

**Parenting Styles and Socioeconomic Status as Determinants of Secondary School Students' Achievement in English Studies in Ibeju Lekki, Lagos State**

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LCU/PG/09/0132**

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Faculty of Arts and Education, Lead City University, Ibadan, Oyo State, Nigeria**

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(MEd) in Educational Management**

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**Certification**

This is to certify that Susan Olusola Afolake AYENI with the Matriculation Number LCU/PG/09/0132 carried out this research work titled ‘Parenting Styles and Socioeconomic Status as Determinant of Secondary School Students’ Achievement in English Studies “in the Department of Arts and Social Science Education, Faculty of Arts & Education, Lead City University, Ibadan, Oyo State, Nigeria for the award of Masters of Education Degree (M.Ed) in Educational Management under my supervision. This has not been previously submitted.

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**Dr. Omobola Gambo**

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**Date**

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**Dr. O. S. Pitan**

Head of Department

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**Date**

**Dedication**

This project is dedicated to God Almighty and my dear children, Sharon Omotayo Ayeni, Michael Olasunkanmi Ayeni and Shalom – Sophie Oreoluwa Ayeni for their love and support for my education pursuit.

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“Even though the above-mentioned institutions and persons have assisted in the correction of this research work, I alone stand responsible for the errors, if any, found in the work”.

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## Abstract

This study investigates the impact of parenting styles and socioeconomic status on the academic achievement of Junior Secondary School One (JSSI) students in English Studies within the Ibeju-Lekki Local Government Area of Lagos State. Two research questions guided the inquiry, framed within the theoretical frameworks of Baumrind's Parenting Styles (authoritarian, authoritative, and permissive) and Maccoby and Martin's Parenting Style (uninvolved). The study employs a survey research design utilizing past data, with a sample of 500 students from 15 selected major schools. A questionnaire serves as the research instrument. Data analysis involves Multiple Regression Analysis, Pearson Product Moment Correlation (PPMC), t-test, and analysis of variance statistical methods. The study reveals that authoritative parenting styles are highly rated by respondents, significantly influencing students' achievement with a grand mean score of 3.312. The socioeconomic status of parents is identified as having a high-level impact on academic achievements, with a grand mean score of 3.259. Regression analysis indicates a correlation (R) between socioeconomic status, democratic, permissive, authoritarian, and uninvolved parenting styles on students' academic achievements in English Language. The joint effect of independent variables is found to be significant ( $F(4, 47) = 87.652$ ;  $R = .939$ ,  $R^2 = .882$ ,  $\text{Adj. } R^2 = .872$ ,  $P < .05$ ), explaining 87.2% of the variation. The combined influence of Authoritarian, Authoritative, Permissive, and Uninvolved parenting styles is validated, with each style making a unique contribution to the academic achievement of secondary school students in English Studies within the Ibeju-Lekki axis of Lagos State. It is recommended that public schools, through their school boards, incorporate a general course for parents to emphasize the significance of their involvement in their children's academic achievements, particularly in English Language.

**Keywords: Parenting Styles, Socioeconomic Status, Achievement, English Studies, Income Count: 300**

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