $r = -.23$ to $-.34$, all p 's $< .001$.

When the components of OPP are taken into consideration, all the components are significantly and negatively related to overall creativity, with r values ranging from $-.14$, $p < .01$ to $-.30$, $p < .001$.

The components of OPP showed a similar relationship with vCr, with coefficient values ranging from $r = -.14$, $p < .01$ to $r = -.30$, $p < .001$; and also with Elab vCr, showing coefficient values $r = -.15$, $p < .01$ to $r = -.27$, $p < .001$. With Orig vCr, the components, namely, parental anxiety, parental attitudes towards studies, parental control over studies and their control over extra-curricular activities show significant negative relationship with coefficient values ranging from $r = -.13$, $p < .01$ to $r = -.29$, $p < .001$. The component parental expectations on children's studies show negative but non-significant correlation. The components of OPP, except the components, namely, parental expectations and parental control over extra-curricular activities are found to be significantly and inversely related to nvCr ($r = -.23$ to $-.24$, all p 's $< .001$). The components of OPP except the

component, namely, parental control over extra-curricular activities have significant negative association with Orig nvCr ($r = -.20$ to $-.22$, all p 's $< .001$).

With regard to the dimension Elab nvCr, all the components except parental expectations for studies and parental control over extracurricular activities show the same significant negative correlation, $r = -.21$, $p < .001$. Parental expectation and parental control over extracurricular activities show negative, but non-significant relationship with Elab nvCr (see Table 1).

Therefore, the hypothesis that there is significant relationship between OPP and overall creativity and its dimensions is accepted. Also, the hypothesis that there is significant relationship between the components of OPP and overall creativity is accepted.

The negative association between the parental academic pressure and creativity dimensions may be explained by understanding the creative process. Creative thinking, according to Fontana (1981) and Fisher (1990), does not occur spontaneously, but an intentional and sustained effort is required involving several stages, and adults working with children can influence positively or negatively the continuity of the creative flow process. Fogel and Helson (1988) consider creative process as a flow that requires deep concentration. Investigators like Csikszentmihalyi (1980) and Mayers (1978) assert that the children overwhelmed with work cannot experience creativity flow in their daily life. Pressurization in studies, restricting the allowance of freedom, with too much of control and evaluation, disrupt the creative flow in children. Psychological freedom and safety are important for the nourishment of creativity in children. Pressurizing parents tend to schedule the activities of their children, including their involvement in extra-curricular activities restricting the children's freedom of expression. The results are only supported by the study of Mogalia (1989) who found negative association between creativity and the degree families had cast work, school, and recreational activities into an achievement oriented and competitive frame work.

Other important factors necessary for creativity are self-regard and confidence, which are very important to venture into any field of creative undertaking. A recent study by Kalliopuska (1992) shows a positive correlation between self-regard, self-acceptance, and creativity. Academic pressurization from parents with less positive appraisals may lower the general self-regard of the children, and such children may fail to realize their creative potential.

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