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SCHOOL OF GRADUATE STUDIES AND RESEARCH (SoGSaR)

**A POSITIVE ROLE MODEL FRAMEWORK IN THE GHANAIAN SETTING:
CHILDREN EMULATING THEIR PARENTS IN CAREER CHOICES**

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**THIS DISSERTATION PROPOSAL IS PRESENTED TO THE SCHOOL OF
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DECLARATION

I declare that this thesis is the result of my own effort. Sources to which I am indebted are duly acknowledged in the references. I further declare that this work has never been accepted in substance for any degree and is not being concurrently submitted in candidature for any degree.

Student's Name	Signature	Date
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Certified by:

Supervisor's Name	Signature	Date
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DEDICATION

This dissertation proposal is dedicated to the Almighty God for the wisdom and guidance to put this work together. This study is wholeheartedly dedicated to my mother, who has been my source of inspiration and strength. It is also dedicated to my family, friends, and classmates who shared their words of advice and encouragement to finish this study.

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ABSTRACT

Parents are usually the first role models of children, not just through direct interactions but through the examples (attitudes, values, educational levels, success stories and careers) they set both within and outside the family setting. Parents influence the lives of children in many different ways including their career choices. This study therefore will explore how positive parental role modeling influences children in emulating the career of their parents. Using a qualitative research approach, a sample size of 20 will be used with Stratified random sampling technique to select respondents. Data will be analyzed using themes in response to the research questions. The data processing procedures for this study will be done manually, by categorizing, coding and summarizing key themes within the data gathered. The study will reveal the relationship that exists between a positive parental role modeling and children emulating the careers of their parents. Finally, the study will also reveal why children emulate the careers of their parents.

CHAPTER ONE

INTRODUCTION

1.0 Overview

This chapter presents an outline of the purpose of this research; it starts with the background to the study and a discussion of the research problem. Next, this chapter will focus on the research objectives, questions and significance of the research.

1.1 Background to the Study

The success of people's lives is connected to others in various ways, thus is the interdependent nature of human lives. Role modeling is a concept associated to every age/level of life; most importantly is the fact that it is critical in the development of a child into a resourceful personality for society. Children usually have wild dreams and aspirations yet have little experience about life. Role models therefore help children in one way or the other to make good meaning of life through counseling, nurturing, coaching and mentoring.

Role Models are individuals who provide an example of the kind of success that one may achieve, and often also provide a template of the behaviors that are needed to achieve such success (Lockwood, 2006). Role models are important to individuals, societies and even to a large extent contribute to economic development. According to Austin & Nauta (2016), role models are the source of enhancing entrepreneurial intentions in young people.

The concept of role model in Ghana has become popular in the 21st century and its scope ranges from parents, footballers, artistes, entrepreneurs, C.E.O's, pastors and presidents, whose behaviors, examples or success can be emulated by others.

Parents are usually the first role models of children not just through direct interactions but through the examples (attitudes, values, educational levels, success stories and careers) they set both within and outside the family setting. Through addressing concerns, and constructive nurturing, parents contribute immensely not just to the personal and educational development of their wards but most importantly to their career choices. Lockwood (2006), expressed that the target individual will observe their parents and be motivated to imitate their behaviors and career decisions to increase their similarity with the role model and attain the same success – career path. Bandura (1997) states that according to social learning theory, role models can help an individual to learn new skills or tasks because they are a source of information for how to behave. Consequently, Kagan (1958) agreed that parents are influential because they show occupational features that a child wants to achieve.

Career choice is the process of making a decision as to which career to go for from all careers available. According to Holland (1990), career choice is a process of selecting careers that fit an individual's personality and environment. It is important to note that choosing a career is an extremely important decision that impacts an individual's entire future.

Career exploration is concerned with the extent to which possible careers are researched and considered (Julius et al 2016). Navin (2009) in his research suggested that exploring career options before committing to a career increases future career success and satisfaction. Career exploration requires that an individual actively seek out information from various professionals such as counselors.

1.1.1 Introduction on role models

Literature suggest that imparting knowledge through role modelling is very important particularly for adolescent (Bandura, 2003; Bryant & Zimmerman, 2003; Gibson, 2004; Lockwood, 2006; Lockwood et al., 2002, 2004; McLean, 2004a; Wright, Wong, &Newill, 1997). Considering the benefit of the influence of role models on adolescent, it is to be noted that adolescent is a stage where individuals develops a sense of career identity (Hackett & Betz, 1981). For this reason, Ackerman (1997) continued to express that the process of developing a career identity is challenging and complicated.

The concept of role model is broad and its meaning varies greatly from society to society. This study views role model as a person, whom people can identify with as he/she may have qualities which other individuals may aspire to have. Or, as Mileder et al. (2014) suggest, they may be in a career position which others may want to reach. Moreover, Buunk et al. (2007) emphasize that adolescents may consider the success stories, and attainments of role models as likely acquisitions which they may like to pursue in the near future. Also, Lockwood and Kunda (1997) argue that role models may be a representation of prospective ambitions which adolescents may like to pursue while detailing possible roadmaps for these young ones in their pursuit of career goals.

Also, Buunk et al. (2007) noted that it is highly likely for young people to choose role models who are in many ways similar to them, however, such choices ,may also occur with individuals who are not similar or who they do not share things in common with. He also contended that exposure to a positive role model may lead to better opportunities for learners to engage in proactive career behaviors such as career planning (e.g. setting goals and exploring options) and proactive skills development, for instance, attending extra classes or practicing sessions aimed at

enhancing a particular skill and proactive networking, on the other hand, lack of a positive role model may lead to negative outcomes among the youth (Bryant & Zimmerman, 2003). According to Akhurst and Mkhize (2006), there are numerous accesses to career information, for example, through mentorships from role models in their environment, career services, parents as career role models, role models in their extended families or communities, as well as through the use of television and the internet. However, in many low-income communities like Africa, the reality is far away, as this is not always an easy exercise amidst issues of poverty and limited access to resources.

To date, a significant bulk of the literature on role models focused on aspiring professionals in health science disciplines, such as doctors and physicians (Lankford et al., 2003; McLean, 2004a; 2004b; 2006; Paice, Heard, & Moss, 2002; Wright, Wong, & Newill, 1997). Additionally, much of the preliminary literature in career psychology also tend to focus on the importance of role modeling in information sharing on behavior and on role models as a sources of support through mentorship (Bandura, 1989). Though some role models may not engage with adolescent to share information directly and personally, they are also considered to be a significant career resource in the lives of young people as they create opportunities for children to visualize their dreams.

1.2 Statement of the Research Problem

The choice of one's career is a decision that has to be made at a point in life. Such decision extend beyond making a daily living or earning an income, they determine who one becomes, the quality of life, resourcefulness, and the level of fulfillment associated with an

individual. It also highlights a lifelong experience that gives a sense of identity. Holland (1990) opines that, career is a lifelong mission which determines how a person would live.

In Ghana, career choices are determined by a lot of factors, some of which includes family background, level of education, ignorance, peer influence, limited jobs, financial status, skills, passion and even parental influence. It is for this reason that parents are considered as having a lot of influence on their wards actions and choices. One way by which they influence the actions and choices of their children is by acting as role models. According to Buunk et al (2002), good parental role modeling plays a vital role in the life of children and has a strong influence on them especially in their choice of vocation.

Though there are several factors that determine a child's career choice, this study seeks to find out how a positive parental role model influences children in emulating their parent's career.

1.3 Research Objectives

1.3.1 General Objectives

The general objective of this study is

- To find out how children in Ghana emulate their parent's career choices through a positive role model framework

1.3.2 Specific Objectives

- To determine how positive parental role modeling influences children to emulate their parents in their career choices.

- To determine who among the father and mother has more influence on the career choice of the child.
- To determine the reasons why children emulate the careers of their parents

1.4 Research Questions

- How does positive parental role modeling influence children to emulate their parents in their career choices?
- How does one parent have more influence on the career choice of the child over the other parent?
- Why do children emulate the careers of their parents?

1.5 Significance of the Study

The details, findings, conclusion and recommendations of this study will be of good help to parents in being good role models to their children which will go a long way to positively affect their future career lives. It will also help parents appreciate and come to understand the critical role they play as role models; source of quality information, nurturing, encouragement and a critical contributor to their children's career path. Additionally, this study will help parents to develop the skills, and abilities of their wards in the right direction.

The study will also be of good help to children/students to know the necessity of having a career and the other important factors that affect their choices in the choosing of their careers. Also, this research study can contribute to the development of the proper career interventions that will enable children to appreciate the importance of a good parental role model in potentially having a positive impact on their career development.

Fundamentally, the findings will play a supportive role by adding value to the existing literature on positive parental role modeling, and its impact on career choices of children.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The chapter is dedicated to the review of literature. This will include the review of concepts; the theoretical framework underpinning the study. It will also highlight a review of previous related studies and will be concluded with focus on how previous literature will influence this study.

2.1 Conceptual Review

According to Miles and Humberman (1994) conceptual review is the rudimentary, theoretical structure of assumptions used to categorize and describe concepts relevant to a research study and map relationship among them. It highlights principles and rules that hold together the ideas of a broad concept. The conceptual review shows the link between the independent variable and dependent variable employed in the study. The independent variables positive role model which manifest in Guidance, Friendliness, Encouragement, Interest in activities and Mentorship. These

influence the independent variable –career choice of children. The study reasons that parents have a degree of influence on the career choice of their children. It are expected that there exists a strong relationship between positive parental role modeling and children emulating their parents in their career choices.

2.1.1 Parents as Role Models

African parents create opportunities for their children and are also a source of motivation and wisdom for their children (Karunanayake&Nauta, 2004). Hence, adolescents do not only listen to what their parent(s) say but they also observe the behavior or actions of the parent(s), and they may often model that behavior as they grow older. This is why Bandura (as cited in Brown and Trivino, 2014) is of the opinion that modeling through parents and other adults are a significant source of learning for young individuals. However, it is worth mentioning that parents serving as a role model may pose certain challenges in low-income setting because many learners either live with relatives or find themselves living in single-parent households or in homes where the parent(s) are unemployed (Albien, 2013; Chuong&Operario, 2012). In instances where parents are employed, Albien (2013) found that they usually hold blue collar occupations. This may complicate the process of identifying a parent as a career role model. Speaking to the aforementioned, Weinger (1998) asserts that children living in low income setting have limited career opportunities and dreams as they do not have access to valuable information. Whiles, Jordan (1976) reveals that children from higher socio-economic backgrounds had an increased knowledge of a variety of career options, which may be as a result of their parents' knowledge of available careers and/ or living in environments where there are visible professionals in various careers to look up to.

2.1.2 Career

A career is the series of occupations taken up by an individual during the course of a life time (Bedu-Addo, 2000). A career is made of a number of interrelated events that provides continuity, order, and meaning in a person's life. It may also be made up of changes in one's core values, behaviors and inspirations as times changes in age. The center of a career lies on the individual and this is based on the presumption that it is the individual in question who can change the direction of his life through a well and carefully developed decision and action (Osipow, 2003). Nonetheless, care must be taken not to mistaken mere decision to be a career success. He went on to express that; a person's career is dependent on diverse complicated factors such as education, environment and parents. Career is also defined by the dictionary as the direction of an individual life or progress through life (Webster's International Dictionary, 1998). Most often, it is associated with paid work. The term, career, comes from the French word, 'carrier', meaning road or racecourse which, in turn, comes from the Latin word, 'cararia', which is a track for wheeled vehicles which originated from the Latin word, "carpus", which means wagon (Bedu-Addo, 2000). According to Bedu-Addo (1989) career refers to a person's lifetime sequence of occupations, activities, responsibilities and services performed. Furthermore, Shertzer and Stone (1976) saw career as a chosen pursuit, life work, and success in one's profession. It is a sequence of major positions occupied by a person throughout his lifetime. Additionally Olando (2010) explained that career is the entirety of one's lifetime work and it is personal. He also expressed that career is a meaningful progression on a person's working life. It is a course pursued over a period of time. Furthermore, Helliwell and Wolf (1972) defined career as comprising of a number of possible patterns of personal choice related to an individual's total lifestyle, including occupation, education, personal and social behavior,

learning how to learn, social responsibility and leisure time activities. Finally Super (1975) proposed a definition of career that involved the interaction of various life roles over the life span. He called it the 'life career rainbow'. For Super then the term, career, refers to all the roles a person may play during the life time and the pattern in which they fit together at any point in time.

2.1.3 Career Choice as a Concept

Bedu-Addo (2000) theorizes that, preparation for work greatly involves developing an occupational self-image, meaning having the required skills, strength and necessary requirement of many different professions. Brown (2002) explains the process of choosing a career as finding out one's skills, abilities and knowledge required for an occupations success and also determining the work values that are prerequisite for other equal job opportunities. Career choice is by nature complex and can be better approached and appreciated by a careful study and understanding of its components; career and choice. It spans from time of old dating back to the seminal works of Hughes (1937) and Goffman (1968), it has been the focus of many research works. The dictionary definition of choice is the voluntary act of choosing between alternatives (Webster's International Dictionary, 1998). The definition stated two elements: First is the availability of alternatives, which presents an objective reality, and the second one, the act of preference, which involves a subjective process. Thus, for a decision on career to be made, there must be available alternatives and also there should be a preference among the alternatives.

Osipow (2003), in the context of evidence of rigidities of supply and demand in career markets, persistence of structural and institutionalized forms of discrimination in employment, as well as

path dependence by education and experience in many fields of career, deem career choice a highly contestable phenomenon. The constrained and variable nature of available career routes in real life makes career choice in its pure form, (i.e. a free and unconstrained career choice based on individual will) a rare commodity, a naive expectation or even a misguided belief. The basic definitions stated above embody the two highly polarized considerations on career choice: One consideration is that of individual agency in career choice. Individual agency includes dispositions, human capital, attitudes and personality, which act as moderators of career choice. Marshall (1989) stated that agency approach expresses independence through self-assertion and control over the environment. The second consideration is that of opportunity structures and constraints that make available and limit career choice. Contextual affordance and opportunity structures are important constructs, through which the effects of the environments on the choice process can be studied. These constructs focus on the resources or hardships that are embedded in the individual career context (Lent & Brown, 1996).

Studies in career literature characteristically examine career choice from either one of these considerations (Johnes, 1999; Hallissey et al, 2000), or from a mixed agency and structure framework where the contextual influences are viewed as antecedents or mediating factors of career choice (e.g., Slater, 1980; Kyriacou&Coulthard 2000; Kyriacou et al. 2002). The dualism of human agency and social structure marks the contested ground of career choice (Roberts, 1977). Traditional theories of career choice; are criticized as accepting agentic masculine career

behavior as normative (Marshall, 1989). Another criticism to agentic career approach comes from Mignot (2000), arguing that theories that emphasize the power of individual agency are insufficient to explain the role of structural and cultural factors in shaping individual career choice behavior in a systematic way. Mignot (2000) believes that it is necessary to revise and re-theorize how contemporary careers are constructed by individuals and to gain a critical appreciation of how these constructions relate to social systems and structures. Social structure is not seen as outside the individual circle, but rather individuals as active agents who both construct and are constrained by their social world. A conception that takes the importance of personal agency and explains how internal and external factors serve is needed to enhance or constrain agency in the career decision-making process (Albert & Luzzo, 1999).

Özkale (2004) examined a sample of 386 undergraduate Turkish students in order to identify the factors affecting their career choice in engineering and he revealed three factors namely; interest in engineering, desire to become a leader and scores achieved in university entrance exam. He found significant differences by gender. While women students have drawn their influence from acquaintances and family of both genders, it was clear that male students were mostly influenced by women. Another important result was the influence of relatives on the students' engineering choice both on female and male students, the influence being stronger for the former. This pattern is verified also in some other countries (Brainard & Carlin, 1998).

As stated with the examples above, earlier works on career choice have examined it often through dualistic analytical frameworks such as 'pull' and 'push' factors, or typologies such as of career, service, instrumental, individual and group orientations, or in terms of job-person fit at individual, intermediate-organizational and at macro labor market levels. The studies which used structure and agency and 'push' and 'pull' factors as a framework for examining career choice

concentrated on the choice of self-employment over other forms of employment. This framework has been dominant particularly in the literature on motives for setting up small and medium enterprises. Bates (1999), Borooah and Hart (1999) and Clark and Drinkwater (2000) refer to complex mechanisms of ‘push’ and ‘pull’ for choosing self-employment as a career. More specific research on minority ethnic employment has also adopted ‘push’ and ‘pull’ frameworks. Studies by Boissevain (1984) and Barrett et al. (1996), for example, have tried to explain the main reasons for the choice of self-employment between minority ethnic people through ‘pull’ and ‘push’ factors. However the main concern over this approach is its bluntness as an analytical instrument for reflecting the truly complex nature of such choice. Bourdieu and Wacquant (1992) critique the use of ‘push’ and ‘pull’ as an analytical framework, contending that ‘social agents are not ‘particles’ that are mechanically pushed and pulled by external forces. They are rather bearers of capitals, and depending on their trajectory and on the position they occupy in the field by virtue of their endowment (volume and structure) in capital, they have a propensity to orient themselves actively either toward the preservation of the distribution of capital or toward the subversion of this distribution (Bourdieu & Wacquant, 1992).

2.1.4 Parents and Career Choice

Gostein (2000) posits that parents greatly affect and influence their wards choice of careers in diverse ways of which are direct inheritance, the provision of apprenticeship and role models. Occasionally the “influence” is a command to enroll their children in particular courses or predetermined action.

The first influence by Gostein (2000) is “direct inheritance”. According to Gostein, this meant that the adolescent is brought up to inherit the family business. This makes things easier for the child as already he/she knows the career path at an early stage. Gostein uses the findings of Gofflich and Moses (2003) as the foundation of his statement that 95 per cent of boys who choose farming as a career were sons of farmers (Gostein, 2000). Secondly, he also asserted that parent influence comes through apprenticeship training”. That is a parent who has a particular vocation and develops the child in the line of that particular vocation. Apprenticeship however, usually occurs in low socio-economic circles where the child may not have any other choice. A third influence from parents is the “development of interest.” This implies that parents develop specific career interest in their children at a younger age. This is done through the play materials they provide, “the encouragement or discouragement of hobbies and interest, by the activities they encourage their children to participate in and by the total experiences they provide in the family” (Gostein 2000, p. 532). For example a musician mother encourages her child to take music lessons. In the U.S., an estimated 44% of physicians sons take to medicine, 28% of lawyers sons choose law (Yao, 1999).

A fourth type of parental influence on the choice of careers by the youth is “role model”. This Gostein (2003) says, works well where the child identifies closely with the parent (Bell, as cited in Gostein, 2000). Mortimer (2005) is reported to have found a confirmation for this when he said that a combination of prestigious paternal role model and a close father-son relationship fostered a very effective parent’s “transfer” of career values and influence on children’s career choice. Gostein (2003) opines that parents of low socio-economic status hardly influence their wards career choice to a greater extent. He gives the following reason: (a) they are not close to their young adults neither are they very actively involved in their nurturing (b) they have less

prominent careers and as such their children are not motivated to emulate. A study conducted by King (1993) in Kenya, connected parental behavior to the career choice of teaching. In King's study, 53% of the participants identified mothers as influential in their children's career choice of teaching. The study further revealed that the mother exposed their children to the development of their skills in teaching.

Many research findings have been consistent in explaining that children's aspirations are often influenced by that of their parents. Children may act in certain ways or make decisions that their parents prefer just to please them and earn their affection (Taylor, 2004). Good parental role modeling has been found to influence the career choice of children. According to Oyamo and Amoth (2008), studies in Kenya show that rural students seek support from parents as compared to urban students and those parents more than teachers play a major role in the career choice of students. Lastly, Gostein (2003) sees parental influence in choice of career exhibiting in direct order. That is to say parents insist on the choice of school, courses and even the careers they should choose. When this happens, the child does not usually have a say and irrespective of his/her skills, desires, passion, the parent's views hold. One reason for which parents take such entrenched positions is that they prefer their child to pursue a career they admired nonetheless, never had the opportunity to pursue for diverse reasons (Gostein, 2000). In most cases, the children agree to the demand of the parents not only to disobey them but also because they do not have any other option (Gostein, 2000). Gregory (1998) is of the opinion that in most cases, the demands and choices of parents for their children are either at par with the desires of their children or above theirs. For example, a vocational worker may encourage the child to follow him or urge him to seek a higher grade work, for instance a managerial one. Gostein (2000) reported that an estimated 67% of all boys choose a career in either their father's career category

or the next higher one. According to Holland (1973) the most significance in career behavior or choice is that of parental influence. Using the national sample of 1959 in Virginia, Holland administered his Parental Attitude Research Instrument (PARI) to mothers of respondents. The findings expressed that the values of students were directly related to that of the values of their mothers.

Jackson (1993) suggested that women who enter male-dominated fields such as science often come from families where mothers are working, both parents are highly educated, and success is considered critical. Smith (2000) also explained that mothers with degrees have a higher influence on their children's career choices than mothers without degrees. Although college educated mothers influence both traditional and non-traditional career choices, women choosing non-traditional careers indicate that their fathers have a stronger, more direct bearing on career choices in non-traditional environments.

Turner (2002) in Liberia found that 73 percent of working women indicated their fathers had strongly influenced their career choice. Osipow (2003) in his work made a conclusion that parents' behaviour greatly influences their children and such influence is evident in the career choice of their children. Gensinde (1993) in Kenya wanted to know why students choose their careers. After studying 400 students in teacher training colleges and in technical colleges, he reported that 66% of students in teacher training colleges and 56% of those in technical colleges were influenced by parents to choose the career programmes. Okeke (2000) and Aghamehi (1998) in East Africa studied the relationship between parental careers and their children's career choice. Okeke in his study found 60% of the children willing to take their father's career and that 25% were willing to follow their mother's career. Olando (2010) used 320 respondents in Liberia

to study the factors that influence the career choice of undergraduate students. His study revealed that 65% of the students chose careers that were dictated by their parents.

2.2 Theoretical Framework

Swanson (2013, p.122) defines theoretical framework as ‘‘the structure that can hold or support a theory of a research study’’. This is consistent with Kivunji (2018), who opines that, theoretical framework of a research study is concerned with a structure that summarizes the concepts and theories which helps a researcher to analyze and interpret research data. The theoretical framework employed for this study will focus on the theories expressed by experts on the subject of role models.

2.2.1 Social cognitive theory

Social cognitive theory posits that learning occurs in a social context with an active and shared interaction of the person, environment, and behavior. Bandura (1986) further explains that observing the actions and inactions of other people presents an easy way to imitate their lifestyle or learn as compared to gaining insights from the results of their actions and inactions. Youth, in an instance, usually learn their habits, manners and behavior by observing the behavior of grownups in their society. Usually young adults may observe the behaviors of people who they see to be of good standing. The Social cognitive theory seeks to explain how people regulate their behavior through control and reinforcement to achieve goal-directed behavior that can be maintained over time. This is evident as children with people they aspire to be like, thus, role models may be more likely to copy the characters of such role models even more than other persons within their immediate locality. More so, since adolescents are subject to growth

changes at their stage, such as identity development, they observe the behaviors of adults as roadmaps to appropriate behavior and begin to identify people who they may wish to be like (Erikson, 1968). Role Models who have proved themselves and have elicited observer modeling are those who are regarded as having high status, power, and prestige (Bandura, 1971). However, how the observer perceives these characteristics and the extent to which the observer is influenced by their role model may vary depending on the population and the context.

2.2.2 Self-Efficacy Theory

This theory is concerned with the belief in an individual's ability to successfully accomplish something. The theory holds that people generally will only attempt things they believe they can accomplish and would renege on things they think they would fail. However, Bandura (1994) posits that difficult tasks can be accomplished by people with a strong sense of efficacy. According to Fitzgerald (1991), for modeling to positively affect an observer's self-efficacy, it is important for the model to be viewed as overcoming difficulties through a resolute effort rather than with ease, and the model must be similar to the observer with respect to other characteristics (e.g., age, sex). In addition, modeled behaviors with clearly rewarding outcomes are more effective. Bandura (1997) further states that the degree to which models attract and motivate learners to elicit a behavior may be reliant on the characteristic of these role models. In cases where the model exhibits characteristics that are closely related to the learner and also portrays a very skilled activity, then there is likelihood for the learner to be attracted and motivated. This type of behavioral approach is consistent with Bandura's self-efficacy theory which is a competency based theory used in over 100 studies (McCauley & Mihalko, 1998).

This theory is particularly useful to explain the performance of motor skills but it also has relevance to physical activity involvement. Bandura (1997) expressed that women are motivated

to act on their beliefs of physical efficacy and that the producers of sport videos often neglect the benefits of assumed similarity and subsequently portray superstars in examples of athletic performances.

2.2.3 Social-learning Theory

Social Learning Theory posits that people through observation, imitation, and modeling learn from one another. It is important to note that because the theory encompasses attention, memory and motivation, it is considered a bridge between behaviorist and cognitive learning theories. According to Bandura (1977), people learn through observing others' behavior, attitudes and outcomes of those behaviors. One of the key concept underpinning the theory is the fact modeling plays a critical role in learning most human behavior. Additionally, modeling allows people through observation to form ideas of how new behaviors are performed. Fry & Auken (2003) in their study, "The Influence of Role Model in Entrepreneurial Intentions" determined the extent to which individual activities taken by role models over time affect respondents thoughts about their own career choices. Their study was in support of an earlier study conducted by Scherer et al (1989) which used social learning theory to investigate the link between parental role model and the development of a preference for an entrepreneurial career. The study held that role models affect an individual through observational learning as the individual embraces favorable behaviors that have been exhibited by the role model. This is evident in the fact that individuals are likely express a liking for an occupation if they see that the profession has produced positive experiences with the role model.

According to Fry and Auken (2003), individuals will pursue training in a field, have expectations about entering that profession, and evaluate their own skills (self-efficacy) necessary to perform in that field if they have a role model who is into a similar profession. This is supported by

studies conducted by Lent et al (1994) which found that individuals cognitively process their knowledge, beliefs, and experiences which are as a reflection of beliefs, attitudes and intentions which evolve as a result of individuals taking career-related decisions. In this regard, role models play an important role in the cognitive process. This is because the individual believes an association with the role model provides positive experiences for the individual. Dyer (1994) further highlights the fact that children whose parents are entrepreneurs are more likely to take after the career of their parents because they consider business ownership as being more viable than working for someone else. This is consistent with a study by Carroll and Mosakowski (1987) which posits that children with entrepreneurial parents are likely to work in the family firm at an early age. Although Dyer (1994) studies did not establish how entrepreneurial parents influenced attitudes of their children, it indicated the fact that many entrepreneurs ventured into entrepreneurship during their youthful ages.

Scherer et al (1989) highlighted the importance of the existence of the role model. Additionally, Scherer studies supported the argument that entrepreneurial intentions are influenced by role models. Although the study did not establish how that influence occurred, Scherer stated that being around the role model was necessary to cultivate the desire and self-efficacy to become an entrepreneur. This study however, seeks to define the extent to which positive parental role modeling influences children to emulate their parents in their career choices.

2.3 Summary

In summary role models in most cases are regarded as people who motivate others to exhibit new behaviors and also inspire others to desire great futures. In these contexts, role models are often Existing literature has made available important and interesting details about how factors impact on the effectiveness of role models such as shared group membership and similarity between role model and role aspirant, as well as level of role model success and the attribution of this success by the role aspirant.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

The chapter describes the research design, population, sample and sampling procedure, instrument for data collection, method of data collection and method of data analysis.

3.1 Research Design

Research design refers to how data relating to a given problem is collected and analyzed. It provides the bureaucratic effect for the conduct of any study. A research design in other words describes a plan, and strategy of a study which determines tools to solve a problem with minimum errors (Kothari and Crag, 2014, p.29; Creswell, 2013, p.23). This ensures that questions are answered as definitely as possible.

A qualitative research approach will be adopted for this study to determine how a positive parental role modeling influences children emulating their parents in career choices. Collis & Hussey, (2003) define qualitative research as interpretive in nature, in other words, its aim is more often to explain rather than to merely describe. The main characteristic of qualitative research is that it is mostly appropriate for small samples, while its outcomes are not measurable and quantifiable. It is the key to this research because it will help offer a comprehensive description and analysis of the relation between positive parental role modeling and children emulating their parents in their career choices.

3.2 Population

A population is the larger group to which a researcher uses as his study case and to apply the results of his/her study (Frankel and Wallen, 1995). Polit and Hungler (1999), also describes research study as an aggregate or totality of all the objects, subjects or members that conform to a set of specifications. In other words, a research population is concerned with a well-defined collection of individuals or objects which possess similar characteristics. The population for the study will be drawn from graduate students of Ghana Institute of Journalism. The study seeks to

focus on the graduate students since they already are in professional career or are in the position to better define their careers.

3.3 Sample Size and Sampling Technique

According to Trachoma (2006) sampling involves selecting units from a population of interest so that by studying the sample, the researcher is afforded an opportunity to generalize results back to the population from which it was chosen. It also involves the examination of a carefully selected proportion of the units of a phenomenon in order to help extend knowledge gained from the study of that part to the whole from which the part was selected. The main interest in sampling is to extend the results of analysis based on the sample to the population from which the sample was drawn. The sample for this research will be selected through a stratified sampling technique. Stratified sampling is a probability sampling technique where the researcher divides the entire population into different homogeneous subgroups (Colins et al., 2007, p.272). These subgroups includes age, gender, nationality, job profile and educational levels. Stratified sampling is important when a study is concerned with understanding existing relationship between two groups.

The sample size that will be used for the study will be 20 respondents. Each stratum will have the sample size as follows; Masters of Art in journalism 5, Master of Arts in public relations 5, Master of Arts in media management 5, Master of Arts in development communication 5. The characteristics of the sample must therefore, closely reflect those of the population (Kumekpor, 2002). The sample size that will be selected for the survey will be 20 respondents.

3.3 Data Collection Method

The researcher will collect both primary and secondary data for the study. The primary data includes the use of interviews and focus group discussions while the secondary data will include research studies already conducted in the area under study. According to Kothari (2004), primary data are those which are collected afresh and for the first time, and thus happen to be original in character. The secondary data, on the other hand, are those which have already been collected by someone else and which have already been passed through the analytical process.

This study will employ the use of interviews. These interviews will be conducted with the help of a developed interview guide. Semi-structured interviews will be used for this study. According to Burgess (1984), a semi structured interview is a qualitative research method that combines a pre-determined set of open question with the opportunity for the interviewer to explore particular themes or responses. It further involves a series of open ended questions based on the topic areas under study. The open ended nature of the question will define the topic under investigation and also provide opportunities for both interviewer and interviewee to discuss and deliberate some issues within the topic in more detail. Additionally, the use of cues or prompts will be adopted to help the interviewee to consider the question further if the interviewee has difficulty answering a question. A similar approach will be employed for the focus group discussion. It is important to note that notes will be taken while audio recordings of the interviews will also be done during the interviews and the focus group discussion to help with transcriptions which will help in the data analysis.

3.4 Instrumentation

This section refers to the tools to be used in the gathering of data. The study will use interviews and focus group discussions to collect the data. According to Kumekpor (2002), a societal study requires the gathering of data from human beings and institutions regarding specific subjects. Information can be gathered through the use of interviews, focus group, observations etc. This study will employ the use of in-depth interviews and focus group discussions to help analyze, drawing conclusion and provide recommendations for future studies.

3.5 Data Analysis Method

Data analysis is the next step taken in a research work after data collection and it is a critical aspect of an entire study. Its essence lies in giving meaning to the data collected. Without the analysis of data collected based on a research problem, any data collected irrespective of its worth becomes meaningless. According to Singh (2006), the raw data are meaningless unless certain statistical treatment is given to them. Analysis of data means to make the raw data useful and meaningful. Analysis of data will be presented in themes, in response to the research questions. The data processing procedures for this study will be done manually, by categorizing, coding and summarizing key themes within the data gathered to explain the relation between positive parental role modeling and children emulating their parents in their career choices. Data presentation will be done by identifying themes and patterns of meaning across a dataset in relation to research questions outlined by the study.

3.6 Ethical Considerations

One of the most important things to be done in every research is the ethical consideration in

conducting the entire research process. In view of this, the researcher will ensure that some key ethical issues will be considered and observed to the letter. For instance, the researcher will put in place measures to ensure that the confidentiality of the respondents. Again, the researcher will ensure that respondents sign a consent form to confirm their participation in the study. This will be done because the researcher is of the opinion that if a respondent would want to partake in the study then it should be from utmost will and convenience. Furthermore, the researcher will seek to also ensure that the information provided by the respondents will be are used only for research purposes. The observance of ethical codes in data collection is a very important step of every research process and must be adhered to.

3.7 Chapter Summary

In conclusion, this section of the study will serve as the plan to guide the data collection process. This includes the type of research design and the rationale for the adoption of such approach. The sources of data collection, data collection instrument and data collection procedure, and data analysis procedure were all highlighted under this section as part of the appropriate methodology adopted for the study.

CHAPTER FOUR

CONCLUSION AND RECOMMENDATION

4.0 Introduction

This topic of the study was influenced by a lot of important factors. One key characteristic of role modeling is that the individual desires and yearns to imitate the behaviors, success' and career path of the role model. The study therefore seeks to find out how a positive parental role modeling in the Ghanaian context influences children emulating their parents in their career choice.

4.1 Conclusion

The study will be aimed at determining how a positive parental role modeling influences a child to emulate their parents in their career choices. The findings of this study will establish the influence that positive role modeling by parents has on children emulating their parent's careers. The outcome of this study will inform parents to support, guide and nurture their children in the right directions with regards to career choice there are similar studies which allude to the fact that positive role models elicit desires for emulation by other people Lockwood et al (2002). Bedu-Addo, (2000) also asserts that parents have great or significant influence in the lives of their children.

Finally, the study seeks to indicate whether children would like to emulate the careers of their parents mostly because they have been inspired by their parents through their positive role modeling. This is also because they want to make their parents proud and finally to inherit their

family business. The findings of the study will encourage parents to adopt a more positive remodeling approach to nurturing and developing their children through continuous support, career development and mentorship.

From the study, fathers will be encouraged to provide continuous support and care to their children as they contribute immensely to the career choice of their wards. They would further be required to make conscious efforts in developing their children's careers. The study will also help parents understand why they need to seek more knowledge and awareness of their children's career options both in terms of core and co-curricular careers.

4.2 Recommendations

The following recommendations should be considered following the outcome of this study:

1. Educational institutions such as schools and social clubs for kid should consider including role-modeling and mentorship in their curriculum in order to guide their choice of role-models and mentors.
2. Major stakeholders in educational and religious organizations should frequently organize capacity building and orientation workshops for parents and children in good parenting and career choices.

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