

**WISPERS OF WISDOM- PARTRATIAL INFLUENCE ON
YOUNGER GENERATION**

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(TITLE PAGE)**

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**A PROJECT WRITTEN IN THE DEPARTMENT OF FINE AND
APPLIED ARTS, FACULTY OF ENVIRONMENTAL SCIENCES,
UNIVERSITY OF BENIN, BENIN CITY, IN PARTIAL
FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF
THE DEGREE OF BACHELOR OF FINE ARTS (B.A FINE ARTS)**

CERTIFICATION

We, the undersigned certify that this work was carried out by **Oghenetega Steven Aroriode** in the Department of Fine and Applied Arts, Faculty of Environmental Sciences, University of Benin, Benin City.

Supervisor

Date

Head of Department

Date

EXTERNAL EXAMINER

Date

DEDICATION

This project work is dedicated to God Almighty for His infinite goodness, mercies, protection and provisions all through the years of my study in the University of Benin.

ACKNOWLEDGEMENTS

Sincere gratitude goes to my head of department (HOD) and my supervisor for their invaluable support and guidance in approving my project, your insights and encouragement have been instrumental in the successful completion of this work. I am truly grateful for your belief in my capabilities and for providing me with the opportunity to explore this project.

Also, would also like to extend my heartfelt thanks to my parents for their unwavering support throughout my educational journey, your constant encouragement, love, and sacrifices have been the foundation of my achievements. I am incredibly fortunate to have such a strong support system, and I dedicate this accomplishment to you.

And finally, I would like to give my outermost gratitude to God almighty for always directing and helping me throughout my schooling in the University of Benin.

Thank you all for being an integral part of my journey.

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ABSTRACT

“Whispers of Wisdom: Patriarchal influence on future generations” is a painting project that explores the relationship between the elder and younger generations, focusing on the transfer of knowledge, experience, and life lessons. The artwork portrays an old man offering guidance and wisdom to a group of youths, symbolizing the passing of generational advice. This project emphasizes the value of elders in shaping the moral, ethical, and practical direction of the younger generation through storytelling, mentorship, and lived experiences.

The project draws from psychological and philosophical theories, such as Erik Erikson’s concept of generativity, which highlights the elder’s role in contributing to the well-being of the next generation. The painting also reflects cultural traditions where elders are revered for their wisdom and insight, providing a visual narrative that calls for reflection on the importance of intergenerational relationships.

Using Acrylic on canvas, the painting integrates rich textures and contrasting light to highlight the figure of the old man, symbolizing wisdom, leadership, and guidance. Through symbolism, such as a book and staff held by the elder, the painting conveys themes of knowledge, strength, and legacy. “Whispers of Wisdom: Patriarchal influence on future generations” encourages viewers to appreciate the role of elders in their own lives and recognize the impact of wisdom passed down through generations.

CHAPTER ONE

INTRODUCTION

BACKGROUND TO THE STUDY

In my project, “Whispers of Wisdom”, The painting depicts an older man imparting advice to younger generations symbolizing the deep-rooted influence on patriarchal wisdom. The background study for this project would explore how patriarchal influence, traditionally passed down through generations, shapes the values, beliefs, and behaviours of youth.

This influence often manifest in the guidance provided by elders, who are seen as custodians of knowledge are tradition. The painting reflects the dynamics of this relationship, where the wisdom of an older generation helps to navigate the complexities of life, instilling a sense of responsibility cultural identity, and moral values.

However, the background study would also consider the dual nature of this influence acknowledging both its positive aspects such as the transmission of knowledge and stability and its potential to perpetuate out dated norms that may conflict with modern values by examining the role of patriarchal advice in the lives of young people, this project seeks to highlight the enduring impact of tradition on contemporary society.

STATEMENT OF THE PROBLEM

In contemporary society the wisdom and guidance of stability and tradition a crucial role in shaping the beliefs and behaviours of younger generations. However, as societal values evolve, there is an increasing advice and the modern perspectives embraced by today's youth. This dynamic raise critical questions, to what extent does the Wisdom imparted by elders remain relevant in the face of rapid social change? How do you people reconcile traditional values with Contemporary ideals, and what are the potential conflicts that arise from this intersection.

The problem, therefore, lies in understanding the impact of patriarchal influence on younger generations, particularly in how it can both guide and restrict their development. This project seeks to explore these complexities, examining whether the traditional wisdom passed down through patriarchal figures serves as a beacon of guidance or a barrier to progress in the lives of today's youth.

AIMS AND OBJECTS OF THE STUDY

1. To explore the perception of particular advice among younger. People to gather their perspectives on patriarchal advice and its relevance in their lives.

2. To review Literature On the historical and cultural significance of patriarchal influence in shaping generational values
3. To analyse case Studies that high light the role of patriarchal figures in guiding moral and cultural development among youths
4. To compare generational attitudes towards patriarchal advice and identify factors that influence acceptance or resistance
5. To assess the impact if patriarchal guidance on critical life decisions, such as career choice, relationships, and personal values.
6. To identify key themes in patriarchal advice that are either upheld or respected by younger generations, focus on areas like gender roles, family values and authority
7. To develop a theoretical frame work that explains the dynamics of patriarchal influence on youth in the context of changing societal norms.

SIGNIFICANCE OF THE STUDY

1. Understanding intergenerational Dynamics. This study will provide valuable insight into how patriarchal advice shapes and influences the relationship between different generations, offering a deeper understanding of the transmission of values and wisdom,
2. Cultural preservation and Adaptation

The study will highlight the role of patriarchal influence in preserving cultural traditions while also examining how these traditions are adapted or challenged by younger generations in modern society.

3. Guidance for elders and educators

The findings can serve up a resource for elders, educators, and mentors, helping them understand the changing needs and perspectives of youths and how to offer guidance that is both relevant and respectful of contemporary values.

4. Contribution to youth development

By exploring the impact of patriarchal wisdom on youth, the study will contribute to the broader field of youth development, offering insights into how traditional values can support or hinder personal growth

5. Informing Social and Cultural policies

The study's outcomes may inform policies and programs. Aimed at bridging generational gaps, fastening better communication, and ensuring that cultural wisdom is passed down in ways that are meaningful and affective.

6. Enhancing Cultural identity. The research will shed light on how patriarchal influence contributes to the formation of cultural identity among young people, helping to reinforce or redefine

7. To identify key themes in patriarchal advice that are either upheld or rejected by younger generations, focusing on areas like gender roles, family values, and authority.

8. To develop a theoretical of patriarchal influence on youth in the context of changing societal norms.

SCOPE AND DELIMINATION OF THE STUDY

The Scope of this study focuses on exploring the influence of patriarchal figures. Typically, fathers, grandfathers, and other elder males on the values, beliefs and behaviours of younger generations, particularly youths and teenagers. The study will eminence how traditional wisdom is passed down through these figures and how it impacts the moral, cultural, and personal development of young people in Contemporary society.

The research will include:

1. Geographical Scope. The Study will primarily focus on (specify these region or community if applicable) to provide a localized understanding of patriarchal influence. However, the findings may also have broader implications for similar cultural contexts.

2. **Demographic Scope.** The study will focus on young people age 13-19, as well as the patriarchal figures in their lives, such as fathers, grandfather and male community leaders
3. **Thematic Scope:** The research will explore key themes such as the transmission of values, the relevance of traditional wisdom in modern times generational conflicts, and the role of patriarchal figures in identity formulation
4. **Delimitation of the study**
The study has certain limitations that define the boundaries of the Research.
5. **Cultural focus:** The study will focus on specific cultural contexts where patriarchal influence is traditionally strong. It will not cover patriarchal dynamics in cultures where such influence is minimal or where other familiar structures dominate.
6. **Age Range:** The research will be limited to youths and teenagers aged 13-19, excluding younger children and adults over the age of 19. This age group is chosen to understand the formative influence of patriarchal advice during a critical development stage.
7. **Sample Size and Representation:** The study will be conducted with a limited sample size, focusing on in-depth interviews and surveys within a

specific community or region. As a result, the findings may not be generalizable to all cultural contexts or populations.

8. Exclusion of Female Figures: While patriarchal influence often includes male figures, this study will specifically focus on the influence of these figures, deliberately excluding the influence of matriarchal figures to maintain a clear focus on the male-to-youth dynamic.
9. Temporal Scope: The study will consider current generational interactions and influences, without delving into historical perspectives beyond what is necessary to contextualize the current situation.

LIMITATIONS

1. Limited Resources: The scope of the project was constrained by the availability of final and technical resources, which may have affected the depth of research or implementation.
2. Time Constraints: The project had a limited timeline, which restricted the ability to explore additional aspects or alternative approaches that could have provided further insights.
3. Data Availability: The data required for this project may have been limited in scope or accuracy which could impact the comprehensiveness of the of the analysis or conclusions

4. Technological limitations: The tools and technology used in the project were restricted to what was readily available, potentially limiting the efficiency or precision of certain processes.
5. Generalizability of Findings: The conclusions drawn from the project may be specific to the context studied and may not be easily applicable to other scenarios or environments
6. Sample size: if data collection or users studies were involved, a limited sample size could affect the reliability and generalizability of the results.
7. External factors: Uncontrollable external factors, Such a changes in policies, market conditions, or technological trends, could affect the long-term applicability of the project
8. Lack of Expert opinions: The project may not have involved consultation with experts in all relevant fields, which could have provided more comprehensive insights
9. Assumptions in Methodology: Certain assumptions made during the project, whether in terms of user behaviour, market conditions, or technological capabilities, could limit the accuracy of the final results.
10. Scope of Literature Review: The literature review may have been restricted to a specific set of sources, limiting the exploration of alternative perspectives or broader academic discussions.

DEFINITION OF TERMS

1. Scope: Refers to the boundaries of the project, including the objectives, deliverables, tasks, and timeframe within which the project is completed.
2. Methodology: The systematic process or approach used in the project to collect data, analyse findings, and reach conclusions.
3. Data Analysis: The process of evaluating data using analytical and statistical tools to discover useful information and support decision-making.
4. Variables. Any factors, traits, or conditions that can exist in different amounts or types and may be manipulated or measured in the research process.
5. Literature Review: A comprehensive survey of existing research, publications, and theories relevant to the projects subject matter
6. Assumptions: Factors taken for granted or accepted as true without proof for the purposes of the project, often forming the foundation for analysis and conclusions.
7. Hypothesis: A tentative statement or prediction made based on limited evidence, intended to be tested through research and analysis in the project.
8. Limitations: The constraints, restrictions, or weaknesses within the project that may affect the results, scope, or application of the findings.
9. Findings: The results or conclusions derived from the research, experiments, or analysis conducted during the project.

10. Framework: The conceptual structure used to guide the organization, analysis, and presentation of information within the project.

CHAPTER TWO

LITERATURE REVIEW

1. Erikson, E.H. (1982) – ‘‘The Life Cycle Completed’’

Erik Erikson’s emphasizes the final stage of life, where older adults reflect on life’s meaning and pass on their wisdom. This stage, ‘‘integrity vs. despair,’’ highlights the elder’s role in guiding younger generations, which aligns with the thematic message of my painting.

2. Battles, P.B., & Staudinger, U.M. (2000) – ‘‘Wisdom: A Metaheuristic to Orchestrate Mind and Virtue’’

This paper explores wisdom as a form of pragmatic knowledge and transmitted. The study’s insights on how wisdom involves balancing personal and societal well-being provide a philosophical grounding for the concept of an elder advising youth in my painting.

3. Korte, J. (1984) – ‘‘ Outliving the Self: Generativity and the Interpretation of Lives’’

Korte discusses “generativity,” the concern for guiding the next generation of the old man in my project. This book explores how elders contribute to society by imparting life lessons, further reinforcing the theme of intergenerational wisdom.

4. Noddings, N. (1995) – “Caring: A Feminine Approach to Ethics and Moral Education”

Noddings focuses on the ethics of care, particularly how older individuals mentor and nurture younger people. The book emphasizes the relational aspect of wisdom transfer, relevant to how the old man in my painting offers guidance to the youths.

5. Campbell, J. (1949) – “The Hero with a Thousand Faces”

This foundational text on the hero’s journey discusses the role of mentors and wise elders in mythological storytelling. Campbell’s archetype of the “wise old man” parallels the figure in my painting, who offers essential advice for navigating life’s challenges.

6. Holiday, S.G., & Chandler, M.J. (1986) – “Wisdom: Explorations in Adult Competence”

This book delves into the psychological aspects of wisdom, particularly how elders develop the competence to guide others. The authors explore the transition from knowledge to wisdom and how it becomes a key resource for younger generations.

7. Halpern, D.F. (1997) – ‘‘Critical Thinking Across the Lifespan: Problem-Solving in Adulthood’’

Halpern’s work investigates the development of critical thinking skills over time, focusing on how older adults use life experiences to offer valuable perspectives. This research supports the idea that the elder in my painting imparts life lessons based on his problem-solving history.

8. Fingerman, K. L., & Pillemer, K. (2001) – ‘‘ Aging Mothers and Their Adult Daughters: A Study of Mixed Emotions’’

This book examines intergenerational relationships, particularly how wisdom and life advice are shared between older and younger family members. The complexities of this dynamic could be reflected in the advice being given by the elder in my painting.

9. Rowe, J. W., & Kahn, R.L. (1997) – ‘‘Successful Aging’’

This article outlines the concept of ‘‘successful aging’’ and the importance of elders maintaining a role in society, often as guides or mentors. It provides a framework for understanding the value of older adults sharing their wisdom with youth, as portrayed in my painting.

10. Thompson, E.H. (1994) – ‘‘Older Men as Invisible Men in Contemporary Society’’

Thompson discusses the marginalization of older men and their wisdom in modern culture. My painting counters this by giving the elder a central

role, reflecting the importance of recognizing and valuing the experiences of older generations.

11. Hamilton, C. (2009) – ‘‘Wisdom in Elders: The Role of Experience in Shaping Life Lessons’’

This work discusses how life experience shapes wisdom in older adults, focusing on their capacity to offer advice and guidance. The thematic exploration of life lessons mirrors the portrayal of the old man in my painting as a source of wisdom for the youth.

12. Robinson, O.C. (2012) – ‘‘ The Generativity of Older Adults: Passing on Life’s Knowledge’’

Robinson’s study explores how older adults feel the need to pass o their knowledge to the younger generation. This generativity, both in wisdom and experience, is central to your painting’s theme of an elder providing advice to youth.

These reviews reflect the wisdom, mentorship, and generational exchange of knowledge that are central to the concept of my painting, ‘‘Whispers of Wisdom.’’ They provide philosophical and psychological perspectives on the value of elders imparting life lessons.

CHAPTER THREE

METHODOLOGY

For my project painting, I began by gathering all the necessary materials, including my baft, stretchers, acrylic paints, and various reference photos. I first sketched the concept on my sketch pad, after which I prepared and primed the canvas. Once ready, I transferred the sketch from paper to canvas and began the painting process. I employed the blocking method, a technique taught to me by my I T supervisor, to achieve the desired outcome. Throughout the process, I documented each stage by taking photographs.

CHAPTER FOUR

VISUAL ANALYSIS, AND DISCUSSION OF RESULT











CHAPTER FIVE

SUMMARY OF THE PROJECT. ‘WHISPERS OF WISDOM’

The project, titled ‘Whispers of Wisdom: Patriarchal influence on Future generations’ is a painting that captures the timeless relationship between the elderly and the younger generation. It portrays an old man imparting life advice to youth, symbolizing the transfer of knowledge, experience, and wisdom across generations. Through the use of visual art, this piece emphasizes the value of elders in society as bearers of wisdom, guiding younger individuals on how to navigate life’s complexities.

The Painting is not only a tribute to elders but also a reflection on the importance of mentorship and life lessons that are often passed down through personal stories, experiences, and cultural heritage. The project also draws from psychological, philosophical, and social frameworks surrounding wisdom, such as Erik Erikson’s theory of generativity, which emphasizes the need for older adults to contribute to the welfare of the next generation.

In ‘Whispers of Wisdom’, The old man symbolizes accumulated wisdom through life’s challenges, while the youths represents curiosity and the potential for growth. The scene conveys the importance of listening to the experiences of elders, as they provide guidance in times of uncertainty. The

project's core message is that the wisdom of the past can shape the future, creating a bridge between generations through shared understanding.

This painting is also inspired by literature and psychological studies on aging, wisdom, and the role of elders in mentoring and advising the younger generation. The artwork seeks to evoke emotional connection and reflection, urging viewers to consider the advice and knowledge that they have received or can offer in their own lives.

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APPENDIX

“WHISPERS OF WISDOM: PATRAICHAL INFLUENCE ON YOUNGER GENERATION” PROJECT

APPENDIX: Materials and Techniques Used

1. Canvas Size: 6 feet by 4 feet
2. Medium: Acrylic on Canvas
3. Primary Colours used
 - Burnt Umber
 - Cobalt Blue
 - Cadmium Yellow
 - Alizarin Crimson
4. Brush Types
 - Round Brushes (Size 0,2,6)
 - Flat Brushes (Size 4, 8, 10)
 - Fan Brush (for blending)
5. Palette knives: Used for texture and details on the elder’s face
6. Blending Tools: Soft blending brushes and cottons swabs for smooth transitions between skin tones