CHAPTER 6
SUMMARY AND CONCLUSIONS

Academic pressurisation by parents to a certain extent, serves as a motivating factor facilitating better academic performance by the children. Unfortunately, many Indian parents fail to keep up the 'golden mean' of academic pressurisation. They tend to be very demanding and controlling, forcing their children to assimilate much more than they can, without realising their potentialities and limitations. The curricula have become examination-oriented, promoting rote learning and over-burdening the children. The problem of parental pressurisation assumes greater significance amidst this burdening educational policy. There is no systematic and scientific study conducted on the problem.

The study assumes greater significance in Kerala, where the stress levels of students are reported to be very high. Kerala has achieved full literacy, and this shows the high priority given to education in the state. Naturally, parental pressurisation for academic achievement could be very high here.

The study is focused on early adolescents since pressurisation tends to mount up during this period and their urge for autonomy can make
them resent parental control. This in turn can lower their academic interest as well as their academic performance. Parental pressurisation in studies can be destructive to the Self-esteem of children. Also, too much emphasis on studies, limiting opportunities for self-exploration and expression, might extinguish the spark of Creativity in adolescents. The age from 10 to 14 years is considered as one of the critical periods in life during which creative ability can be cultivated most effectively.

6.1. THE PROBLEM FOR INVESTIGATION

PARENTAL PRESSURE FOR ACHIEVEMENT IN SCHOOL AND ITS INFLUENCE ON CHILDREN'S ACADEMIC INTEREST, ACTUAL ACADEMIC ACHIEVEMENT, SELF-ESTEEM, AND CREATIVITY.

6.2. AIM

6.2.1. To elucidate the relationship between the independent variable, Overall Parental Pressure (OPP) and the dependent variables, namely, PPP, AInt, Self-esteem, Overall Creativity and its dimensions (Orig nvCr, Elab nvCr, nvCr, Orig vCr, Elab vCr, and vCr).

6.2.2. To understand the relationship between the components of OPP, namely: (1) parental expectation of children's studies, (2) parental anxiety
over children's studies, (3) parental attitudes towards studies, (4) parental control over studies, and (5) parental control over extra-curricular activities, and the dependent variables.

6.2.3. To assess the relationship between OPP, its components, and the Overall SES and its variables.

6.2.4. To understand the interrelationship among the study variables, namely, Perceived Parental Pressure (PPP), Academic Interest (AInt), Academic Achievement (AAch), Self-esteem, Overall Creativity and its dimensions, and Overall SES and its variables.

6.2.5. To understand the study variables that make significant contribution to the prediction of the variables, namely, PPP, AInt, AAch, Overall Creativity, and Self-esteem.

6.2.6. To examine whether there is significant difference in all the study variables, namely, OPP, its components, PPP, AInt, AAch, Self-esteem, Overall Creativity and its dimensions with regard to the three types of schools, namely: (1) Government schools, (2) Private-aided schools, and (3) Private-unaided schools.
6.2.7. To find out whether there is significant difference in all the study variables based on: (1) Gender, (2) Mother's employment and (3) Ordinal position in the family.

6.3. **HYPOTHESES**

6.3.1. There will be significant relationship between OPP, its components and the variables, namely, PPP, Alnt, Self-esteem, Overall Creativity, and its dimensions.

6.3.2. There will be significant relationship between OPP, its components and the Overall SES and its variables.

6.3.3. There will be significant interrelationship among the study variables, namely, PPP, Alnt, AAch, Overall creativity and its dimensions, and Overall SES and its variables.

6.3.4. The study variables, make significant contribution to the prediction of each of the variables, namely, PPP, Alnt, AAch, Overall creativity, and Self-esteem.
6.3.5. There will be significant difference in all the study variables, namely, OPP, its components, PPP, AInt, AAch, Self-esteem, and Overall Creativity based on three types of schools.

6.3.6. There will be significant difference in all the study variables, based on gender, mother's employment, and ordinal position in the family.

6.4. CONCEPTUALISATION OF TERMS

6.4.1. Overall Parental Pressure (OPP)

The term is conceptualised as involving five components as reported by parents: (1) parental expectation for children's studies; (2) parental anxiety over children's studies; (3) parental attitude towards children's studies; (4) parental control over children's studies; and (5) parental control over children's extra-curricular activities. Thus, OPP is the sum of the scores obtained for the five components in the Parental Pressure Inventory (PPI) developed by the investigator.

6.4.2. Perceived Parental Pressure (PPP)

The term PPP means parental pressure as perceived by the children and includes children's perception of parental expectation, parental
anxiety, parental control over studies, and parental control over extra-curricular activities. PPP is the total sum of scores obtained by the children in the Perceived Parental Pressure Inventory (PPPI) developed by the investigator.

6.4.3. Academic Interest (AInt)

AInt is conceptualised as involving children's attitude towards education in general, the importance of their studies in particular, their interest in studies, and the stress (fear and anxiety) related to their studies and examination. AInt is the total sum of scores obtained by the children in Academic Interest Inventory (AIL) developed by the investigator.

6.4.4. Actual Academic Achievement (AAch)

Actual academic achievement is the percentage of average marks obtained by the child for the first terminal, second terminal, and final examinations of IX standard.

6.4.5. Self-esteem

The variable indicates the general self-esteem of children including the self-evaluation of subjects from a wide variety of domains including
the academic, social, emotional, familial, and physical aspects. The scores obtained using the Self-esteem Inventory by Thomas and Sanandraj (1985) is taken as the index of self-esteem.

6.4.6. **Overall Creativity**

Overall Creativity includes both non-verbal and verbal creativity, measured in terms of the dimensions, namely, originality and elaboration using Mehdi’s Non-verbal Test of Creative Thinking (1985). Originality is represented by the novelty of a given response (figure or its title created) and elaboration as the student's ability to add pertinent details to the figure or its title that is created.

6.4.7. **Socio-economic status (SES)**

The SES is the sum of the scores awarded for father's and mother's education, father's and mother's occupation and monthly income of the family from all sources.

6.4.8. **Type of school**

Government schools are those schools under the management of Kerala government, following the Secondary School Leaving Certificate
(SSLC) syllabus. Private-aided schools are those under the private management functioning with government aid, following the SSLC syllabus. Private-unaided schools are those under private management, without government aid, following the Central Board of Secondary Education (CBSE) syllabus.

6.4.9. **Children**

In the present study, the term refers to the children between the ages of 13 and 15 years, studying in the IX standard and who satisfies the following criteria: free from constant illnesses and disabilities and hailing from nuclear families with both parents living with them.

6.4.10. **First-born and Later-born**

In the present study all children born first in the nuclear families (including the only child) are defined as first-born and all children born after the first child are the later-born children.

6.4.11. **Mother’s employment**

In the present study the term indicates whether the children’s mothers are working outside the family or not.
6.5. THE SAMPLE

Proportionate stratified random sampling is used to select a total of 15 schools including government, private-aided and private-unaided schools from Ernakulam district, Kerala. A total of 398 children, 155 boys and 243 girls, aged 13-15 years studying in standard IX are chosen from the three types of schools. The parents of the children also formed part of the sample.

6.6. THE TOOLS

The following tools were used to measure the study variables.

6.6.1. **Parental Pressure Inventory** (PPI) developed by the investigator to measure the parents' report of the academic pressure on children (OPP).

6.6.2. **Perceived Parental Pressure Inventory** (PPPI) designed by the investigator to measure the children's perception of parental pressure (PPP).

6.6.3. **Academic Interest Inventory** (AII) developed by the investigator to measure children's attitude towards education in general, their interest in studies, and the stress related to their studies and examination (Alnt).
6.6.4. **Self-esteem Inventory** developed by Thomas and Sanandaraj (1985) to measure the general self-esteem of the adolescents of Kerala.

6.6.5. **Non-verbal Test of Creative Thinking** by Mehdi (1985) to measure non-verbal creativity (nvCr). The titles created by the children while dealing with the figures in the same test are used for scoring verbal creativity (vCr).

6.6.6. **Personal Data Questionnaire** to measure the SES variables, information regarding whether the mothers are employed or not, birth order, sex, and the information required for initial screening before selection.

The variable, AAch is measured in terms of the percentage of average marks obtained by the students for the first terminal, second terminal and final examinations of standard IX.

6.7. **TREATMENT OF DATA**

The data are sorted and tabulated, and scores are assigned as per the scoring techniques. The data are then statistically analysed using techniques, namely, correlation (Pearson product-moment coefficient),
multiple regression (step-wise) analysis, partial correlation analysis, analysis of covariance, Duncan's multiple range test, and t-test.

6.8. RESULTS

The results of the investigation are as follows:

6.8.1. The Results of Correlation Analysis

Correlation analysis was done to find out the type and degree of association between OPP and all the study variables. The OPP is found to have significant negative associations with the dependent variables, namely, AAch, Overall Creativity, and Self-esteem, with $r$ values of -0.58, -0.34 and -0.24 respectively, significant at 0.001 level. The components of OPP also show significant negative relationships with AAch and Overall Creativity, whereas only two components namely, Parental Expectations and Parental Attitude towards children's studies show significant negative relationships with Self-esteem. The AIInt (that also indicates the children's stress related to studies and examination) is not found to have significant association with OPP and its components; however, Parental expectation regarding their children's studies is found to have significant relationship ($r = -0.18, p < .001$).
The PFIJ is found to have significant negative relationship with the variables, Alnt, AAch, Overall Creativity and Self-esteem, with \( r \) values of \(-.23\), \(-.54\), \(-.30\), and \(-.30\) respectively, significant at \( .001 \) level. The OPP and its components and PPP are found to have a high positive correlation \( (r = .32 \text{ to } .62, p < .001) \).

The association of OPP and PPP with SES is substantial with \( r \) values of \(-.49\) and \(-.44\) respectively, significant at \( .001 \) level. The AAch shows a significantly high positive association with SES and its variables \( (r = .57 \text{ to } .64, \text{ all } p's < .001) \). Overall creativity and its dimensions show a significant positive relationships with SES and its variables \( (r = .41 \text{ to } .46, \text{ all } p's < .001) \). Self-esteem also shows a positive but moderate relationship with SES \( (r = .17, p < .001) \). but, showing no relationship with the variable, monthly income of the family. However, all the study variables are not found to have any significant relationship with the SES variable, mother’s occupation. The Alnt does not show any relationship with SES or its variables.

While studying the interrelationship between the dependent variables, it was found that Alnt and self-esteem are found to have positive relationship with AAch, \( r = .19, p < .001 \) and \( r = .24, p < .001 \) respectively. Overall Creativity and AAch show positive relationship
(r = .46, p < .001), whereas AInt and Creativity show no relationship. AInt and self-esteem are found to have positive relationship (r = .53, p < .001). Overall Creativity and self-esteem are also found to have positive relationship (r = .16, p < .01).

6.8.2. Results of Multiple Regression Analysis and Partial Correlation

Multiple regression (step-wise) analysis was done to find out the predictor variables for the dependent variables, namely, PPP, AInt, AAch, self-esteem and creativity. Partial correlation was done to find out the degree of relationship between the predictor variables and each of the dependent variables. The partial correlation coefficients between the predictor and the predicted variables are given in brackets.

It is found that PPP is predicted by OPP (.43), AInt (.21), AAch (-.18), Father’s occupation (-.15) and Mother’s occupation (-.14), and together they account for 47 percent of the total variance. OPP is found to be the strongest predictor of PPP, and accounts for 38 percent of variance.

AInt is predicted by six variables, namely, Self-esteem (.52), AAch (.21), Mother’s education (-.19), Parental attitude towards studies (.17), PPP (.12), and overall Creativity (-.11), and together they account for 35
percent of the variance. Self-esteem is found to be the strongest predictor of AInt and accounts for 28 percent of the total variance of AInt.

AAch is predicted by SES (.43), OPP (-.29), AInt (.23), overall Creativity (.20), PPP (-.15), and Parental expectation for children's studies (.13), and together they account for 58 percent of the total variance. The SES is found to be the strongest predictor of AAch, and accounts for 41 percent of variance in the AAch score.

Self-esteem is predicted by four variables, namely, AInt (.50), Parental expectations (-.23), the dimension originality of non-verbal Creativity (.15) and PPP (.11), and they account for 37 percent of the variance. AInt is found to be the strongest predictor of self-esteem and accounts for 28 percent of the variance in self-esteem.

Overall Creativity is predicted by AAch (.25) and overall SES (.23) and they account for 25 percent of the variance. AAch is found to be the strongest predictor of creativity and accounts for 21 percent of the variance in creativity scores.
6.8.3. The Results of Analysis of Covariance and Duncan's Multiple Range Test

Analysis of covariance helped to find out whether there is significant difference in the study variables among the children hailing from three types of schools, with SES as the covariate. The analysis helped to know whether the significant group difference was due to school-related factors or SES factors or both. Duncan's multiple range test helped to know the significant difference in a pair-wise way.

All the variables except Alnt show significant difference among the three groups. The variables OPP, PPP, A Ach, and overall creativity show significant $F$ values for the total explained variance between groups significant at .001 level. Self-esteem shows significant group difference at .01 level.

The children of private-unaided schools score higher mean scores in the variables, A Ach, self-esteem and overall creativity, followed by those of private-aided schools and then by those of government schools. The variables, OPP, its components, and PPP show just the reverse.

The analysis shows that, for significant group differences in the variables, namely, A Ach, OPP, and overall creativity, SES has more
significant effect along-with school. For variables like PPP, and Self-esteem group differences are found to be due to the SES factor and not due to school-related factors.

The results of multiple range test show that for variables like Self-esteem and Creativity no significant difference is noticed between the students of government and private-aided schools. The variables, namely, OPP, PPP, and AAch show significant difference in all the three pairs of groups.

6.8.4. The Results of Analysis using t-Test

The use of t-test enabled to understand the difference in all the study variables, with regard to the children’s gender, birth order and mother’s employment.

A comparative study between boys and girls shows that only the variables, PPP ($t = 2.41, p < .05$), overall Creativity ($t = 3.21, p<.01$), non-verbal Creativity ($t = 4.26, p<.001$), and its dimensions and the dimension elaboration of verbal Creativity ($t = 2.49, p < .05$), show significant difference between boys and girls, showing the superiority for boys.
From a comparison based on mother’s employment, it is found that the children of employed mothers experience significantly high parental control over extra-curricular activities \((t = -2.81, p<.01)\). It is found that non-verbal Creativity \((t = 2.62, p<.01)\) and its dimensions show significant group difference, with children of unemployed mothers being more non-verbally creative than those of employed mothers. The variables, OPP, PPP, AInt, AAch, Self-esteem, and Overall Creativity do not show any significant difference in children of employed and unemployed mothers.

A comparison based on the birth order of children reveals that the AAch scores show significant difference with first-born showing greater mean values than later-born \((t = 3.09, p < .01)\). The dimension elaboration of verbal Creativity also shows significant difference \((t = 2.09, p < .05)\) showing superiority of first born. The variables, OPP, PPP, AInt, Self-esteem, and Overall Creativity do not show any significant difference between the first-born and later-born children.

6.8.5. **Analysis of the Responses of Children to the Items of the AInt Inventory**

While responding to the questions that elicit the children’s attitude towards education in general, 70-95 percent of students show favourable
attitudes. To the questions that indicate the adolescent's stress related to studies and examination, 38-62 percent of children report that they "sometimes" experience stress and 10-56 percent report that they "always" experience stress. To the questions that reveal their interest in studies, the responses varied depending on the items. For some items, 55-90 percent of students report that they 'always' show interest in studies.

6.9. DISCUSSION

The high positive association between OPP and PPP means that parental academic pressure can contribute to a significant extent a feeling of pressure in children. The association of parental over-expectation with greater perception of parental pressure and low academic interest (with stress in studies) as observed in the present study supports the speculations in the Indian media that blame demanding parents for the general stress-related problems seen in children. Children's expectancies of success are closely related to parent's expectancies (Parsons et al., 1982), and hence, if parental expectations are too high, then children may feel frustrated, causing a dislike for studies and stress during examination time.
The substantial negative association of OPP and PPP with AAch is explained based on the studies of Steinberg et al. (1989, 1992), Grolnick et al. (1991), and Oh-Hwang (1995). From these studies the investigator reasons that parental pressurisation negatively influence the development of inner resources, namely, intrinsic motivation, self-esteem, and psychological autonomy which in turn can negatively influence the academic achievement in children. The present study has revealed significant negative association between OPP and self-esteem. Thus, academic pressurisation lowers the self-esteem of children which in turn lowers their academic performance. Bi-directionality can be expected in the relationship between parental pressure variables and AAch.

The OPP and PPP show negative association with self-esteem and creativity. Stress in relation to studies created to some extent by over-aspiring parents, with too much of control and evaluation, lowers the adolescents’ self-regard and confidence and lessen their psychological freedom and safety. This in turn disrupts the creative flow in children. Also, parental guidance and support for the creative process will be lessened because of the pressure for academic achievement.

In the present sample, the parents of low SES, hailing from an urban and semi-urban background are found to exert more pressure,
because, they are people who unfortunately were not able to make use of their potential and would very much long to see their children perform well in their studies. Also, their involvement in their children’s studies may be more authoritarian. Hence, the children from low SES are found to perceive more parental pressure.

Better academic interest is found to be the strongest predictor of self-esteem. The positive association between AInt and self-esteem is explained due to their positive association with AAch and negative association with PPP as observed in the present study. Also, children with high self-esteem have greater confidence in their abilities, which can make them less stressed, more intrinsically motivated and interested in studies.

There is a positive substantial association between AAch and creativity, the relation may be direct or indirect. To achieve academically or creatively, inner resources like perceived autonomy, competence, and intrinsic motivation are required. Indirectly, both AAch and creativity are positively and significantly related to SES and self-esteem, and hence, there may be a positive relationship between AAch and creativity. No relationship is found between AInt and creativity, because, creative children need not show interest in studies.
The substantial positive associations between all the creativity dimensions and the SES variables are mainly direct, high SES providing favourable parent-child relationships that encourage free expression of feelings and ideas and reinforcement of creative efforts of the children. The relation may also be indirect through the positive association between SES, self-esteem and creativity as observed in the study.

The positive association between self-esteem and overall SES is due to the influence of the variables of SES, namely, father’s education, father’s occupation and mother’s education. Mother’s occupation does not relate to self-esteem because in the study mother’s occupation is not found to relate to the SES of the families.

The significant positive association between self-esteem and creativity may be bi-directional. Self-esteem is important for creative expression because the courage to stand up for one’s own ideas and feelings requires a sound basis of self-esteem. Also, if children can affirm themselves in their uniqueness (creativity), they can lead a self-fulfilling life with self-regard.

The significant difference in all the study variables of the children of three types of schools is mainly due to the difference in the SES of their
families. On the other hand, the AI of the children from three types of schools does not show any significant difference in spite of significant difference in SES and school-related variables. This may be because the greater pressure exerted by private schools will be neutralising the conducive academic facilities provided by such schools.

The pressure reported by parents does not show any significant difference with regard to gender, whereas boys are found to perceive more parental pressure than girls. This may be because structured learning with the involvement of parents suits girls better than boys, and boys tend to resent too much involvement from parents. Boys are also found to show higher scores in overall creativity, non-verbal creativity and the dimension elaboration of verbal creativity. This may be because, boys in general are expected to be more independent and hence get lot of opportunities to indulge in activities of their choice, which in turn give them more opportunities for self-expression. Absence of gender difference in AAh, AI, self-esteem, and verbal creativity and its dimension originality suggests less disparity between the status of boys and girls in the society.

Employed mothers are found to exert more control over their children’s extra-curricular activities and hence their children are found to
be less non-verbally creative when compared to those of unemployed mothers. Employment of mothers per se does not relate to Alnt, AAch and self-esteem of children because, these variables are influenced by SES factor and there is no relation between employment of mothers and SES in the present sample.

The superiority of first-born children over later-born in AAch and verbal creativity may be because, parents give more attention to their first children and also, the first child has more time alone with the parents than subsequent children.

6.10. CONCLUSIONS

Considering the results of the study, the following conclusions are drawn.

6.10.1. Excessive parental pressurisation in studies, reported by parents and that perceived by children, accompanies poor AAch; the relationship may be bi-directional.

6.10.2. Pressure reported by parents as a whole, is not found to be related to Alnt (including stress related to studies and examination), whereas, that perceived by children is negatively associated. Higher parental
expectations for studies (a component of OPP) is found to be associated with low AInt.

6.10.3. The higher parental pressure, reported by parents and perceived by children are associated with low self-esteem and creativity.

6.10.4. Parents of low SES are found to exert more pressure for AAch and also, their children are found to perceive more pressure from parents.

6.10.5. The variables, AAch, self-esteem and creativity are found to be positively and significantly associated with SES of the family, whereas the AInt is not.

6.10.6. Children with greater academic interest (along with less stress in studies and examination) and high self-esteem are found to perform better in examinations. However, academic interest and creativity are not found to be related.

6.10.7. High creative children are found to perform better in examinations.
6.10.8. The variables OPP, AAch, AInt, and parent’s occupation are factors that predict the PPP scores. OPP is found to be the strongest predictor of PPP.

6.10.9. Self-esteem, mother’s education, AAch, parental attitudes towards studies, PPP, and creativity are the study variables that predict the AInt of children. Self-esteem is found to be the strongest predictor of AInt.

6.10.10. AInt, parental expectation for studies, Orig nvCr, and PPP are the study variables which predict the self-esteem of the children. AInt is found to be the strongest predictor of self-esteem.

6.10.11. AAch and overall SES are the study variables which predict the overall Creativity of children. AAch is found to be the strongest predictor of creativity.

6.10.12. All the study variables except AInt show significant difference among children attending the three types of schools, namely, government school, private-aided school and private-unaided school.

6.10.13. The significant difference in the variables, namely, OPP, AAch, and overall creativity, among the children of three types of schools, is mainly due to the difference in the SES of the family; school-related
factors are less significant in producing group difference. For variables PPP, and self-esteem, group difference is found to be due to the difference in the SES of the family and not due to school-related factors.

6.10.14. The children of government schools are found to have higher parental pressure scores (OPP and PPP), followed by those of private-aided schools and then by those of private-unaided schools. For variables, AAch, self-esteem and creativity, children of private-unaided schools score the highest, followed by those of private-aided schools and the least by those of government schools.

6.10.15. The pair-wise comparison between the three types of schools reveal that all the study variables except the components of OPP (excluding parental control over extra-curricular activities) and self-esteem show significant difference. Children of government and private-aided schools do not differ in the variables, parental control over extra-curricular activities and self-esteem.

6.10.16. Gender difference in the variables, PPP, overall creativity, non-verbal creativity and its dimensions and the dimension elaboration of verbal creativity is observed showing the superiority for boys. However, OPP, AInt, AAch, self-esteem, verbal creativity and its dimension
originality do not show significant gender difference. Thus, it is found that boys perceive more parental pressure than girls even though, the pressure as reported by parents is the same for boys and girls.

6.10.17. Employed mothers are found to exert more control over extracurricular activities of their children than unemployed mothers. Children of unemployed mothers (many of whom are educated in the present sample) are found to be more non-verbally creative than those of employed mothers. However, OPP, PPP, Alnt, AAch, self-esteem, overall creativity, and verbal creativity do not show any significant difference in children of employed and unemployed mothers.

6.10.18. First-born children (including the only child) are found to get significantly higher scores in AAch and the dimension elaboration of verbal creativity than later-born children. All other variables including OPP, PPP, Alnt, self-esteem and overall creativity do not show any difference between first-born and later-born.

6.10.19. The analysis of the responses of the Academic Interest Inventory reveals a substantial percentage of adolescents showing fear and anxiety towards their studies and examination.
6.11. LIMITATIONS OF THE PRESENT STUDY

A number of limitations of this study merit consideration. Most notably the data are correlational and hence the direction of causality for obtained findings cannot be determined. For instance, one cannot assume from the study, whether poor achievement leads to more parental pressurisation or vice versa. Second, the parents can pressurise their children in many ways. The model of pressurisation hypothesised in the present study need not be exhaustive and hence they may pressurise in ways not measured in the present study. Third, the results cannot be generalised to a sample of adolescents from a purely rural set up because, the present sample is from an urban and suburban set-up. Finally, the intrinsic variables of children like their IQ, personality characteristics, intrinsic motivation, etc., will influence the amount of pressure they perceive as well as the amount of pressure the parents exert. Also, there are a multitude of factors like children’s IQ and personality, their socio-economic status, home environment, etc., that will influence the dependent variables, namely, academic interest, academic achievement, self-esteem and creativity. These are factors that cannot be fully controlled and hence were not taken into consideration while studying the influence of parental pressurisation on the dependent variables.
6.12. SUGGESTIONS FOR FURTHER RESEARCH

The following suggestions are made for further research,

6.12.1. To find out the causality of parental pressurisation, a longitudinal design of study may be undertaken.

6.12.2. The impact of parental pressurisation on the psychological processes or inner resources (control understanding, perceived competence and relative autonomy) and its mediating impact on the academic performance of children is worth studying.

6.12.3. The impact of parental pressurisation in early and late childhood years may be studied.

6.12.4. The adolescents’ stress could be studied as separate variable and its association with parental pressure may be studied controlling the children’s personality.

6.12.5. The academic pressure exerted by the school (with regard to the curriculum and the teachers) and its relation to variables like academic interest, stress related to studies, academic achievement, self-esteem, and creativity may be investigated.
6.12.6. Academic pressure in relation to academic self-esteem may be studied.

6.12.7. Socio-economic status is found to have considerable influence on children's academic achievement, self-esteem, and creativity. It would be worth studying the effect of parental pressurisation on a controlled group of children from the same socio-economic status.

6.12.8. Personality of children may have an influence on the perceived parental pressure and hence may be studied in relation to the present topic.

6.13. IMPLICATIONS OF THE PRESENT STUDY / GENERAL RECOMMENDATIONS

The study suggests that parents who unduly pressurise children for studies create a perception of pressure in their children, accompanied by lower levels of academic interest, academic achievement, self-esteem, and creativity. Therefore, from a theoretical view, the results of the study find the need for 'authoritativeness' while involving in children's studies and extra-curricular activities. This is especially important in children from the low socio-economic status, because of the high pressure they are found to perceive in the present study. The high positive link between self-esteem and academic interest noted in the study has contributed to
the existing literature on self-esteem and children's education. The study suggests that improved self-esteem accompanies better academic interest along with low levels of stress in the examination and vice versa. The prediction of creativity scores by academic achievement shows a high positive link between creativity and academic achievement. Also, the findings that reveal significant positive interrelationships among academic achievement, creativity and self-esteem, add to existing literature relating the variables. Amidst the widespread speculations of academic pressurisation, the study provides evidence to the prevalence of stress-related problems in adolescents.

The practicability of the results of the study are given under the following paragraphs.

The parents should be made aware of the high perceptive ability of children, especially, the adolescents with regard to pressurisation in studies. Also, they should be made cautious of the association between excessive parental pressure for studies and low levels of academic interest, academic achievement, self-esteem and creativity. Demanding parents should be educated to make realistic aspirations regarding their children’s studies based on children’s capabilities. Parents in general, low SES group of the urban set-up in particular, should be educated regarding
the need for 'authoritativeness' while involving in children's studies from a very early age.

Although not a main focus of study, it is found that a substantial percentage of students suffer from stress related to their studies and examination. Children are likely to be victims of great pressurisation from different sources: from parents, from school and from within oneself. In the present highly competitive educational field, with difficulty in getting admission for higher education and securing employment, it is very likely that parental pressurisation go beyond the optimum level. If stress-related symptoms go unattended, children may develop learning and behaviour problems; drugs and alcohol may serve as an easy escape from the academic rat race. Hence, parents, school authorities, and counsellors should be made aware of the results of the present study so that immediate remedial measures may be undertaken.

The study suggests that parents who are the most influential figures should try to enhance the self-esteem of their children, which is found to be an important variable to boost academic interest and to reduce the stress related to studies and examination. Self-esteem enhancement programmes should be undertaken at the school level, which will serve as a soothing agent to lessen the academic stress, making learning an
enjoyable experience. For instance, involvement of all children in co-curricular activities like art, drama, music etc., can serve as therapeutic measures to lessen their anxiety and fear related to their studies and examination and also to enhance their self-worth. School authorities should be able to recognise the stress-related symptoms in children and organise counselling sessions for their students involving parents. Children may be helped to cope with stress especially during the examination time. The establishment of a public counselling facility like the 'Children's Help Line' as in the United Kingdom (In the UK 'Children's Help Line' is an organisation with a confidential free phone link to provide counselling facilities to children in trouble) would be very welcome so that children may disclose their feelings of stress and take advice keeping their anonymity. The need for an external counselling facility should be recognised in today’s fast paced life, where busy parents may fail to detect and ease tensions in their children.

There should be recommendations to the Department of Education through proper channel to make the curriculum less examination oriented. The curriculum should be revised so as to make learning more concrete, requiring pupils to think, analyse and learn instead of learning by rote. Education should be made an enjoyable experience, empowering the students to learn, providing sufficient creative outlets for children.
Parents as well as teachers should be made aware of the significant link between creativity and academic achievement. Creative thinking should be encouraged while teaching the curriculum, giving students freedom to think, analyse, and verify and not to accept everything they are offered. The empowerment of students makes them competent which in turn provide intrinsic motivation to learn.

Teachers, especially of government schools will benefit from special training sessions to motivate the students and promote creative thinking in their pupils. Also, the government should invest much more resources for these schools since most of the pupils are from poor and disadvantaged sections of the society. This can overcome, to some extent the lower performance of the children of government schools in academic achievement and overall creativity.

The parents are to be made aware that girls should be provided sufficient encouragement and freedom to enhance their creative thinking ability to perform equally with boys. The superiority of first-born children (including the only children) in academic achievement signifies the need to devote more time, energy and other resources for the later-born. Employed mothers should try to find quality time with their children,
providing some amount of open-ended time to engage in activities of their choice.

To the investigator’s knowledge, the present study represents the first attempt to examine the influence of parental pressurisation for studies on children's academic interest, academic achievement, self-esteem, and creativity. These are key issues that are dependent on each other, and jointly determine the children’s success in education and future life. Finally, the investigator urgently calls the attention of all those concerned with children’s education to take up ameliorative measures to ease the academic burdening of children.