

# Effect of Parental Pressure on Creativity of Senior Secondary Students

## Abstract

Present study aimed to find out the effect of parental pressure and its dimensions (parental control, parental expectation and parental dominating behaviour) on Creativity of senior secondary students. Multistage random sampling was used to collect the 640 sample from Haridwar district in Uttrakhand. Data was gather by using the Parental Pressure Scale and Tests of Creativity (P.T.C) by Dr. B.K Passi and analyze by ANOVA in order to find the effect of parental pressure on Creativity. Finding of the study reveals that Creativity of the of rural students is not affected by parental pressure, whereas creativity of urban students is negatively affected by parental pressure.

**Keywords:** Parental Pressure, Parental Control, Parental Expectation, Parent's Dominating Behaviour and Creativity.

## Introduction

On the basis of financial support there are two type of institution of higher education in India namely government aided and unaided. The government aided colleges receives large amount of subsidies but they cater only 38.9% of the total GER in higher education. These colleges are the first and the only affordable choice for the middle and lower class families as per their economic status. The financial burden on the families and the lack of opportunities after graduation leads to the parents pressurizing their children in the form of demand and bribes for better academic achievements.

The parents employ various strategies to control the spontaneous activities of child. These types of strategies of parents are concenter as '*parental control*'. Students acknowledge the pressure from their parents who anticipate high expectations from them regarding their academic achievements. These expectations from parents regarding their child's achievement are termed as '*parental expectation*'. The third aspect which constitutes the component of Parental Pressure is the *Dominant Behaviour* of the Parents. It is the autocratic behavior of parents by which they coerce their choices and take decisions about their children's study in order to force them to perform better than their counterparts.

Creativity is a multidimensional attribute 'differently' distributed among people and includes chiefly the factor of seeing problem fluency, flexibility, originality, inquisitiveness and persistence most researches are explore the negative effect of parental pressure.

## Review of Literature

Srivastava, R.K. (1988), Researcher carried out a study on creativity in relation to needs. Sample of the study consisted of 877 Pupils. Main findings of the study were as follows :- The needs to aggression, achievements, dominance, nurturance and autonomy change were found to be significantly and positively correlated with creativity while the need to affiliation, interceptions were identified to be negatively and significantly correlated with creativity. Further the need to achievement order autonomy were estimated to be positively and significantly correlated with creativity.

Mehrinejada, A.S, Rajabimoghadam , S. and Tarsafi. M (2015), Researcher conducted a study on Parenting Styles and Creativity. The sample consisted of 400 students of junior high school from Tehran, Iran. The main objective of this study was to examine the relationship between creativity and parenting styles. Findings of the study indicated a significant positive relationship between authoritative parenting style (*Authoritative parenting style is associated with admission and close ties, adaptive control techniques and appropriate independence (Tanhaye-Rashvanlou & Hejazi, 2009)*) and creativity, while there was a significant negative relationship between authoritarian parenting style (*Authoritarian style has a low level of admission and close ties, a high level of mandatory control and*



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a low level of giving independence (Moradian, et al., 2014)) and creativity.

#### Objectives of the Study

1. To study the effect of parental pressure and its dimensions (parental expectation, parental control and parental dominating behaviour) on the Creativity of male students at senior secondary level.
2. To study the effect of parental pressure and its dimensions (parental expectation, parental control and parental dominating behaviour) on the Creativity of female students at senior secondary level.

#### Hypotheses

##### Ho-1.

There is no significant effect of parental pressure and its dimensions (parental expectation, parental control and parental dominating behaviour) on the creativity of urban students at senior secondary level.

##### Ho-2.

There is no significant effect of the parental pressure and its dimensions (parental expectations, parental control and parental dominating behaviour) on the creativity of Rural students at senior secondary level.

Hypothesis no Ho-1. has been tested by Table no – 1

Table No -1

Calculation of standard deviation, sum of square, mean square and f- value of urban students

Vari able	Population	N	SD		Sum of Squares	Mean Square	f-value	
Creativity	PPE	High	111	22.260	Between Groups	5488.53	2744.26	5.58*
		Moderate	174	23.49	Within Groups	170540.15	491.47	
		Low	65	17.90	Total	176028.68		
	PPC	High	75	19.90	Between Groups	16267.62	8133.81	17.6*
		Moderate	169	22.07	Within Groups	159761.06	460.40	
		Low	106	21.51	Total	176028.68		
	PPB	High	132	20.71	Between Groups	12295.28	6147.64	13.02*
		Moderate	167	23.23	Within Groups	163733.40	471.85	
		Low	51	18.94	Total	176028.68		
	PPP	High	123	20.27	Between Groups	19676.45	9838.22	21.83*
		Moderate	151	20.71	Within Groups	156352.23	450.58	
		Low	76	23.61	Total	176028.68		

\*Significant at 0.05 level

PPE= Perceived Parental Expectation

PPC= Perceived Parental Control

PPB =Perceived Parental Dominating Behaviour

PPP= Perceived Parental Pressure

It observed from the table -1, that the obtained f-values are 5.58 for PPE, 17.6 for PPC, 13.02 for PPB and 21.83 for PPP respectively, which

#### Research Methodology

In present study researcher used descriptive survey method to find out the effect of parental pressure and its dimension on study habits of senior secondary students.

#### Population and sample

The Population of present study consists of regular students of senior secondary school studying in 11<sup>th</sup> and 12<sup>th</sup> class in private and government schools of CBSE and Uttarakhand board in Haridwar district of Uttrakhand. Among them 640 samples were selected by 'Multistage random sampling', which is executed in three stages viz. selection of the blocks, selection of the schools and selection of the sample

#### Tool Used

Tools used by researcher are as follows:- Perceived Parental Pressure Scale (developed by the researcher)

#### Tests of Creativity (P.T.C) by Dr. B.K Passi

#### Statistical technique

In order to fulfill the objective of the study and for testing the hypotheses mean, Standard deviation (S.D ) and ANOVA analysis were used.

#### Analysis and Interpretation

Above hypotheses has been tested by following tables

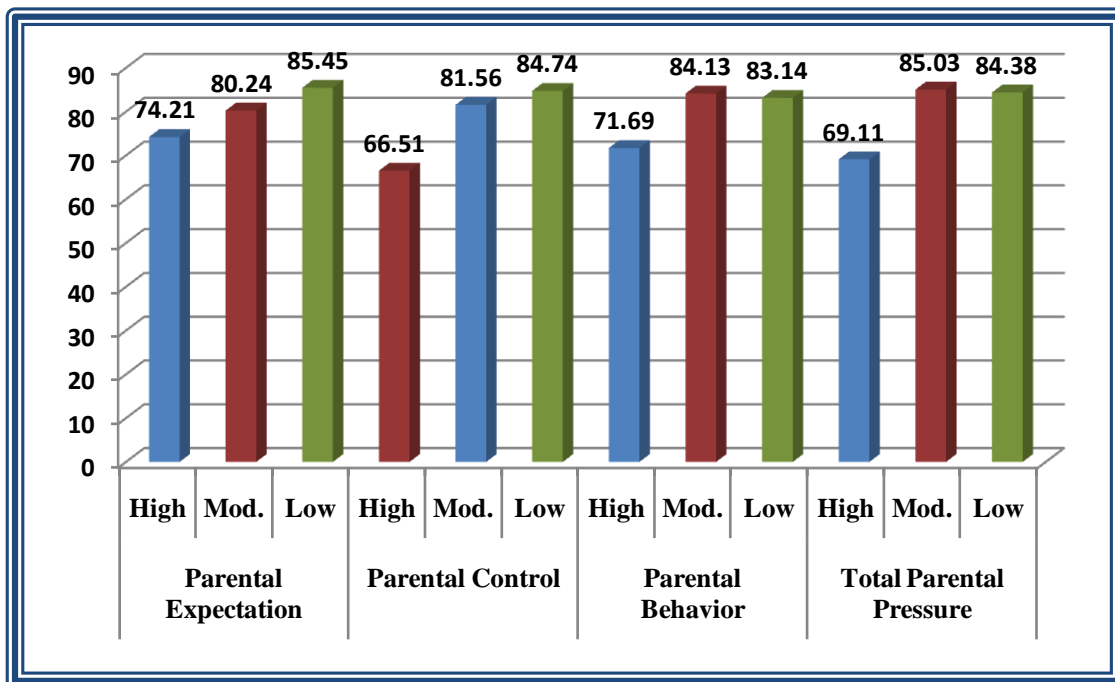
are greater than critical value 3.04,(df=347) in all cases. So, there is significant difference between the creativity of urban students with high, moderate and

low PPE, PPC, PPB and PPP. Thus the sub hypothesis H<sub>0</sub>-1 is rejected. It can be inferred that there is significant effect of PPE, PPC, PPB and PPP

on the creativity of urban students at senior secondary level

Thus the sub hypothesis H<sub>0</sub>-1 is rejected.

**Figure 1 : Graphical representation of mean score of creativity of urban students**



*Hypothesis no Ho-2. has been tested by Table no – 2*

**Table -2**

**Calculation of standard deviation, sum of square, mean square and f-value of rural students**

variable	Population	N	SD		Sum of Squares	df	Mean Square	f-value	
Creativity	PPE	High	70	29.31	Between Groups	5128.18	2	2564.09	2.87*
		Moderate	153	31.46	Within Groups	256323.90	287	893.11	
		Low	67	26.56	Total	261452.08			
	PPC	High	32	38.00	Between Groups	13817.06	2	6908.53	8.00*
		Moderate	213	27.87	Within Groups	247635.02	287	862.84	
		Low	45	29.44	Total	261452.08			
	PPB	High	95	33.182	Between Groups	2477.599	2	238.79	1.37
		Moderate	161	26.973	Within Groups	258974.48	287	902.35	
		Low	34	34.407	Total	261452.08			
	PPP	High	103	32.561	Between Groups	1574.562	2	787.28	0.87
		Moderate	139	26.557	Within Groups	259877.52	287	905.49	
		Low	48	34.022	Total	261452.08			

\* Significant at 0.05 level

PPE= Perceived Parental Expectation

PPC= Perceived Parental Control

PPB = Perceived Parental Dominating Behaviour

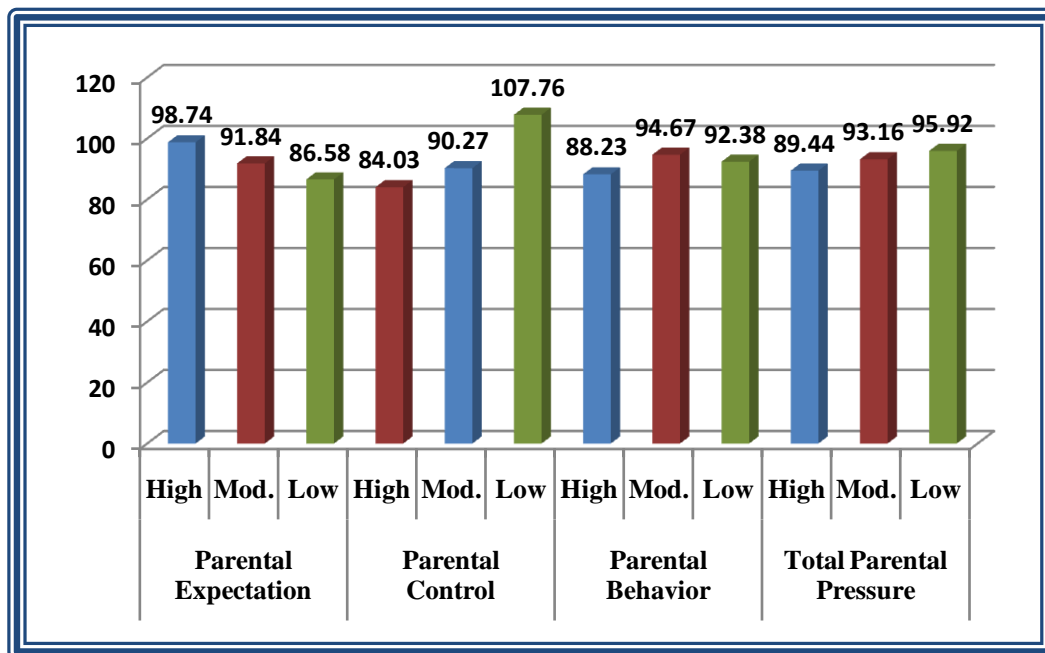
PPP= Perceived Parental Pressure

In order to interpret, table -2 creativity of rural students with high, moderate and low PPE, PPB and PPP does not significantly differ, (f -values are 2.84, 1.37 and 0.86 < critical value 3.04, (df=287, df=2) but, creativity of the students with high, moderate and low PPC differed significantly, because f-value is 8.00, which is greater than critical value 3.04, so we can

infer that there is no effect of PPE,PPB and PPP on the creativity of senior secondary students but PPC have significant effect on the creativity of rural students at senior secondary level.

**Thus, the hypothesis H<sub>0</sub>-2 is rejected for PPC and accepted for PPE, PPB and PPP.**

**Figure- 2: Graphical representation of mean score of creativity of Rural students**



**Findings**

The findings of the of the study are given below-

**Ho-1.**

There was significant effect of parental expectation, parental control, parental dominating behaviour and overall parental pressure on the Creativity of urban students at senior secondary level

**Ho-2.**

There was no significant effect of, parental dominating behavior and overall parental pressure on the Creativity of rural students, while a significant negative effect of parental expectation and parental control was found on the creativity of female students studying in senior secondary level.

**Conclusion and discussions**

On the behalf of above findings it can be concluded that the creativity of students belonging to rural areas are not affected by parental pressure, because high parental expectation group have high creativity, moderate group have moderate creativity and low group have a low creativity. In this case, it reveals that parental expectation has positive relationship with creativity. Further, parental dominating behavior and overall parental pressure have no effect on the creativity of rural students, while a significant negative effect of Parental expectation, parental control, Parental dominating behaviour was observed on the creativity of urban students at senior secondary level.

In Previous, researcher investigate that Sebastian, T. (1997), Researcher examined that excessive parental pressurization in studies, reported by parents and that perceived by children, accompanies poor academic achievement. Higher parental pressure was associated with low self-esteem and creativity.

**Recommendations**

The parents, teachers, administrators and policymakers should be made aware of the negative effect of parental pressure that they unwillingly put on their child in pursuance of their own expectation. The schools should be to recognize symptoms of stress and anxiety in their students and provide counseling to the student by involving their parents.

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