
**INDOCTRINATING INFORMAL SOCIAL STUDIES AND
PARENTAL STYLES AS A PREDICTOR OF YOUTH VALUE
COMPLACENCY IN ILORIN METROPOLIS**

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Abstract

World over, the way parents rear their children has shown to have great influence. In contrast, on some occasion, few children may exhibit a behaviour that negates the parenting style employed in bringing them up. African society most especially prides herself in indoctrinating her young ones into adult roles encompassing social, physical, religious and all round development. This the Yoruba referred to as “Omoluabi” literally meaning a perfect gentleman. The head, hands and mind are put to bear in achieving this. Informal Social Studies is being taught to imbibe values like honesty, integrity, prudence to mention a few to the youths. The loss of value today is questionable. The general purpose of this study was to address whether informal Social Studies or parenting styles can be linked with value complacency of youths today. Four research questions with three hypotheses were raised for the study. The population for the study was all youths in Ilorin

Metropolis while the target population will be youths not below the age of 18 years. Snowball sampling technique was employed in carrying out the study. Test retest method of reliability was employed on youths outside the sampled pool. Pearson Product Moment Correlation and Regression analysis was employed to test the hypotheses while percentages was used to answer question one without corresponding hypotheses. Recommendations thereafter were made after the findings are analyzed correctly.

Keywords: Indoctrination, Value, Informal Social Studies, Parenting Styles, Value System.

Introduction

Mezieobi, Fubara, and Mezieobi (2008) are of the view that Social Studies is indigenous and argued strongly that the subject was and still a core subject in our informal curriculum. This is because the contents of indigenous Social Studies curriculum as introduced to us by the British government that colonial Nigeria are the same in all ramification in the sense that both focused more on affective domain of education. Long before the arrival of the colonial masters, informal Social Studies has been with us. This takes place and is embedded in the traditional education, Most importantly, it focuses on the head, heart and hands though the head is not so pronounces. It often takes the form of indoctrination by way of instruction without explanation.

Indoctrination implies the process of teaching a person or group to accept a set of beliefs uncritically. Historically, indoctrination involves “training” the young Nazis, brain washing, totalitarian propaganda etc. The indoctrination of children was one of the most efficient methods for strengthening the totalitarian regimes. The children taken from their families at a young age in order to be transformed into some objects owned by the state represents the major stage of an efficient indoctrination. Once uprooted, the child is forced to integrate with a conditioned behaviour into a community

that represses the developing personality. Indoctrination is all about value education mostly done in the informal way. In Yoruba tribe of Nigeria for example, children are indoctrinated not to sit on mortar. By implication, sitting on mortar is tantamount to farting on cuisine items. Virtues and hygiene are instilled in children even though it is in the hard way. Ultimately, good values deposited in the children sticks with them till they die.

Similarly, parental styles could also affect children upbringing. Basically, there are four types of parenting styles viz: permissive, authoritarian, authoritative and neglectful. Children whose parents are permissive tend to be impulsive, authoritarian parents make their children aggressive, authoritative parents is similar to the democratic leadership style while neglectful parent is the “I don’t care” parents. Williams and Ciarrochi (2019) found out that mothers’ authoritative parenting in Grade 7 predicted increased importance and autonomous regulation of values one year postschool. Fathers’ authoritative parenting in grade 7 predicted decrease importance of extrinsic values. Parenting in early and late adolescence predicts values internalization in emerging adulthood. Parents are meant to train their children by making them imbibe good values. Value is the principle or standard of behaviour; one’s judgement of what is important in life. It is also has to do with how much something is worth. Examples of values are: Open-mindedness, honesty, integrity, transparency, commitment, loyalty, reliability, transparency etc. Recent #endsars# struggles which was later hijacked by hoodlums calls for question whether Informal Social Studies Indoctrination or parental styles predict youth value complacency in Ilorin. Thuggery, kidnapping, corruption to mention a few project towards the loss of value today, Value complacency then could mean a feeling of calm satisfaction with your own value abilities or situation that prevents you from trying harder. It a feeling of satisfaction with a situation or with what you have achieved, so that you stop trying to improve or change things – used to show disapproval. It is a feeling of satisfaction with a situation or with what you have achieved, so that you stop trying to improve or change things – used to show disapproval.

Samiullah (2016) study on influence of parenting style on children's behaviour found out that authoritarian parenting style leads the children to become rebellious and adopt problematic behavior due to more than necessary power exercised on children by parents. In contrast, authoritative parenting style is effective for children, as it encourages moderate parenting style.

The National Academic Press (1996) asserted that traditional disciplinary studies in sociology, anthropology, psychology, economics, and education, among other fields, are converging in the development of new theories that examine the characteristics of communities (opportunity structure, resources, social capital, change, and stability) that foster positive and negative developments for adolescents. In the presence of fewer studies, more studies need to be tailored towards value education among youths. It is against this background that this study aimed to find out the relationship among Informal Social Studies, parenting styles and value complacency among youths in Ilorin Metropolis.

Research Questions

The following research questions were generated to shape this study:

- i. What is the level of value complacency of youths in Ilorin?
- ii. Is there any significant relationship between Social Studies Indoctrination and Youth Complacency in Ilorin?
- iii. Is there any significant relationship between Parental Styles and Youth Complacency in Ilorin?

Hypotheses

Based on the research questions above, the following null hypotheses were generated:

Ho₁: Is there any significant relationship between Social Studies Indoctrination and Youth Complacency in Ilorin?

Ho₂: Is there any significant relationship between Parental Styles and Youth Complacency in Ilorin?

Methods

The population for the study was all youths in Ilorin Metropolis while the target population was all youths not below the age of 18 years. Snowball sampling technique was employed in carrying out the study. Test retest method of reliability was employed on youths outside the sampled pool. A researcher-made questionnaire was administered on the respondents. Pearson Product Moment Correlation and Regression analysis was employed to test the hypotheses while percentages was used to answer question one without corresponding hypotheses.

Result

Research Question 1: *What is the level of value complacency of youths in Ilorin?*

To answer the research question, responses on value complacency of youths in Ilorin were summed and subjected to percentage analysis. The minimum, maximum and range score of the respondents were 11, 44 and 33. The range was divided by the two levels of value complacency (low and high) and the cut off was 17. Scores between 11-28 and 29-44 are categorized as low and high level of value complacency respectively.

Table 1: Level of Value Complacency of Youths in Ilorin

Value Complacency	Cutoff Range	Frequency	Percentage (%)
High	29-44	174	58.0
Low	11-28	126	42.0
Total		300	100

Result in Table 1 shows the level of value complacency of youths in Ilorin. As shown in the table, 58% of the sampled respondents have high level of value complacency, while 42% have low level of value complacency. This means that the level of value complacency of youths in Ilorin was high.

Hypotheses Testing

Hypothesis One: *There is no significant relationship between Social Studies Indoctrination and Youth Complacency in Ilorin*

To test hypothesis 1, responses on Social Studies Indoctrination and Youth Complacency in Ilorin were summed and subjected to Pearson Product Moment Correlation (PPMC). The result of the analysis is presented in Table 2.

Table 2: Correlational Analysis on the Relationship Between Social Studies Indoctrination and Youth Complacency in Ilorin

Variables	N	X	Df	r-cal.	p-value	Remark
Social Studies Indoctrination	300	29.17				
Youth Complacency	300	30.21	298	-0.44	0.00	Significant

Results in Table 2 show r-calculated value of -0.44 and p-value of 0.00 which is less than 0.05 ($0.00 < 0.05$). Since 0.00 is less than 0.05 level of significance, it means that there is significant relationship between Social Studies Indoctrination and Youth Complacency in Ilorin.

Hypothesis Two: *There is no significant relationship between parental styles and youth complacency in Ilorin.*

In order to test the hypothesis, responses on parental styles and youth complacency in Ilorin were subjected to multiple regression analysis. The result of the analysis is reported in Table 3.

Table 3a: Model Summary of Relationship between Parental Styles and Youth Complacency in Ilorin

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.40	0.16	0.15	15.27

Results in Table 3a reveal that parental styles accounted for 0.16 representing 16% of the variation in youth complacency in Ilorin, with adjusted r square of 0.15 and a standard error of the estimate of 15.27. The significance (p-value) and F-value of the analysis is presented in Table 3b.

Table 3b: Regression Analysis Showing Relationship Between Parental Styles and Youth Complacency in Ilorin

Model	Sum of Squares	Df	Mean Square	F	p-value
Regression	7405.147	4	1851.287	13.82	0.00
Residual	39506.431	295	133.920		
Total	46911.578	299			

a. Dependent Variable: Youth Complacency

b. Predictors: (Constant), Parental Styles

*P<0.05

Results in Table 3b indicate that parental styles significantly contributed to youth complacency in Ilorin as seen in the degree of freedom of 4 and 295, with F-ratio of 13.82 that is significant at p-value of 0.00. On the basis of the results, the null hypothesis was not accepted. This means that there was significant relationship between parental styles and youth complacency in Ilorin. The relative contribution of each of the components of parental styles is presented in Table 3c.

Table 3c: Relative Contributions of Authoritarian, Permissive, Authoritative and Neglectful to Youth Complacency in Ilorin

Model	(B)	Std. Error	(Beta)	(t)	p-value
(Constant)	25.931	5.226		4.962	0.00
Authoritarian	0.033	0.284	0.011	0.117	0.90
Permissive	0.707	0.244	0.205	2.896	0.00
Authoritative	-0.055	0.337	-0.015	-0.163	0.87
Neglectful	1.022	0.227	0.303	4.512	0.00

Results in Table 3c reveal the contribution of each of the components of parental styles (authoritarian, permissive, authoritative and neglectful) to the model. It reveals that the contributions of authoritarian (Beta = 0.011; t-value = 0.117 and p-value = 0.90); and authoritative (Beta = -0.015; t-value = -0.163 and p-value = 0.87) were not significant. However, the contributions of permissive (Beta = 0.205; t-value = 2.896 and p-value = 0.00); and neglecting parental styles (Beta = 0.303; t-value = 4.512 and p-value = 0.00) were significant. This means that the contributions of authoritarian and authoritative parental styles to youth complacency were not significant, but the contributions of permissive and neglectful parental styles were significant.

Discussions

The first finding of the study reveals that the level of value complacency of youths in Ilorin was high. This could be as a result of imitation occasion by the porosity of the social media, e.g. Twitter. The second finding reveals that there is significant relationship between Social Studies Indoctrination and Youth Complacency in Ilorin. Another finding reveals that there was significant relationship between parental styles and youth complacency in Ilorin. The relative contribution of the parenting styles were found too. The contributions of authoritarian and authoritative parental styles to youth complacency were not significant, but the contributions of permissive and neglectful parental styles were significant. This result could be largely due to the different parenting styles employed in child rearing. The finding is in harmony with Williams and Ciarrochi (2019) who found out that mothers' authoritative parenting in Grade 7 predicted increased importance and autonomous regulation of values one year postschool. Fathers' authoritative parenting in grade 7 predicted decrease importance of extrinsic values. Parenting in early and late adolescence predicts values internalization in emerging adulthood.

Concluding Remarks

Informal Social Studies should be intensified at home as education

is pervasive, hence should not be restricted to the four walls of the classroom. Parents are advised to be careful in the use of authoritarian, neglectful and permissive parenting styles as it could lead to loss of values among youth.

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