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Relationship of Teachers' Personality and Peer Pressure on Adolescents' Personality Development in Mainland Local Government Area, Lagos State, Nigeria

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Abstract

The purpose of this study is to ascertain the relationship of teachers' personality and peer pressure on adolescents' personality development in Mainland Local Government of Lagos State, Nigeria. The research design for this study was survey. A representative fraction of the population of Mainland Local Government of Lagos State was used as sample. One hundred and fifty (150) teenagers whose age ranged from 11-19 from six randomly selected public and private secondary schools in Mainland Local Government Area of Lagos State were used. A four-point Likert type questionnaire was constructed for eliciting data for this study. Data were analysed using t- test. The study revealed that there is a significant relationship between peer pressure and adolescents' personality development. It was recommended that teachers should be role models to students as they manipulate environmental factors to assist adolescents in their personality development.

Keywords: Undermining teachers' personality and peer pressure on personality development of adolescents.

Introduction

The central goal for adolescents is to develop an independent identity. From career aspirations to personal values, the adolescent must figure out what works for him or her. While young children rely on their parents to teach them right from their parents to teach them right from wrong and provide a moral compass, teenagers learn to rely on themselves. They break away from the family to experiment with relationships, jobs, social interactions and responsibilities.

The influence of the personality of any individual including adolescents is a function of two interrelated factors of organic (nature) and environmental factors (nurture). Every child has certain endowments that help him to develop his personality as he grows and interact with his environment.

Factors affecting personality development of adolescents

The following are some of the factors which influence personality development of adolescents:

1. **The school:** The school plays an important role in providing a relative objective basis from which the child can find his bearings and assess his potentialities for growth. The school provides role models by establishing good teacher-student relationships, maintaining a healthy school atmosphere, avoiding unpleasant and frustrating experiences.

2. **Heredity or biological factors:** The process of transmission or passing naturally of biological characteristics from parents to offspring is called heredity. The biological make up of a person is received from the parents at the moment of conception. These influences the personality characteristics a person will develop, as the saying goes "like begets like". Inherited brain damage or birth defects for instance, may have pronounced influence upon the person's behaviour. Research findings on temperaments by Buss and Plomin (1975) in Oladele (2004) showed that such activity, emotionality, sociability and impulsivity are inherited.

3. **The home:** The foundation for personality is unquestionable set in the home. The extent to which the child comes in contact with the family and others is likely to provide the most powerful formative influence on personality development. Besides determining the child's inherited potential, the home is a major factor in accelerating or retarding all aspects of the child's development. Omomia, et al (2015) highlighted that a good home gives the child a sense of security, love and mutual respect among the individuals of the home, acceptance, sharing responsibilities, feeling proud of one's parents and home. Parents should not allow older children to bully the young ones so that the young ones will not develop inferiority complex while the older ones will develop autocratic tendencies.

4. **Cultural factor:** A child who is forced to move about with his parents from one environment to the other is bound to come in contact with new cultures which will influence his personality development. A person who has not learned the appropriate gender role or who has not developed adequate independence or social skills may be considered to have poor personality with respect to any society which makes these demands upon its members.

5. **Crises in the individual's life:** Tragedies and events like (death of a parent or parents), serious illness, failure and so on affect the personality of the child. It is here that over protection becomes a great liability and independence, adventure and struggle become assets in strengthening personality.

6. **Love and independence:** This is very important in the development of independent and self-reliant personality.

Omomia (2013) highlighted many social factors which influence the development of personality of a child, which are as follows:

i. **Language:** Human beings have a distinctive characteristic of communication through language. It is an important vehicle by which the society is structured and culture of the race transmitted from one generation to another. The child's personality is shaped by the process of interaction through language with other members of his environment.

ii. **Social role:** The child has to play several roles like son, brother, student, officer, husband, father etc, throughout his life at different stages of his development. Social roles may be described as process by which the cooperative behaviour and communications among the society members are facilitated.

iii. **Identification:** Identification is an important mechanism by which we try to imitate the physical, social and mental characteristics of our model. It is a very important relationship with others.

iv. **Inter-personal relations:** Inter-personal relations among the members of a society are important means which help in the development of certain social personality characteristics like attraction towards others, concept of friendship, love, sympathy, hostility and also isolation which is negative orientation.

v. **Psychological factors:** These include our motives, acquired interest, our attitudes, will and character, our intellectual capacities such as intelligence i.e., the ability to perceive, observe, imagine, think and reason. These factors determine our reactions in various situations and thus affect our personality, growth and direction. An individual with a considerable amount of will power will be able to make decisions more quickly than others. Etc.

Peer Pressure

High-risk sexual behaviours in adolescents appear to be influenced by the sexual attitude of peers. Young people select friends whose attitudes about sex are consistent with their own attitudes. Adolescents culture develop along the lines of the groupings whereby the group determines the mode and type of dressings, choice of haircut etc. (in short the group fashion). The adolescents' group interest includes among others the flare for ceremonies, night parties and continuous interaction most especially with the opposite sex.

Roger (1982) in Osarenren (2002) stated that adolescents draw social comfort from members of his age group and they provide support and security for him during the initial ventures into the larger society.

They are somewhat open to others and this helps them to gain important feedback concerning their own behaviours.

Adams (1976) in Osarenren, (2002) contended that adolescence is a period of increasing influence of one's peers and peer values and a diminishing role of one's parents' as a primary culture in social participation group loyalty and individual achievement and responsibility.

The extent of peer group influence is better appreciated when viewed against the seven essential functions the peer group serve as postulated by Ausubel, (1954) but modified by Adams (1976) in Osarenren, (2002).

- i. A replacement for family to some extent.
- ii. A stabilising influence.
- iii. A source of self esteem.
- iv. A source of behavioural standard.
- v. There is security in numbers.
- vi. Opportunities for practice by doing.
- vii. Opportunities for modeling

Peer acceptance is very fundamental and crucial during adolescence. It is far more crucial and important for us not to see this intense need to be liked and accepted as a negative characteristic or an abnormal trait. Adolescents who are liked and accepted by their peers are more likely to be psychologically healthier and self-confident than those rejected by their peers. When an adolescent is rejected he feels isolated, withdrawn or acts in a hostile manner. This reaction may even depend his rejection.

The process of selecting friends during the period of adolescence is more complex than it was in earlier stage of development. The problem of friendship selection is caused by the newly awakened interest in members of the opposite sex. In order to choose rightly, one needs to understand the qualities that are considered acceptable. The acceptability of the adolescent as a friend can be measured by using socio-metric tests. An adolescent may choose people but may not be chosen. When this happens, it means that such an adolescent is an isolate. When one person is chosen by many others, it means that such an adolescent is a star. Some of these qualities may include:

- i. The individual may have liking for other people.
- ii. May be sympathetic.
- iii. Lively and cheerful.
- iv. Tolerant and flexible.
- v. Should act naturally and confidently without being conceited.
- vi. Should be able to plan for group activities should possess good sense of humour.

Teachers' Personality

There is no universally accepted definition of personality. Personality refers to the unique and distinctive characteristics which set a person apart from another. Allport, (1960) in Omomia et al (2015) listed numerous definitions of which the most comprehensive emphasises the unique qualities of the individuals and the integration of physical, mental, moral, emotional and social qualities as manifested by individuals to other people.

According to Omomia et al (2015), teachers can influence the personality development of adolescents by being friendly and considerate, by being impartial, having good humour, good manners and citizenship in the school, demonstrating concern for their happiness in school, by

acknowledging and respecting their accomplishments and by allowing them to choose some of their own activities.

The climate of the school and moral of the staff (teachers) have a positive effect on the students, attitude. Anderson (1982) in Onuma, (2012) posited that conducive school environment foster high school academic achievement and enhance positive attitude to work.

Indeed no educational system can be better than its teachers. School climate is an end product of the school group students, teachers, school administrators as they work to balance the organisational and individual aspect of the school. The school climate has to do with general work environment of the school. It is influenced by formal organization, material organization personalities of participants and organizational leadership. Ubong, (2004) in Onuma (2012) stated that the school climate reflect physical and psychological aspect of the school that are more susceptible to change and that provide preconditions necessary for teaching and learning.

There are many different types of teachers. For instance, there are those who walk into the classroom and some students do not even notice them. Also, there are some who seem to be authentic dictators and students are even afraid to ask anything in the classroom. There are those who read from a book or talk constantly during the whole lesson while students keep just copying or even those who just talk and by the end of the lesson, students do not even know what the lesson was all about because the objectives and the structure were not clear even to teacher.

Effective teachers manage their classrooms with procedures and routines. Ineffective teachers discipline their classrooms with threats and punishments. Many ineffective teachers use reward stickers, incentive gifts, infractions cards to discipline their classroom with punishments. They only waste time, and do not solve the problems. Effective teachers manage the classroom with procedures and routines to maximize and engage learning time. Effective teachers do not only have a teacher-student relationship in the classroom but also demonstrate interest in students, lives beyond the classroom, using a wide variety of strategies to interact with them outside the class and the educational institution.

Purpose of the study

The purpose of the study includes the following:

- i. To examine relationship of teachers' personality on adolescents' personality development.
- ii. To examine relationship of peer pressure on adolescents' personality development.

Research hypotheses

H₀: There will be no significant relationship between teachers' personality and adolescents' personality.

H₀: There will be no significant relationship between peer pressure and adolescents' personality.

Methodology

The study employed survey method. The population is the secondary school students in Mainland Local Government Area, Lagos State, Nigeria. One hundred and fifty (150) students representing the population were randomly selected from six private and public secondary schools in Mainland Local Government Area of Lagos State.

The students were teenagers whose age ranged from about 11-19 years. Each of the schools was twenty- five (25) senior secondary school students.

A four –point Likert type of questionnaire was constructed for eliciting data for this study.

The questions measured different things as regards the hypotheses earlier formulated. The responses were: Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The copies of the questionnaires were personally administered by the researchers in the randomly selected schools.

The independent t-test was used to analyse the data at 0.05 level of significance. The Means and Standard Deviation were calculated. The Person Product Moment Correlation Co –Efficient Analysis was used.

Hypothesis one

H₀: There will be no significant relationship between teachers' personality and adolescents' personality.

Table 1: Analysis of the relationship between teachers’ personality and adolescents’ personality.

Variable	N	x	df	r-cal	r-crit	Remark
Teachers’ personality	150	23.16	148	0.69	0.19	Significant
Students’ personality		19.68				

From the table 1 above, it was found out that the r-cal (0.69) is greater than r-critical (0.19) at 0.05 level of significance. This then implies that we reject H_0 and accept H_1 . By implication, there is significant relationship between teachers’ personality and adolescents’ personality development.

Hypothesis Two

H_0 : There will be no significant relationship between peer pressure and adolescents’ personality development.

Variable	N	x	df	r-cal	r-crit	Remark
Peer pressure	150	12.87	148	0.39	0.19	Significant
Students’ personality		19.68				

From the table II above, it was found out that the r-cal (0.39) is greater than r-critical (0.19) at 0.05 level of significance. It then implies that we reject H_0 and accept H_1 . By implication, it means that there is significant relationship between peer pressure and adolescents’ personality development.

Discussions of findings:

The results obtained from this study did not come as a surprise. The results, to a greater extent, confirmed most of the findings of earlier studies carried out. From the table I, there was significant relationship between teachers’ personality and adolescents’ personality development.

Anderson, (1982) in Onuma (2012) posited that the climate of the school and moral of the teachers have a positive effect on the students’ attitude.

Similarly, table II reflected that there was significant relationship between peer pressure and adolescents’ personality development.

Recommendations and educational implications

Based on the findings of this study, the following recommendations were made. School administrators should recruit/select teachers of high integrity in the school system. Teachers are expected to be role models. Government policies should encourage/motivate teachers so as to reduce or eradicate undesirable personality of teachers.

Similarly, parents should monitor closely their children at this critical stage to reduce peer pressure influence in personality development of adolescents.

The findings are highly essential to raise awareness of the declining in the moral standard of teachers in our various schools. Also, efforts should be made by the relevant agencies to make school environment more appealing for positive adolescents’ personality development.

Conclusion

Since there was significant relationship between teachers’ personality and adolescents’ personality development, effort should be made to pay more attention by government and school owners to the quality of teachers.

Similarly, since there was a significant relationship between peer pressure and adolescents’ personality development, all hands should be on deck to reduce peer pressure influence on personality development adolescents. This will enable us to have a healthy society in the future.

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