ABSTRACT

Parental pressure for achievement in school and its influence on children's academic interest, actual academic achievement, self-esteem, and creativity is studied on a sample of 398 children (13-15 years) from Ernakulam district, Kerala. It is found that pressure reported by parents as well as that perceived by children are associated negatively with academic achievement, self-esteem, and creativity. Parental over-expectation and pressure perceived by children are found to be associated with low academic interest (including stress related to studies and examination) whereas, pressure reported by parents is not. Parents from low socio-economic status are found to exert more pressure on their children for studies that result in increased perception of pressure in children. Academic achievement, self-esteem, and creativity show significant positive associations with socio-economic status of the families. Multiple regression (step-wise) analyses show that self-esteem is the strongest predictor of academic interest and vice versa; socio-economic status is the strongest predictor of academic achievement; and academic achievement is the strongest predictor of creativity. The study also reveals that a substantial percentage of children show stress related to their studies and examinations. Implications of the study along with general recommendations are given.