



Impact Of Parental Pressure On Creativity And Self Efficacy Of Young Adults

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ABSTRACT

In this study we basically study about the parental pressure , creativity and self efficacy of young adults . Parental pressure is the emotional strain parents frequently place on their kids, and it's frequently connected to things like academic achievement, cultural and societal expectations, and other things. Concern for their children's welfare and for their employment is the main driver of parental pressure. If we talked about creativity , When children are over-controlled by their parents, they experience pressure to think feel or behave in particular ways. Student self-esteem would be negatively affected which in turn limits to creativity level . On other hand, adults self-efficacy is the belief of the adults that they can do successfully a task whatever it is “This study has variables –Self- efficacy and Creativity ,which is conducted on the 120 Participants out of which 60 were males and 60 were females. The age ranged from 13 to 25 years. The participants were selected through convenience sampling, and they belonged to different regions of country.” We compared gender based creativity and self efficacy it is found that there is no difference between the self efficacy and creativity on young adults .

Through the citations mentioned in the study it is proved that the parental pressure on their children results as self doubts , shaming and put them in immense pressure .

Introduction

Parental Pressure

The best is what parents want for their kids. They frequently have fantasies about their kids going to the greatest colleges and landing the most honorable jobs in contemporary society. They put in job and earn money to support their family. There is a narrow line between being concerned and being concerned too much, even if a safe and happy home environment is thought to be a fundamental necessary for healthy growth and development. The worst-case scenarios have been brought on by parental pressure. In today's world, there is a lot of competition. Sarcastic honesty and humility are displayed when good deeds are questioned and negative deeds are routinely disregarded. Money and power are now essential for surviving. The unemployment rate is really high.

Parents like those increase the strain on pupils, who are thought of as the future.

– “One can only imagine what the child goes through .”

“When students are burdened with such high expectations, good intentions go astray. Children are expected to score high in order to make their parents proud. But what happens when they are crushed by overly high expectations and are unable to achieve? In this new era, a parent can keep track of their child’s academic results, assignments, levels and reports. Some parents obsess over these scores so much that the need for their child to achieve the top score overtakes all else. Parental pressure leads to stress and anxiety. The child always has their nose in books always stressed and faces anxiety and fears of failing”.

❖ The consequences of excess pressure –

- Sleep deprivation
- eating disorders
- excessive worrying
- cheating
- burnout
- loss of interest in hobbies
- withdrawal from friends and family

During the teenage years, a kid experiences both physical and mental changes. Along with their drive to look well or perform well enough in school, they will also become more socially inept

and feel the need to fit in. Parents are their pillars of support during this difficult period, and if they put too much pressure on them, it can lead to a breakdown.

Standardized assessments are commonplace in school, and to succeed academically, kids are frequently expected to complete up to four or five hours of homework each night. This frequently leads parents to believe that they must keep an eye on their child's development, preferably through interfering in their social interactions and watching them study. The youngster may experience high blood pressure as a result of these unreasonable expectations and pressure.

CITATION – “Study of Journal (University of London) ISU-12664 , - level of pressure Competitive parents make it worse by shaming and comparing their children with others. Dance, music, and drawing are an excellent means of de-stressing, but today even these activities are viewed competitively. This puts the kids under immense stress. The world outside is extremely competitive, where success is the highest marker. The society is constantly enforcing and dictating newer norms of success. All these pressures knowingly or unknowingly affect an individual. Demanding parents must alter their entire approach toward children. They must talk to their children and work towards being their confidant. Parents must start by taking responsibility for the pressure they are causing upon their child. They should further acknowledge that kids can have varied and distinct interest's which, at times, may sound unconventional to parents. Parents have to openly address the differences and give a patient ear to their children.

In our society failure is not seen as an opportunity to learn but indicates a child's inability at performing a particular activity. This creates an irrational belief that even the slightest failure means being unsuccessful in life. Children are not taught how to cope up with their failures and disappointments. Parents should understand that life is a marathon, failure is a part of life, and momentary failures don't necessarily define a person”.

Self –Efficacy

A person's self-efficacy is their confidence in their capacity to carry out an activity or accomplish a goal. It includes a person's self-belief in their ability to exercise control over their actions, affect their surroundings, and remain energised in the pursuit of their objective. In a variety of circumstances and domains, including job, school, interpersonal connections, and other crucial areas, people can have self-efficacy.

“Self-efficacy is important because it plays a role in how you feel about yourself and whether or not you successfully achieve your goals in life. The concept of self-efficacy is central to Albert Bandura's social cognitive theory, which emphasizes the role of observational learning social experience, and reciprocal determinism in personality development .”

CITATION – “Research-informed theoretical formulations of self-efficacy drew from learning, cognitive, and social cognitive theories and were able to shed light on the nature, sources, and psychological processes involved in the formation of self-efficacy beliefs. Learning theories attempting to explain the emergence of behavior first focused on conditioning, and then on the consequences of behavior. Cognitive theories of learning introduced cognition into the behavior generation process and emphasized the consideration of gains or losses resulting from performing the said behavior as significant deciding factors”.

❖ **The theory asserts that self-efficacy beliefs work through the four major psychological processes listed below to produce actual performance –**

- ✓ **Cognitive processes:-** “These include self-appraisal of capabilities, skills, and resources; goal selection; construction of success and failure scenarios in the goal accomplishment processes; generation and selection of problem-solving options; sustaining the necessary attention and functioning for task completion”.
- ✓ **Motivational processes:-** “self-efficacy beliefs affect one's self-regulation of motivation. Three cognitive motivators, namely, “attribution,” “value of expected outcomes,” and “clarity and value of goals” have been identified as being influenced by self-efficacy beliefs”.
- ✓ **Affective processes:-** “a person's self-perception of coping abilities affects the person's arousal threshold and their tolerance of emotional threats like anxiety and depression. Even the process and outcome of threat management can be affected by procedures like guiding imagery to adjust anxiety symptoms when encountering stressors” .

According to - “Bandura , Maddux and Gosselin the self-efficacy beliefs formed through the above processes are not static. They are constantly informed , energized or depleted through at least five identifiable primary sources that are affected by a person's interpretations of former and current experiences.”

Creativity

The ability to create something new, whether it be a brand-new tool, method, or approach to solving a problem, or a brand-new work of art, is what is meant by the term "creativity."

The mind is liberated by creativity in a way that makes it easier to assimilate information. It improves the effectiveness of learning processing. Both alternate ways of thinking and ingrained thought patterns are made possible by it. It makes non-linear thinking possible.

“Creativity is usually associated with the arts, but when elevated to “creative thinking” it can apply to world problems, such as global warming and interaction between countries, world economics, world politics or world understanding. When thinking globally, being able to understand the - Big Picture is only part of what is considered creative thinking. Understanding

the big picture and being able to influence the outcome of problems, issues or topics of concern is the more realistic use of the creative process”.

This gift of invention is largely responsible for the stage of cultural, scientific, and industrial development that man has reached today. The only means by which the human world has advanced recently is creativity. These skills ought to be systematically discovered, cultivated, and applied for the advancement of humanity. A society's ability to evolve critically rests on its populace's creativity. As a result, the main psycho-social driving force of the 20th century is now creativity. The ability to influence the environment is improved through creativity. In actuality, creativity has aided civilization in its assessment of everything from animal life to the state of progress today. The growth of people's cognitive, emotive, and social skills is crucial to any country's success .

TYPES OF CREATIVITY - Creativity is an ability to develop something new and original in the form of product, concept of ideas. “According to Taylor (1956), there are five types of creative dispositions on the basis of psychological process”.

And these are mentioned below as following –

- ✓ **Expressive Creativity:** - Independence Expression where skills, originality and quality of the product are unimportant, e.g. the spontaneous drawing of Children.
- ✓ **Productive Creativity:-** Artistic or scientific products where there is tendency to restrict and control free play and develop technique for producing finished products.
- ✓ **Inventive Creativity:-** Inventors, explorers and discovers, where ingenuity is displayed with material, methods and techniques.
- ✓ **Innovative Creativity:-** This operates in the improvement through modification involving conceptualisation of skills.
- ✓ **Emergenerative Creativity:-** This results in higher generative insights.

The creations of innovative concepts, hypotheses, and items in the fields of science and art that are seen as valuable and original by qualified professionals is what is meant by creativity. The term "creativity," which is only a few years old, has changed its origin from the divine to psychological functioning to people, who are all, of course, endowed with a unique power among all their powers. Solving a challenge that is unfamiliar to you is a sign of creativity. In almost all definitions of creativity, the act of creating something new is mentioned. When something is creative, it considers how it relates to the individual's internal and external environments. Inspiration, stimulation, and sharpening are increased by quality instruction, attentive care, and access to creative outlets .

Citation – “Richard Florida believes that what we are reaching is the creative age. In his paper, *America’s Looming Creativity Crisis*, - he states , *The Creative Age requires nothing short of a change of worldview. Creativity is not a tangible asset like mineral deposits, something that can be hoarded or fought over or even bought and sold. The U.S. must begin to think of creativity as a common good ,like liberty or security. It is something essential that belongs to everyone and must always be nourished, renewed and maintained – or else it will slip away*”.

Review of Literature

[1] - (Knight, Berrow, & Harwood, 2022) - Researchers have made significant efforts to comprehend how parents may favourably or unfavourably influence the calibre of young people's sport experiences. When analysing this body of work, a variety of what we will refer to as "psychosocial outcomes" emerges as a result of various parental participation and practise patterns. These outcomes include things like motivational rules, emotional reactions, self-perceptions, moral behaviours, coping mechanisms, and wellbeing.

[2]- Dale H. Schunk - Self-efficacy is a crucial construct that aids in explaining how kids learn and carry out achievement-related behaviours, according to research on cognitive skills, social skills, motor abilities, and career choices. Additionally, academic context-related indicators that indicate to pupils their level of achievement or learning progress have been established through research.

[3]- Amabile's (2022) theory of creativity focuses on creativity as a quality of a product or response rather than creativity as a human trait. She emphasises that there is no objective way to answer the issue of "What is creativity?"—that is, outside of social and cultural standards. When subject-matter experts concur that a product or solution is innovative, it is considered creative. The consensus evaluation approach of judging creativity on the level of finished products or creative answers is based on this principle.

[4]- (CHAU 2022) - Despite the fact that numerous research have examined the potential impact of culture or multi-culture on creativity, conceptualising creativity and illuminating its rich implications and cultural diversity, the majority of these studies have mostly focused on experts' data-driven opinions.

CHAPTER-3

Methodology

AIM – To seeking the parental pressure relation with creativity and self efficacy among young adults .

Objective - [1]- To study gender difference in self efficacy of young adults .

[2]- To study gender differences in creativity of young adults .

Hypothesis - (1)- Their will be no significant difference in the self efficacy of young adults.

(2)- Their will be no significant difference in the self – efficacy of young adults .

Sampling - The sample for study is comprised of 120 Participants between the age range of 13 – 25 years. The data is collected from 60 males and 60 females through convenience sampling. They are from different family backgrounds .

Tools Descriptions - SELF EFFICACY – this scale is a self-report measures of self-efficacy (J.Weinman , S.Wright & M. Johnston) . “the general self efficacy scale is co-related to emotions , optimism , work , satisfaction , negative coefficient were found for depression , stress , health , complaints , burnout and anxiety .”

	<i>Not at all true</i>	<i>Hardly True</i>	<i>Moderately True</i>	<i>Exactly True</i>
<i>All Questions</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>

CREATIVITY SCALE – “It is a self testing scale Below are a number of statements that may or may not apply to you. Please select a number from 1 (strongly disagree) to 5 (strongly agree) for each statement to indicate the extent to which you agree or disagree with that statement. Scoring to calculate an overall score, average scores from all 12 items .”

Statistics Used - After collecting the data , responses were tailed in Microsoft Excel . “After the scoring part the data was then transfer to Statistical Package for the Social Sciences {SPSS}”.

Chapter – 4

Analysis of Result

To test the hypothesis the data is collected and T-test is done.

Table No. – 1 – Descriptive Statistics and result of T-Test for self efficacy of Young Adults

Gender	N	Mean	STD Deviations	T	significance
Male	60	50.33	8.386	1.130	.262
Female	60	48.45	7.010	1.128	.263

This table shows that there is no significant difference between male and female on their level of self efficacy.

Table No. – 2 – Descriptive Statistics and result of T-Test of Creativity of Young Adults

Gender	N	Mean	STD Deviations	T	Significance
Male	60	17.65	38.52	.311	.757
Female	60	17.11	35.39	.310	.757

This table shows that there is no significant difference between male and female on their level of creativity .

CHAPTER – 5**Discussion**

Even while parents generally have excellent intentions, they occasionally go beyond what is reasonable for students. Your youngster will want your approval frequently while they are studying. Even a small amount of disappointment can put someone in a bad mood; they will begin to doubt their talents, which over time can cause dread, anxiety, and other mental diseases. Now consider what they would experience under excessive pressure. You always want your kids to succeed in everything they do in life, as a parent. You want the best for them; you imagine them getting into the top colleges and institutions, being the best in their class, and becoming experts in every topic. These demands, though, can occasionally be too much for your child to handle. Your demands become difficult to meet .

“This study has variables –Self- efficacy and Creativity ,which is conducted on the 120 Participants out of which 60 were males and 60 were females. The age ranged from 13 to 25 years. The participants were selected through convenience sampling, and they belonged to different regions of country.”

Hypothesis - (1)- Their will be no significant difference in the Self efficacy of young adults.

- With the references of table no- 1 we can say that there is **NO – SIGNIFICANT** difference between male and female self efficacy level . With **Reference to the study of - “Md. Sawari, Siti Salwa & Mansor, Norwati. (2013). A study of student's general self-efficacy related to gender differences. INTERNATIONAL JOURNAL OF INFORMATIVE AND FUTURISTIC RESEARCH (IJIFR. 1. 2347-1697.** It shows that the comparison level of general self-efficacy between male and female, the findings of the current study shows that, there are no significant differences for both gender. In additions, with regards to the correlations between general self-efficacy and gender, the study revealed that there is very weak correlation to negligible. Hypothesis is Accepted .”

(2)- **Their will be no significant difference in the Creativity of young adults-** With the references of table no- 2 we can say that there is **NO – SIGNIFICANT** difference between male and female score on Psychological Wellbeing. With the “reference of study - Gender differences in creative thought were minimal and dependent upon educational level; men with primary or secondary levels were found to score higher than women with the same level of education. However, the differences were statistically significant only on the Figural Originality and Figural Creativity Indices . Hypothesis is Accepted .”

Conclusion

Parents place pressure on their kids to achieve because they care about their wellbeing and are aware of the competition for admission to reputable universities. Parents have been pressuring their kids for better grades because of India's general unemployment problem. Some parents hope that by raising their children, they would be able to realize their unrealized goals. All of these have normalized teenage pursuits, leaving them to manage the demands of their tutors and their school. They might grow into them as a result of developing bad habits, wounds, and mental problems. You should be able to recognize your child's talents and provide them guidance on how to nurture them. If you give your child the encouragement they need to pursue their dreams in the career of their choice without instilling a fear of failure, success is certain. Additionally, they can make use of some of the strategies we discuss in our post on how to cope with stress while in college.