



INTERNATIONAL  
JOURNAL  
OF  
CONTEMPORARY ISSUES  
IN  
EDUCATION AND PSYCHOLOGY

INTERNATIONAL JOURNAL OF CONTEMPORARY ISSUES IN EDUCATION AND PSYCHOLOGY

ISSN: 1920 - 3926

Volume 3, Issue 3

November, 2011



# TABLE OF CONTENTS

1. Improving Rural Schooling In Ghana Through Innovative Teacher Attraction, Recruitment, Placement And Retention Practices. <i>Angbing Hippolyt Dickson</i> ... ..	1	8. A Review of The Effective Qualities of Counselling Psychologists for Good Governance <i>Bisi Obadofin</i> ... ..	101
2. Deletion In Awori Dialect Of Yoruba Language <i>Olukeni Adébiyi Aboderin</i> ... ..	13	9. Patronage and Preference for Traditional Birth Attendants among Women in Lagos Metropolis, Nigeria. <i>ALUWON, Ademola J. (MPH, Ph.D), HAASTRUP Adenrele (Ph.D) ADEOGUN John Olufemi (Ph.D)</i> ... ..	117
3. Does Microfinance Enhance Women Food-crop Farming In Ghana? A Study Of Selected Farmer-based Organisations In The Volta Region <i>Dake G. Y.</i> ... ..	19	10. Value Orientation In Nigerian Primary School Social Studies Textbooks <i>Dr. (Mrs) Lyabo Abe</i> ... ..	125
4. Empirical Use of Constructivism in Mathematics Classroom via some topics <i>Adetunji Abiola OLAOYE (Ph.D)..</i> ... ..	43	11. Prevalence of Overweight and Obesity in a Population Based Multiethnic Female Adult Sample <i>ADEOGUN John Olufemi (Ph.D)</i> ... ..	135
5. Assessment of Guidance Services in Junior High Schools in the Upper West Region of Ghana: Teachers' and Counsellors' Perspective <i>Godwin Awabil Bisi Obadofin, Ph.D Kenneth Asamoah-Gyimah Edward Bonniuo Kanpog</i> ... ..	61	12. Honoric Pronouns, Use And Meanings <i>Aboderin Olukeni Adébiyi (Ph.D) Professor Lawrence Olufemi Adenrele</i> ... ..	147
6. Students' Assessments of Parents As Role Models: Impact of The Significant Others <i>Adewale Olumuyiwa Noah (Ph.D) Simeon Dosunmu (Ph.D) Oluwatobi Femi (Ph.D)</i> ... ..	77		
7. Re-vitalizing The Teaching And Learning Processes In Geography At The Senior High School Level <i>Kankam Boadi Bethel Tawiah Ababio</i> ... ..	89		

## Students' Assessments of Parents As Role Models: Impact of The Significant Others

By

Adevale Olumuyiwa Noah (Ph.D)  
Associate Professor

Simeon Dosunmu (Ph.D)  
&  
Oluwatobi Pemede (Ph.D)

Department of Educational Foundations and Counseling  
Psychology,  
Faculty of Education,  
Lagos State University, Ojo, Lagos, Nigeria.

### Abstract

*Though the sociology of the family is deceptively hard to study, the fact that the family is the site of not only private decisions but also activities that matter to the society as a whole makes this study inevitable. A total of one hundred and forty (140) senior secondary students randomly selected from four secondary schools in Lagos State (35 students in each school) served as sample for the study. The instrument for data collection was a questionnaire titled: Students' Perceptions of Family Role Models Questionnaire (SPFRMQ). The Pearson Product Moment Correlation was employed to compute the correlation coefficient of the instrument and a reliability coefficient of*



*0.83 was obtained. Findings show that mothers are still highly rated as models more than any other family members and that respondents still show traces of Electra complex. It is alarming however that some respondents do not have members of their families as role models.*

Word Count: 152

Key Words: Role model, significant others

# Introduction

Children of all ages learn from everything they see, hear, and do and from everyone they meet. They also learn from peers, teachers, from those they visit and observe in their communities, and most importantly from their parents. Parenting is probably the most important job on the planet. Being a good role model is one of the most important parts of parenting. Parents teach the traditional value of sharing and taking care of others as they themselves take good care of their children on daily basis. Providing food, clothing and a warm place to sleep satisfies a child's physical needs. According to Zinkel (2002) some of the important for children include:

- \* How to manage disappointment and how to calm oneself when angry
- \* How to stand up for oneself in nonviolent ways when called names and bullied
- \* How to find support in friends, teachers and extended family members
- \* How to show respect - listen to parents, and elders, and not talk back
- \* How to have healthy, safe relationships – both with friends and in dating relationships
- \* How to study and do well in school
- \* How to set goals for a happy future
- \* How to be a helpful member of the household by doing one's share with traditional values
- \* How to have fun, laugh and play safely

- \* How to share – both one's things as well as oneself
- \* How to value life – as self-harm and harm to others, conflicts with traditional values

Role models are people who are looked up to by others. The actions of role models are emulated by those admirers. Some people may not view themselves as role models, even though they may hold prominent positions. Although the effects of some role models may not always be positive, good role models are in a position to have a positive influence on others. Adults influence the lives of adolescents in a variety of ways. Bandura (1986) suggests that people tend to display behaviours that are learned either intentionally or inadvertently, through the influence of example. Since identity formation is a central focus during adolescence, adolescents are particularly likely to be influenced by the adults in their environment Younis and Smollar (1985). DuBois and Silverthorn (2005) corroborate this view when they write that adolescents often look to adults in order to determine appropriate and acceptable behaviour, as well as to identify models of who they want to be like. Adult influences, however, can be both positive and negative, and some adults may be more influential than others this study explores the significance of having family members as role models.

Coleman and Hendry (1990) assert that the function of parents as role models, particularly during the adolescent years cannot be over emphasized. They suggest that adult role models are most needed during adolescence. They also point out that youths are most likely to seek out role modeling in their parents whom they depend on for both knowledge and example. As Csikszentmihalyi and Larson (1984) observe, adolescents spend more time with their parents (and thus, are more exposed to their parents' values, attitudes, and behaviors) than any other adults in their lives. In the light of these findings, it is useful to note that residing with a parent and having a positive parent-child relationship likely increases the probability that a child will identify a parent as a role model. Thus, parental support and household presence may need to be taken into account because these variables can create spuriousness in testing the effects of role models (i.e., they may account for any associations found regardless of the presence of a role



model). Nevertheless, researchers have found positive effects of parental role modeling after taking residency status and other parent-child relationship indicators into account (Bryant and Zimmerman, 2003).

### The Content and Context of Parent as Significant Others

In social psychology a significant other is the parent, uncle/aunt, grandparent, or teacher—the person that guides and takes care of a child during primary socialization. The significant other protects, rewards, and punishes the child as a way of aiding the child's development. This usually takes about six or seven years, and after that the significant other is no longer needed, the child moves on to a general other which is not a real person, but an abstract notion of what society deems good or bad. Further, self-recognition enables the child to distinguish herself from other people. This requires the ability to hold a mental image in her mind or remember a thing or event in its absence (Olson & Campbell, 1993). Holding a picture of mother and father in her mind, the child begins to develop a catalog of others. With the self-recognizing capability, she is able to include herself on the list. Early interaction with significant others that provides an opportunity for the child to be active and receive appropriate responses leads the child to develop a sense of self-efficacy. The parent who encourages the child to try new activities and is supportive of early efforts is facilitating the development of her self-efficacy. Much research on socialization has been concerned with identifying the aspects of the socializer's development that are affected by particular agents and contexts of socialization and through particular processes. The focus has been primarily on the family context, in which the initial or primary socialization of the individual takes place. Studies of child rearing in "normal" as well as "abnormal" situations (e.g., institutionalized children, "closet children," feral children) have identified a number of conditions that must be present for primary socialization to take place, that is, for the child to become a person. These conditions include the use of symbolic interaction (language) in the context of an intimate, nurturant relationship between an adult and a child. These conditions are necessary for the initial sense of self to emerge and for normal cognitive and even

physical development to take place. The claim that the family (in some form) is a universal feature of human societies is based in large part on this important socialization function.

Parental support continues to be important in the socialization of offspring through childhood, adolescence, and beyond. It is one of the most robust variables in the literature on child rearing. Parental support has been found to be positively related to a child's cognitive development, moral behavior, conformity to adult standards, self-esteem, academic achievement, and social competence. Conversely, lack of parental support is associated with negative socialization outcomes for children and adolescents: low self-esteem, delinquency, deviance, drug use, and various other problem behaviors (Rollins and Thomas 1979; Peterson and Hann 1999).

Parental control is almost as prominent as support in the socialization literature. "Control" refers to the degree to and the manner in which parents attempt to place constraints on a child's behavior. Other terms used for this dimension of parenting are punishment, discipline, restrictiveness, permissiveness, protectiveness, supervision, strictness, and monitoring. Parental control is a more complicated variable than is parental support. It is necessary to distinguish different types or styles of control because they frequently have opposite socialization consequences. An important distinction is that between "authoritarian" and "authoritative" control (Baumrind 1978) or "coercion" and "induction" (Rollins and Thomas 1979). Authoritarian or coercive control (control based on force, threat, or physical punishment) is associated with negative or unfavorable socialization outcomes, whereas authoritative or inductive control (control based on reason and explanation) has positive outcomes.

The most powerful models of parental influence in the socialization of children are those which combine the dimensions of support and control. Parents are most effective as agents of socialization when they express a high level of support and exercise inductive control. In these conditions, children are most likely to identify with their



parents, internalize parental values and expectations, use parents as their models, and become receptive to attempts at parental influence. Conversely, low parental support and reliance on coercive control are associated with unfavorable socialization outcomes (for reviews of this literature, see Peterson and Rollins 1987; Maccoby and Martin 1983; and Rollins and Thomas 1979).

Parental support and control cover much of the ground in the research on child rearing but not all of it. Other important socialization variables here are extent of parental involvement with the child (e.g., time spent), level of performance expectations, extent to which political or religious beliefs and value systems are taught to the child by the parent, and various characteristics of the parent, such as patience, tolerance, honesty, integrity, competence, and age and sex (of parent and child). Many factors affect the process and outcomes of family socialization.

### Problem of the Study

According to Talcott Parsons the family is losing many of its traditional functions. Apart from the fact that it is no longer a major direct agency of integration of the larger society, it has been claimed that the family, as an institution has become individualized in contemporary society; therefore, the morality of family behaviours is being questioned (Simons-Morton, Hartos and Havine, 2004). It is underpinning the perceptions of those whom parents call children but whom teachers refer to as students.

### Research Methodology Research Design

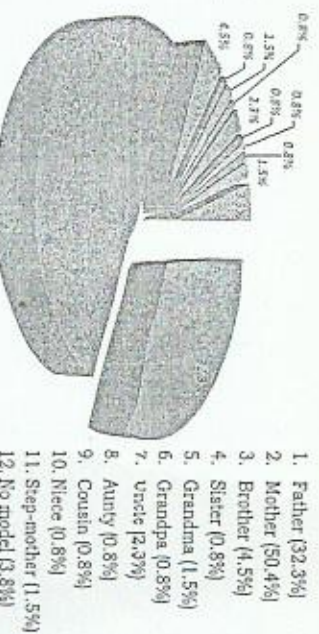
The study was carried out using the descriptive survey. Descriptive surveys are studies that aim at collecting data on, and describing in a systematic manner the characteristic features or facts about a given population (Wang and Hannafin, 2005; Nworgu, 2006). The design was deemed appropriate because it intended to reveal the current condition of the social problem being studied.

The population studied comprised of all adolescents (Senior Secondary Students) in Lagos State Schools. A total of one hundred and forty (140) senior secondary students randomly selected from four secondary schools in Lagos State (35 students in each school) served as sample for the study. The instrument for data collection was a questionnaire titled: Students' Perceptions of Family Role Models Questionnaire (SPFRMQ). The instrument had three sections. Section A had seven items which sought demographic data – age, sex, class, family type, number of children in the family, position among siblings in the family and who sponsors the student's education. Section B consisted of 12 items which required respondents to tick who in the family they considered their role model according to the order of importance to them. The third section demanded that respondents tick the reasons for choosing members of their families as role models. Items on the questionnaire were subjected to face and content validation by an expert in tests, measurement and evaluation. Corrections were made based on their informed observations and comments. In addition, the study was subjected to reliability test. The Pearson Product Moment Correlation was employed to compute the correlation coefficient of the instrument and a reliability coefficient of 0.83 was obtained. Copies of the questionnaire were administered and collected on the spot with the assistance of proctors.

Collected data were analyzed using percentages and inferential statistics.

### Data Analysis and Findings

Fig.1: Pie Chart Showing Students' Preferences for Family Members as Role Models





The figure above shows that a greater percentage of the students 50.4% of the respondents regarded their mothers as role models while 32.3% respondents regarded their fathers as role models. Whereas elder sisters polled 4.5%, elder brothers had 0.8% as role models. It is paradoxical however that 3.8% of respondents had Grandpas as their role models whereas Grandmothers had 2.3% respondents. 3.8% of the respondents signified that they had no models in the family.

Fig.2: Bar-Chart Showing Students' Preferences for Family Members as Role Models

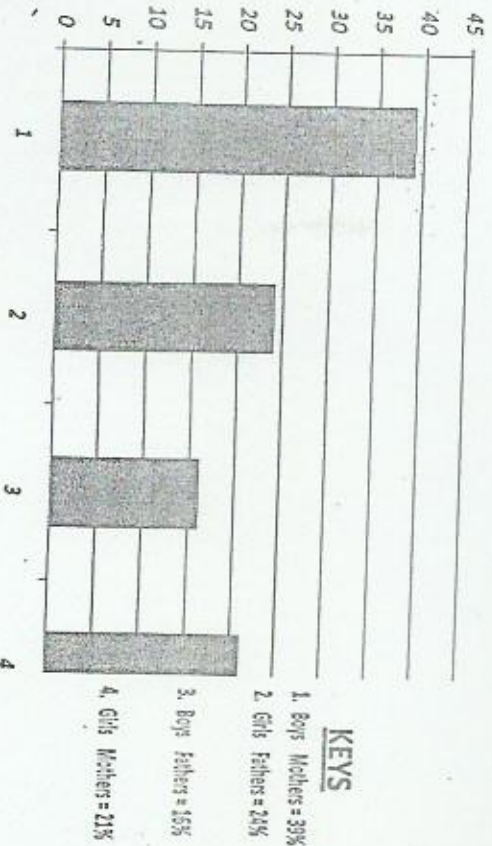


Figure 2 shows gender preferences for role models in the family. 39% of the boys agreed that their mothers were their role models whereas 24% of the girls agreed that their fathers were their role models. 16% of boys had their fathers as role models and 21% of girls had their mothers as role models.

Table 1. Factors Influencing Choice of Role Models.

Factor	Frequency	Percentage	Mean	Std. Deviation	Minimum	Maximum	Sum of Squares	Sum of Cubes	Sum of Fourth Powers	Sum of Fifth Powers	Sum of Sixth Powers	Sum of Seventh Powers	Sum of Eighth Powers	Sum of Ninth Powers	Sum of Tenth Powers	Sum of Eleventh Powers	Sum of Twelfth Powers	Sum of Thirteenth Powers	Sum of Fourteenth Powers	Sum of Fifteenth Powers	Sum of Sixteenth Powers	Sum of Seventeenth Powers	Sum of Eighteenth Powers	Sum of Nineteenth Powers	Sum of Twentieth Powers
1. Girls	4,954	43.93	4,160	4,376	1,364	43	4,763	3,744	4,204	3,305	3,525	4,326	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312
2. Boys	4,160	36.54	4,160	4,376	1,364	43	4,763	3,744	4,204	3,305	3,525	4,326	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312
3. Girls Mothers	2,912	25.86	3,918	4,178	1,364	43	4,763	3,744	4,204	3,305	3,525	4,326	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312
4. Boys Mothers	2,912	25.86	3,918	4,178	1,364	43	4,763	3,744	4,204	3,305	3,525	4,326	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312
5. Girls Fathers	1,456	12.93	4,160	4,376	1,364	43	4,763	3,744	4,204	3,305	3,525	4,326	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312
6. Boys Fathers	1,456	12.93	4,160	4,376	1,364	43	4,763	3,744	4,204	3,305	3,525	4,326	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312
7. Girls Grandmothers	972.12	8.59	4,160	4,376	1,364	43	4,763	3,744	4,204	3,305	3,525	4,326	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312
8. Boys Grandmothers	972.12	8.59	4,160	4,376	1,364	43	4,763	3,744	4,204	3,305	3,525	4,326	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312
9. Girls Grandfathers	486.06	4.29	4,160	4,376	1,364	43	4,763	3,744	4,204	3,305	3,525	4,326	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312
10. Boys Grandfathers	486.06	4.29	4,160	4,376	1,364	43	4,763	3,744	4,204	3,305	3,525	4,326	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312
11. Girls Grandmothers	243.03	2.14	4,160	4,376	1,364	43	4,763	3,744	4,204	3,305	3,525	4,326	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312
12. Boys Grandmothers	243.03	2.14	4,160	4,376	1,364	43	4,763	3,744	4,204	3,305	3,525	4,326	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312
13. Girls Grandfathers	121.51	1.07	4,160	4,376	1,364	43	4,763	3,744	4,204	3,305	3,525	4,326	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312
14. Boys Grandfathers	121.51	1.07	4,160	4,376	1,364	43	4,763	3,744	4,204	3,305	3,525	4,326	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312
15. Girls Grandmothers	60.75	0.53	4,160	4,376	1,364	43	4,763	3,744	4,204	3,305	3,525	4,326	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312
16. Boys Grandmothers	60.75	0.53	4,160	4,376	1,364	43	4,763	3,744	4,204	3,305	3,525	4,326	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312
17. Girls Grandfathers	30.37	0.27	4,160	4,376	1,364	43	4,763	3,744	4,204	3,305	3,525	4,326	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312
18. Boys Grandfathers	30.37	0.27	4,160	4,376	1,364	43	4,763	3,744	4,204	3,305	3,525	4,326	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312
19. Girls Grandmothers	15.18	0.13	4,160	4,376	1,364	43	4,763	3,744	4,204	3,305	3,525	4,326	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312
20. Boys Grandmothers	15.18	0.13	4,160	4,376	1,364	43	4,763	3,744	4,204	3,305	3,525	4,326	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312
21. Girls Grandfathers	7.59	0.07	4,160	4,376	1,364	43	4,763	3,744	4,204	3,305	3,525	4,326	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312
22. Boys Grandfathers	7.59	0.07	4,160	4,376	1,364	43	4,763	3,744	4,204	3,305	3,525	4,326	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312
23. Girls Grandmothers	3.79	0.03	4,160	4,376	1,364	43	4,763	3,744	4,204	3,305	3,525	4,326	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312
24. Boys Grandmothers	3.79	0.03	4,160	4,376	1,364	43	4,763	3,744	4,204	3,305	3,525	4,326	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312
25. Girls Grandfathers	1.89	0.02	4,160	4,376	1,364	43	4,763	3,744	4,204	3,305	3,525	4,326	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312
26. Boys Grandfathers	1.89	0.02	4,160	4,376	1,364	43	4,763	3,744	4,204	3,305	3,525	4,326	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312
27. Girls Grandmothers	0.95	0.00	4,160	4,376	1,364	43	4,763	3,744	4,204	3,305	3,525	4,326	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312
28. Boys Grandmothers	0.95	0.00	4,160	4,376	1,364	43	4,763	3,744	4,204	3,305	3,525	4,326	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312
29. Girls Grandfathers	0.47	0.00	4,160	4,376	1,364	43	4,763	3,744	4,204	3,305	3,525	4,326	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312
30. Boys Grandfathers	0.47	0.00	4,160	4,376	1,364	43	4,763	3,744	4,204	3,305	3,525	4,326	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312
31. Girls Grandmothers	0.23	0.00	4,160	4,376	1,364	43	4,763	3,744	4,204	3,305	3,525	4,326	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312
32. Boys Grandmothers	0.23	0.00	4,160	4,376	1,364	43	4,763	3,744	4,204	3,305	3,525	4,326	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312
33. Girls Grandfathers	0.12	0.00	4,160	4,376	1,364	43	4,763	3,744	4,204	3,305	3,525	4,326	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312
34. Boys Grandfathers	0.12	0.00	4,160	4,376	1,364	43	4,763	3,744	4,204	3,305	3,525	4,326	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312
35. Girls Grandmothers	0.06	0.00	4,160	4,376	1,364	43	4,763	3,744	4,204	3,305	3,525	4,326	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312
36. Boys Grandmothers	0.06	0.00	4,160	4,376	1,364	43	4,763	3,744	4,204	3,305	3,525	4,326	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312
37. Girls Grandfathers	0.03	0.00	4,160	4,376	1,364	43	4,763	3,744	4,204	3,305	3,525	4,326	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312
38. Boys Grandfathers	0.03	0.00	4,160	4,376	1,364	43	4,763	3,744	4,204	3,305	3,525	4,326	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312
39. Girls Grandmothers	0.01	0.00	4,160	4,376	1,364	43	4,763	3,744	4,204	3,305	3,525	4,326	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312
40. Boys Grandmothers	0.01	0.00	4,160	4,376	1,364	43	4,763	3,744	4,204	3,305	3,525	4,326	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312
41. Girls Grandfathers	0.00	0.00	4,160	4,376	1,364	43	4,763	3,744	4,204	3,305	3,525	4,326	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312
42. Boys Grandfathers	0.00	0.00	4,160	4,376	1,364	43	4,763	3,744	4,204	3,305	3,525	4,326	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312
43. Girls Grandmothers	0.00	0.00	4,160	4,376	1,364	43	4,763	3,744	4,204	3,305	3,525	4,326	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312
44. Boys Grandmothers	0.00	0.00	4,160	4,376	1,364	43	4,763	3,744	4,204	3,305	3,525	4,326	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312
45. Girls Grandfathers	0.00	0.00	4,160	4,376	1,364	43	4,763	3,744	4,204	3,305	3,525	4,326	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312
46. Boys Grandfathers	0.00	0.00	4,160	4,376	1,364	43	4,763	3,744	4,204	3,305	3,525	4,326	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312
47. Girls Grandmothers	0.00	0.00	4,160	4,376	1,364	43	4,763	3,744	4,204	3,305	3,525	4,326	4												

Your browser may not support display of this image.

With the mean of 4.6512 and (std.) of 1.3889, spiritual impact and character are the two dominating indices that respondents considered as the most important variables that made them considered their mothers as role models. Surprisingly too, the two major factors that made respondents to consider their fathers as role models are spiritual impact (mean = 4.4030) and sacrifice (std. 1.37382). The mean and std. for mothers are higher for mothers than fathers. This result goes to show that Nigerians are to greater extent very religious. Other members of the family come after fathers and mothers in this regard.

## Discussion of Findings

In an earlier study, when asked to identify significant persons in their lives, adolescents overwhelmingly name parents and other members of their immediate and extended family (Blyth, Hill, & Theil, 1982; Galbo, 1983; Hendry, Roberts, Glendinning, & Coleman, 1992; Shade, 1983). This study reveals that mothers are still held in high



esteem as role models, with females more likely to list their mothers, and males more likely to list their fathers as the most significant adult in their lives (Galbo, 1983). Researchers have found that parents have the most influence over their adolescent children in the areas of school, career orientation, and future planning (Meus, 1989; Younis & Smollar, 1985). In the Oedipus complex, a boy is fixated on his mother and competes with his father for maternal attention. The opposite, the attraction of a girl to her father and rivalry with her mother, is sometimes called the Electra complex. The primitive desire for the one parent may also awaken in the child a jealous motivation to exclude the other parent. Transferring of affections may also occur as the child seeks to become independent and escape a perceived 'engulfing mother'. After translating statistics from many sources the parenting website SPARC (Note 2) (SPARC, 2010 #211) summarized their findings like this:

This means that children from a fatherless home are:

- \* 5 times more likely to commit suicide
- \* 32 times more likely to run away
- \* 20 times more likely to have behavioural disorders
- \* 14 times more likely to commit rape
- \* 9 times more likely to drop out of school
- \* 10 times more likely to abuse chemical substances
- \* 9 times more likely to end up in a state operated institution
- \* 20 times more likely to end up in prison

Coleman and Hendry (1990) have stressed the importance of the function of parents as role models, particularly during the adolescent years. They suggest that adult role models are most needed during adolescence. They also point out that youths are most likely to seek out role modeling in their parents whom they depend on for both knowledge and example.

A tenet of social learning theory is that individuals are more likely to focus their attention on models who they perceive as being similar to

themselves. As this relates to role modeling, youths may be more inclined to select role models who share their gender. Researchers have argued that the availability of gender-matched role models is critical for adolescents because it is during the period of adolescence in which individuals are developing their identity and establishing their role in society (Zirkel, 2002).

### Conclusion and Recommendation

Based on the findings of this study, parents must decide how they define success within their family and then work to role model this for their children. Being a good role model for ones children will not always win parents the "most popular" award. Saying "no" when necessary and giving children age appropriate restrictions probably will not be something your children will thank you for now, but so many times they will come back to thank you after they have grown up!

Although, a limitation to our study is the inability to provide more detailed information about the role model-adolescent relationship, additional information on the duration, nature, or quality of the relationship participants had with the identified role models would help provide a clearer picture of how role models may influence youth development. Future research that includes more in-depth information about the adolescent-role model relationship would be a useful next step.



### References

- Bandura A. (1986) Social foundations of thought and action. Prentice Hall; Englewood Cliffs, NJ.
- Bryant, A. L, Zimmerman M.A.(2003) Role models and psychosocial outcomes among African American adolescents. *Journal of Adolescent Research*.18:36-67.
- Coleman JC, Hendry LB. (1990) The nature of adolescence. 2nd ed Routedge; London & New York.
- Csikszentmihalyi M., Larson R. (1984) Being adolescent: Conflict and growth in the teenage years. Basic Books. New York.
- DuBois, D. L.; Silverthorn, N. (2005) Characteristics of natural mentoring relationships and adolescent adjustment: Evidence from a national study. *The Journal of Primary Prevention*. 26:69-92.
- Simons-Morton, B. G.; Hartos, J.L.; Haynie, D.L. (2004). Prospective analysis of peer and parent influences on minor aggression among early adolescents. *Health Education & Behavior*.31:22-33.
- Nworgu, B. G. (2006) Educational research: basic issues and methodology. Nnsukka: University Trust Publishers.
- Wang, F. & Hannafin, M. J. (2005) Design-based research and technology-enhanced learning environments. *Educational Research and Development* 53(4), 5-23.
- Younis J.; Smollar, J. (1985) Adolescent relations with mothers, fathers and friends. University of Chicago Press; Chicago.
- Zirkel, S. (2002) Is there a place for me? Role models and academic identity among White students and students of color. *Teachers College Record*. 104:357-376.