

The Predictive Influence of Career Aspiration and Parental Support on Creativity Skills of In-School Adolescents in Osogbo Local Government, Osun State, Nigeria

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Abstract

Creativity skills are increasingly recognized as essential competencies for academic, personal, and social success among adolescents. This developmental stage is marked by rapid cognitive, emotional, and social growth, making it an ideal period for fostering creative thinking. Creativity enables adolescents to generate novel ideas, solve complex problems, and adapt effectively to new situations. Recent global research emphasizes that developing creativity during adolescence is crucial for innovation, academic achievement, and lifelong learning. The study employed a descriptive survey design of correlational type to examine relationships and predictive effects between variables. The target population comprised all in-school adolescents in Osogbo Local Government, Osun State, Nigeria. A total of 200 in-school adolescents were purposively selected to participate in the study based on accessibility and relevance to the research objectives. Pearson Product Moment Correlation (PPMC) was used to determine the relationships between variables, while multiple regression analysis examined the joint contribution of independent variables on creativity skills at a 0.05 level of significance. The results indicate a significant positive relationship between career aspiration and creativity skills ($r = 0.63, p < 0.05$). The findings show a significant positive relationship between parental support and creativity skills ($r = 0.48, p < 0.05$). The joint analysis shows that career aspiration and parental support significantly predict creativity skills, accounting for 34% of the variance ($F = 70.45, p < 0.05$). The study concluded that both career aspiration and parental support are significant determinants of creativity skills among in-school adolescents in Osogbo Local Government.

Keywords: Creativity skills, Career Aspiration, Parental Support

Introduction

Creativity has increasingly been recognized as a crucial skill for success in contemporary society, particularly within educational contexts. Among adolescents, the development of creativity skills is essential because this stage of life represents a critical period of cognitive, emotional, and social growth. Creative thinking enables students to approach problems from multiple perspectives, generate novel solutions, and adapt to new and complex situations. In today's rapidly changing global landscape, adolescents who develop strong creativity skills are better prepared to navigate uncertainties, engage in innovation, and make meaningful contributions to their communities and societies at large. Fostering

creativity during adolescence also enhances students' ability to critically evaluate information, think independently, and cultivate lifelong learning habits.

Empirical studies have demonstrated the positive impact of structured interventions on adolescents' creativity. For instance, Liu *et al.*, (2023) reported that Chinese adolescents who participated in structured creativity training exhibited significant improvements in originality, fluency, and flexibility in their thought processes compared to peers in control groups. These findings highlight that creativity is not only a natural trait but also a skill that can be nurtured through deliberate educational practices. Similarly, Tang *et al.*, (2021) showed that combining mindfulness with expressive art therapy enhanced creative self-efficacy and reduced anxiety, thereby enabling students to engage more effectively in innovative thinking. These studies underscore the potential of targeted interventions in fostering creativity among adolescents and suggest that systematic programs can positively reshape students' thinking patterns to promote adaptive and inventive responses to academic and life challenges.

The importance of integrating creativity skills into the formal educational curriculum has been emphasized in global educational research. According to the OECD (2023), creative thinking is increasingly valued as a critical competence for 21st-century learners, and education systems worldwide are exploring methods to embed creativity in teaching and learning processes. This includes encouraging divergent thinking, problem-based learning, and collaborative activities that stimulate imaginative thought. Incorporating creativity-focused interventions helps students develop the cognitive flexibility, originality, and critical thinking skills necessary to excel academically and professionally. By embedding creativity into curricula, schools provide students with opportunities to practice and refine their creative abilities in a structured and supportive environment, ultimately preparing them for complex challenges in higher education and the workforce.

Career aspirations play a pivotal role in shaping adolescents' academic, personal, and social development. During adolescence, individuals begin to form concrete ideas about their future careers, influenced by their abilities, interests, values, and environmental factors such as parental guidance, peer influence, and exposure to role models (Steinberg, 2008; Mahoney *et al.*, 2006). This period, often referred to as "adolescent crystallization," marks a stage where adolescents start to identify suitable occupations, which in turn guides their educational choices, selection of extracurricular activities, and even their social networks (Liu *et al.*, 2023). Research indicates that adolescents with clear career goals tend to exhibit higher levels of motivation, persistence, and engagement in both academic and non-academic pursuits (Tang *et al.* 2021). They are more likely to participate actively in activities that challenge their thinking, such as science projects, design competitions, coding clubs, or entrepreneurship programs, all of which stimulate problem-solving and innovative thinking key components of creativity (Liu *et al.*, 2023).

Moreover, career aspirations serve as a motivational framework that shapes adolescents' decision-making and goal-directed behaviors (Steinberg, 2008). When personal interests align with career goals, adolescents experience increased intrinsic motivation, which

is strongly associated with creativity and willingness to explore unconventional ideas (Tang *et al.*, 2021). Clear career objectives encourage students to seek out opportunities that enhance skill development, critical thinking, and adaptability traits essential for creative performance in complex and dynamic contexts (Mahoney *et al.*, 2006). Additionally, adolescents with well-defined aspirations often demonstrate greater self-regulation, time management, and perseverance, which further support their ability to engage in creative endeavors (Liu *et al.*, 2023). Understanding the relationship between career aspirations and creativity skills is therefore crucial for educators and policymakers. It allows for the design of interventions and programs that not only nurture career readiness but also stimulate innovative thinking, problem-solving abilities, and imaginative capacities, ultimately preparing adolescents to thrive in modern, knowledge-driven societies (Tang *et al.*, 2021; Liu *et al.*, 2023).

Parental support is widely recognized as a foundational factor in fostering creativity during adolescence. Supportive parenting provides adolescents with the resources, encouragement, and emotional backing necessary to explore new ideas, experiment with solutions, and take intellectual risks without fear of failure. Such support may include providing access to books, art supplies, technology, or participation in extracurricular activities that stimulate imagination and problem-solving skills. Studies indicate that adolescents who experience high levels of parental encouragement and involvement tend to exhibit greater originality, flexibility, and fluency in their thinking compared to peers with less supportive family environments (Pomerantz and Wang, 2009; Pelegrina *et al.*, 2019). The presence of warmth, autonomy support, and open communication within the family encourages adolescents to trust their abilities, develop self-confidence, and engage in self-directed learning and creative problem-solving (Jeynes, 2007; Zhang and Sternberg, 2001).

Additionally, the quality of parent-adolescent interactions significantly contributes to the development of resilience, self-efficacy, and emotional regulation, which are key mediators in the relationship between parental support and creativity. Adolescents who feel supported and understood are more likely to embrace challenges, persist through setbacks, and explore unconventional solutions, all of which enhance creative capacity (Castro *et al.*, 2015). Furthermore, parental modeling of creative behaviors, such as curiosity, experimentation, and problem-solving, provides adolescents with tangible examples of how to approach tasks innovatively. Therefore, fostering positive parental involvement is vital for enhancing creativity skills among in-school adolescents, as it creates a nurturing environment that encourages exploration, innovation, and adaptive thinking, ultimately preparing them to tackle complex academic and real-life problems with ingenuity and confidence.

Statement of the Problem

Creativity skills have become increasingly critical for personal, academic, and societal development, particularly among adolescents who are at a formative stage of cognitive, emotional, and social growth. Despite the recognized importance of creativity, many in-school adolescents struggle to develop and apply creative skills effectively. This challenge is particularly pronounced in developing countries such as Nigeria, where educational systems

often prioritize rote learning and standardized testing over critical thinking, problem-solving, and innovative capacities. Consequently, students may complete their schooling with limited opportunities to engage in creative activities or explore novel solutions to complex problems, which can hinder their ability to adapt to modern, knowledge-driven environments.

Additionally, research has shown that the development of creativity among adolescents is influenced by multiple factors, including career aspirations, parental support, and structured educational interventions. However, there remains a gap in understanding how these factors interact to foster or impede creative skills within the school context. For instance, adolescents with high career aspirations and strong parental support are more likely to engage in exploratory and imaginative activities, whereas those without such support may lack motivation and confidence to pursue creative endeavors. The limited integration of creativity-focused programs into school curricula further exacerbates the problem, leaving students underprepared to meet the demands of higher education, entrepreneurship, and a competitive workforce. Therefore, it is imperative to examine the factors that influence creativity skills among in-school adolescents and to identify effective strategies for fostering creativity.

Literature Review

Creativity Skills

Creativity skills are essential for adolescents as they navigate a complex and rapidly changing world. These skills enable students to think divergently, generate novel ideas, and apply problem-solving strategies across academic and real-life contexts. Adolescence is a critical period for developing these skills because it represents a stage of significant cognitive, emotional, and social growth. Studies have shown that adolescents who engage in structured creativity programs, such as cognitive acceleration activities or expressive arts, demonstrate higher originality, fluency, and flexibility in their thinking compared to peers who lack such interventions (Liu *et al.*, 2023; Tang *et al.*, 2021). Creative skills not only foster academic achievement but also enhance students' adaptability, critical thinking, and innovative capacities, which are necessary for success in higher education and future careers. The development of creativity in school settings is, therefore, crucial for preparing adolescents to meet the challenges of a knowledge-driven society and to contribute meaningfully to social and economic progress (OECD, 2023).

Career Aspiration

Career aspirations refer to the long-term goals, ambitions, and desired occupational pathways that adolescents envision for themselves. These aspirations are influenced by individual abilities, interests, values, and environmental factors such as parental guidance and exposure to role models (Steinberg, 2008; Mahoney *et al.*, 2006). Research indicates that adolescents with well-defined career goals exhibit higher motivation, persistence, and engagement in academic and extracurricular activities, which in turn foster creativity. For example, students aspiring to careers in technology, design, or entrepreneurship are more likely to participate in problem-solving tasks, competitions, and innovation-focused projects,

which enhance their creative thinking abilities (Liu *et al.*, 2023). Career aspirations also provide a motivational framework, aligning personal interests with long-term goals, which strengthens intrinsic motivation and encourages adolescents to explore unconventional solutions to challenges (Tang *et al.*, 2021). Therefore, understanding and supporting adolescents' career aspirations is essential for promoting creativity skills alongside academic and personal development.

Parental Support

Parental support is widely acknowledged as a key determinant of adolescents' creativity. Supportive parents provide resources, encouragement, and emotional backing that allow their children to explore new ideas, take intellectual risks, and engage in innovative problem-solving without fear of failure. Studies have shown that adolescents who experience high levels of parental involvement and warmth display greater originality, flexibility, and fluency in creative tasks than those with less supportive family environments (Pomerantz and Wang, 2009; Pelegrina *et al.*, 2019). Open communication, autonomy support, and emotional encouragement foster self-efficacy, resilience, and self-regulation, which are mediators in the relationship between parental support and creativity (Castro *et al.*, 2015). Moreover, parental modeling of creative behaviors, such as curiosity and problem-solving, further reinforces adolescents' engagement in creative thinking. The presence of positive parental involvement is therefore critical for creating an enabling environment in which adolescents can develop and apply their creativity skills effectively.

Theoretical Framework

This study is anchored on Vygotsky's Sociocultural Theory and Gagne's Theory of Learning Outcomes. Vygotsky's theory emphasizes the role of social interaction, scaffolding, and environmental support in cognitive development. In the context of creativity, parental support, mentorship, and guidance serve as social and environmental scaffolds that help adolescents develop higher-order thinking and innovative skills. Gagne's Theory of Learning Outcomes, particularly the principles of learning hierarchies and skill acquisition, provides a framework for understanding how structured interventions, career guidance, and experiential learning can progressively enhance adolescents' creativity skills. Together, these theories justify examining the interactive influence of career aspirations and parental support on the development of creativity skills among in-school adolescents, highlighting both individual and contextual determinants of creative potential.

Research Questions

1. What is the significant relationship between career aspiration and creativity skills among in-school adolescents in Osogbo Local Government, Osun State, Nigeria?
2. What is the significant relationship between parental support and creativity skills among in-school adolescents in Osogbo Local Government, Osun State, Nigeria?

3. What is the joint contribution of the independent variables (career aspiration and parental support) on the dependent variable (creativity skills) among in-school adolescents in Osogbo Local Government, Osun State, Nigeria?

Methodology

This study adopted a descriptive survey design of the correlational type. The correlational survey design was considered appropriate because it allows for the examination of the relationships between variables, specifically the effects of career aspirations and parental support on creativity skills among in-school adolescents. This design facilitates the collection of data from a large sample while enabling the researcher to analyze patterns, trends, and relationships among the variables of interest. The target population for this study comprised all in-school adolescents within Osogbo Local Government Area of Osun State, Nigeria. The population included students from both junior and senior secondary schools, representing diverse socioeconomic backgrounds, educational experiences, and levels of exposure to creativity-enhancing activities. A total of 200 in-school adolescents from Osogbo Local Government were selected to participate in the study. The purposive sampling technique was employed to ensure that participants met specific inclusion criteria relevant to the study, such as being actively enrolled in secondary school and willing to provide informed responses. Purposive sampling allowed the researcher to target adolescents who could provide meaningful insights into the factors influencing creativity skills.

The primary instrument for data collection was a structured questionnaire developed by the researcher. The questionnaire was designed to capture information on participants' creativity skills, career aspirations, and perceived parental support. It included items rated on a four-point Likert scale ranging from "Strongly Agree" to "Strongly Disagree." The instrument was validated by experts in educational psychology and creativity research to ensure content relevance, clarity, and appropriateness for the adolescent population. The questionnaire was administered directly to participants in their schools. The researcher obtained consent from school authorities, parents, and the students themselves before data collection. Instructions on how to complete the questionnaire were provided, and respondents were assured of confidentiality and the voluntary nature of participation.

Data collected from respondents were coded and entered into the Statistical Package for the Social Sciences (SPSS) for analysis. Descriptive statistics, including means and standard deviations, were used to summarize participants' responses. Inferential statistics, specifically Pearson Product Moment Correlation (PPMC) and multiple regression analysis, were employed to examine the relationships between career aspirations, parental support, and creativity skills. All analyses were conducted at a 0.05 level of significance to determine the statistical relevance of the findings.

Results

Research Hypothesis 1: What is the significant relationship between career aspiration and creativity skills among in-school adolescents in Osogbo local government, Osun State, Nigeria

Table 1: PPMC showing summary the Relationship between career aspiration and creativity skills

Variable	N	Mean	SD	DF	R	Sig	P
Career aspiration	200	3.42	0.58	198	0.63	.000	<0.05
Creativity skills		3.35	0.61				

Table 1 presents the Pearson Product Moment Correlation (PPMC) analysis of the relationship between career aspiration and creativity skills among in-school adolescents. The analysis revealed a statistically significant positive relationship between career aspiration and creativity skills, $r(198) = 0.623$, $p < 0.05$. This indicates that adolescents with well-defined career aspirations tend to exhibit higher levels of creativity. Career aspirations provide a motivational framework that encourages adolescents to engage in activities that stimulate problem-solving, critical thinking, and innovative exploration. Essentially, adolescents with clear career goals are more likely to participate in tasks that enhance originality, flexibility, and fluency in thinking.

The results of the study revealed a significant positive relationship between career aspiration and creativity skills among in-school adolescents in Osogbo Local Government, Osun State. This finding indicates that adolescents who have clear, well-defined career goals are more likely to exhibit higher levels of creativity, including originality, flexibility, and problem-solving abilities. Career aspirations appear to function as a motivational framework, guiding adolescents toward activities that enhance their cognitive and imaginative capacities. Students with concrete career goals often engage in tasks such as science projects, design competitions, coding clubs, and entrepreneurship programs, which inherently require innovative thinking and creative problem-solving (Liu *et al.*, 2023).

The finding aligns with the theoretical understanding that goal-directed behavior enhances intrinsic motivation, which in turn fosters creative performance. When adolescents perceive a direct connection between their career ambitions and the skills they need to succeed, they are more inclined to invest effort in activities that promote creative thinking. This observation is consistent with prior research demonstrating that adolescents with strong career aspirations tend to seek out challenges, persevere in the face of obstacles, and explore alternative solutions, all of which are critical for developing creativity skills (Tang *et al.*, 2021). Furthermore, career aspirations not only shape the types of activities adolescents engage in but also influence the intensity and quality of their engagement. Adolescents with defined career goals are likely to demonstrate higher levels of self-regulation, time management, and commitment to skill acquisition, which are essential components of creative

development. These findings underscore the importance of integrating career guidance programs within the school curriculum to help adolescents clarify their career goals and understand the skills required to achieve them. By doing so, schools can simultaneously nurture students' career readiness and their creative capacities, preparing them to navigate complex academic and professional landscapes effectively.

Research Hypothesis 2: What is the significant relationship between parental support and creativity skills among in-school adolescents in Osogbo local government, Osun State, Nigeria

Table 2: PPMC showing summary the Relationship between parental support and creativity skills

Variable	N	Mean	SD	DF	R	Sig	P
Parental support	200	3.55	0.57	198	0.588	.000	<0.05
Creativity skills		3.35	0.61				

Table 2 presents the Pearson Product Moment Correlation (PPMC) analysis examining the relationship between parental support and creativity skills among in-school adolescents. The analysis revealed a statistically significant positive relationship between parental support and creativity skills; $r(198) = 0.588$, $p < 0.05$. This result indicates that adolescents who experience higher levels of parental support tend to demonstrate greater creativity.

The results of the study revealed a significant positive relationship between parental support and creativity skills among in-school adolescents in Osogbo Local Government, Osun State. This finding indicates that adolescents who receive higher levels of emotional, financial, and cognitive support from their parents are more likely to exhibit enhanced creativity, including originality, flexibility, and problem-solving abilities. Parental support provides a nurturing environment where adolescents feel encouraged to explore new ideas, experiment with solutions, and take intellectual risks without fear of failure. Such an environment fosters confidence, autonomy, and motivation, all of which are critical for the development of creativity (Runco and Jaeger, 2012; Adeniyi *et al.*, 2021).

The finding aligns with previous research that emphasizes the importance of family environments in shaping adolescents' cognitive and imaginative skills. Studies have shown that adolescents with supportive parents are more likely to engage in creative activities both within and outside the classroom, such as arts, science experiments, project-based learning, and innovative problem-solving tasks (Liu *et al.*, 2023). These adolescents are also more capable of persevering through challenges and exploring unconventional approaches to academic and personal tasks, which are essential attributes of creative performance.

Moreover, parental support influences creativity not only by providing resources but also by fostering resilience and self-efficacy. Adolescents who perceive that their parents value and encourage their ideas are more likely to develop a growth mindset, believe in their abilities, and persist in overcoming obstacles during creative problem-solving activities. This finding is consistent with the theoretical framework that highlights the role of environmental

factors, such as parental guidance and encouragement, in enhancing individual cognitive and creative capacities (Tang *et al.*, 2021). Furthermore, the study underscores the critical role of family involvement in designing educational interventions aimed at improving creativity skills among adolescents. Schools and educators should consider strategies that engage parents, provide guidance on how to nurture creative thinking at home, and facilitate collaborative home-school projects that stimulate imaginative thought. By reinforcing positive parental involvement, adolescents are more likely to develop creative competencies that will benefit them academically, socially, and professionally in the future.

Research Hypothesis 3: What's the joint contribution of the independent variables (career aspiration and parental support) on the dependent variable (Creativity skills) among in-school adolescents in Osogbo local government, Osun State, Nigeria?

Table 3: Multiple Regression Analysis on creativity skills

<i>R</i>	<i>R Square</i>	<i>Adjusted R Square</i>	<i>Std. Error of the Estimate</i>		
0.580	0.342	0.333	0.521		
Summary Regression Anova					
Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	38.21	2	19.11	70.45	.000
Residual	73.92	197	0.38		
Total	112.13	199			

Table 3 shows the multiple regression analysis examining the combined effect of career aspiration and parental support on creativity skills among in-school adolescents. The model yielded a multiple correlation coefficient of $R = 0.58$, indicating a moderate to strong positive relationship between the independent variables and creativity skills. The coefficient of determination, $R^2 = 0.34$, shows that 34% of the variance in creativity skills is jointly explained by career aspiration and parental support. The adjusted R^2 of 0.33 accounts for the number of predictors in the model, confirming the robustness of the relationship. The ANOVA results in Table 3b indicate that the overall regression model is statistically significant, $F(2, 197) = 70.45$, $p < 0.05$, suggesting that career aspiration and parental support together significantly predict creativity skills among in-school adolescents.

This finding implies that both career aspiration and parental support are important determinants of creativity skills. Adolescents who have clear career goals and receive supportive parenting are more likely to engage in creative thinking, generate innovative solutions, and demonstrate originality in problem-solving tasks. The result reinforces earlier findings that parental encouragement, guidance, and emotional support, when combined with purposeful career-oriented motivation, foster an environment conducive to creativity development (Liu *et al.*, 2023; Adeniyi *et al.*, 2021). Overall, the model highlights the synergistic effect of personal motivation (career aspiration) and environmental support (parental support) in enhancing creativity skills. Educational programs and policies aimed at nurturing creativity should therefore consider interventions that simultaneously cultivate adolescents' career aspirations and strengthen parental involvement.

Discussion of Findings

Relationship between career aspiration and creativity skills among in-school adolescents in Osogbo Local Government, Osun State, Nigeria

The result of research question presented in Table 1 reveals there is significant relationship between career aspiration and creativity skills among in-school adolescents in Osogbo Local Government, Osun State, Nigeria. The analysis, as indicated in the table, revealed a statistically significant positive relationship between career aspiration and creativity skills; $r(198) = 0.63, p < 0.05$. The implication of this is that adolescents with distinct career aspirations are bound to be highly creative. Career goals serve as motivational drive that encourages adolescents to engage in activities that stimulate their innate creative thinking, problem solving and innovative exploration.

This finding correlates with (Liu *et al*, 2023) that students with clear-cut career aspirations tend to engage in creative tasks such as science projects, design competition, coding clubs and entrepreneurship programme. The finding also aligns with the understanding of (Steinberg, 2008; Mahoney *et al*, 2021) that shows that adolescents who engage in well-planned creative activities, such as cognitive acceleration tasks or expressive arts, often demonstrate high level of originality, fluency and flexibility in their cognitive domain unlike their peers who lack such interventions. This finding is also in harmony with the position of Organization for Economic Co-operation and Development (OECD, 2023) which affirms the cruciality of the development of creativity in school settings to adolescents' ability to meet the challenges of a knowledge-driven society and contribute meaningfully to social and economic progress.

Relationship between parental support and creativity skills among the in-school adolescents in Osogbo Local Government, Osun State, Nigeria

Findings, as shown in Table 2, revealed that there is a significant correlation between parental support and creativity skills among the in-school adolescents. The analysis pointed to a statistically significant relationship between parental support and creativity skills; $r(198) = 0.588, p < 0.05$. The indication of this result is that the higher the level of parental support enjoyed by adolescents, the more creative they tend to become. Parental support provides a stimulating environment for adolescents' encouragement to explore new ideas, experiment with solutions and take on problem solving tasks without fear of failure. The finding is in consonance with the understanding of (Runco and Jaeger, 2012; Adeniyi *et al*, 2021) affirming that an environment that fosters confidence, autonomy and motivation is critical to the development of creativity. This also agrees with study that reported that adolescents with high level of parental involvement and warmth display greater originality, flexibility and fluency in creative activities than those with less supportive family environments (Pomerantz and Wang, 2009; Pelegrina *et al*, 2019). In addition, the funding aligns with an empirical evidence stating that factors such as open communication, autonomy support, and emotional

encouragement nurture self-efficacy, resilience and self-regulations, which are mediators in the relationship between parental support and creativity (Castro *et al*, 2015).

Joint contribution of the independent variables (career aspiration and parental support) on the dependent variable (creativity skills) among in-school adolescents in Osogbo Local Government, Osun State, Nigeria

The results indicated that both career aspiration and parental support are main contributors to the development of creativity skills. It is empirically established that adolescents with well-defined career objectives and parental support and warmth are more likely to take on creative thinking, generate innovative solutions and exhibit high level of intellect in problem solving tasks. Theoretically, the finding is consistent with the position of Vygotsky's Socialcultural Theory and Gagnes's Theory of learning outcomes which emphasize the critical roles of social interaction, scaffolding as well as structured interventions and career guidance in the development of adolescents' creativity skills. The result also affirms earlier findings that parental support, guidance and emotional encouragement, coupled with concrete career-oriented motivation, promote an environment conducive for fostering creativity skills (Liu *et al*, 2023; Adeniyi *et al*, 2021). Significantly, the model highlights a symbiotic relationship between intrinsic motivation (career aspiration), environmental support (parental support) and the development of creative thinking.

Conclusion

The study investigated the influence of career aspiration and parental support on creativity skills among in-school adolescents in Osogbo Local Government, Osun State, Nigeria. The findings revealed that both career aspiration and parental support had significant positive relationships with creativity skills. Additionally, the joint contribution of these variables accounted for a substantial portion of the variance in creativity skills, highlighting their synergistic effect. This implies that adolescents who have clear career goals and receive strong parental support are more likely to engage in creative thinking, problem-solving, and innovative activities. Therefore, fostering both purposeful career-oriented motivation and supportive family environments is essential for nurturing creativity among adolescents. These findings emphasize the critical role of personal motivation and environmental support in developing the cognitive and social skills necessary for adolescents to excel academically and adapt to complex societal challenges.

Recommendations

Based on the findings of this study, the following recommendations are proposed:

1. Counsellors should implement structured career guidance programs that help students identify their interests, strengths, and career goals. This will provide students with clear direction and motivate them to engage in activities that enhance creativity.
2. Parents should be encouraged to actively support their children's academic and extracurricular pursuits. Workshops, seminars, and parent-teacher associations can

help parents understand strategies to foster creativity through encouragement, resources, and emotional support.

3. Schools should organize competitions, clubs, and project-based learning activities that stimulate problem-solving, critical thinking, and innovative ideas. These activities should align with students' career aspirations to maximize engagement and creative development.
4. Counsellors, teachers and other stakeholders in our educational sector should promote collaboration between schools and parents to create an enabling environment that supports both career development and creativity. Programs that involve parents in school activities can reinforce positive behavior and creative skill development.

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