

**ENGINEERING ENVIRONMENTAL AND PARENTING AWARENESS
FOR CLASSROOM ENGAGEMENT TOWARDS ACADEMIC
ACHIEVEMENT OF SOCIAL STUDIES STUDENTS IN SECONDARY
SCHOOLS IN OGUN STATE**

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Abstract

The study examined engineering environmental and parenting awareness for classroom engagement towards academic achievement of Social Studies students in secondary schools in Ogun state. The study adopted a descriptive survey research design. Population comprises all secondary school students in Ogun state. Simple random sampling technique was used to select five secondary schools in Ijebu East Local Government Areas of Ogun State, Nigeria in which twenty (20) students each were randomly selected from the chosen local government to make a total of one hundred (100) secondary school students in Abeokuta Ogun State as sample for study. A self-developed questionnaire was used as instrument for data collection. It was developed in Likert scale of Agreed and Disagreed. The instrument was moderated by experts who affirmed its validity. Reliability of the instrument was determined using Cronbach Alpha. The result obtained in the administration was correlated, the reliability co-efficient is 0.62 which is reliable enough for this study. Data collected were analyzed using simple percentage and standard deviation statistical tools. Findings revealed that environmental and parenting awareness play in enhancing classroom engagement and improving the academic achievement of Social Studies students in secondary schools in Ogun State. By engineering both environmental and parenting awareness, schools can improve classroom engagement and, consequently, boost the academic performance of students, leading

to more effective Social Studies education in the state. Therefore, schools should prioritize the maintenance and organization of classroom environments by ensuring that classrooms are clean, well-organized, and conducive to learning.

Keywords: Awareness, Engagement, Environmental, Engineering Parenting

Introduction

Academic achievement refers to the measurable performance outcomes of students based on their level of understanding and mastery of academic content, often reflected through grades, test scores, or teacher evaluations. In Social Studies, academic achievement can be seen in a student's ability to analysis social issues, apply knowledge to real-life scenarios, and understand civic responsibilities (Sobola &Adediran,2022). Academic achievement among students, especially in Social Studies, has long been influenced by a variety of environmental and parental factors that either support or hinder classroom engagement. In the contemporary educational landscape, the role of the school environment and parental involvement has gained prominence as critical determinants of students' academic outcomes (Epstein in Fayemi, Okusade, Adediran & Olusanya,2024).

Social Studies, as a core subject in Nigeria's secondary education curriculum, plays a pivotal role in promoting civic awareness, national consciousness, and cultural understanding. Ogundare in Adediran (2022) defines Social Studies as a discipline that deals with the study of man and his interactions with his social and physical environments. It aims to develop in the learner a capacity to make informed decisions and participate actively in civic life. National Council for the Social Studies defined Social Studies as the integrated study of the social sciences and humanities to promote civic competence. Within the school program, Social Studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology” (NCSS in Sobola & Adediran, 2022). However, persistent challenges such as low student engagement, environmental distractions, and weak parental involvement have continued to affect students' performance in the subject (Ajiboye & Olatundun in Adediran, 2024).

Environmental awareness in the educational context refers to the level of consciousness stakeholders (teachers, school authorities, and students) have about the physical and psychological learning environment. It includes factors such as classroom ventilation, lighting, space, cleanliness, noise levels, learning materials, and the general school ambiance (Ojetunde & Adediran,2022). The environment in

which a student learns including classroom layout, infrastructure, cleanliness, availability of instructional materials, and general school climate has a significant impact on motivation and engagement levels. According to Fraser in Ojetunde and Adediran (2022), a well-structured learning environment enhances students' sense of belonging and academic interest. Conversely, overcrowded classrooms, noise pollution, and inadequate resources have been associated with poor academic performance and disengagement from learning tasks (Adediran, 2022).

Beyond the physical and social environment of the school, the family unit and parenting styles play a fundamental role in shaping students' academic attitudes and behaviours. Parenting awareness involves parents' understanding and active involvement in their child's education. It includes knowledge about the child's learning needs, school performance, classroom experiences, and challenges. Parental awareness also implies proactive involvement such as checking assignments, attending PTA meetings, encouraging reading habits, and providing learning resources at home. Baumrind in Adediran (2022) identified authoritative parenting as most effective in promoting academic responsibility, while neglectful or authoritarian approaches often contribute to academic disinterest or rebellious behaviour. In the Nigerian context, especially in states like Ogun where economic challenges and cultural diversity are prevalent, parental awareness and involvement in education vary significantly, thereby influencing classroom engagement and overall academic achievement (Fayemi, Adediran & Ogunsanya, 2025).

Moreover, classroom engagement refers to the degree of attention, curiosity, interest, optimism, and passion students show when they are learning or being taught. It is a multi-dimensional construct comprising behavioral engagement (participation in academic and social activities), emotional engagement (positive and negative reactions to teachers, classmates, and school), and cognitive engagement (investment in learning and willingness to exert effort to comprehend complex ideas) (Fredricks, Blumenfeld, & Paris, 2014). In Social Studies, active engagement helps students connect theoretical content with real-life social issues, fostering deeper understanding and retention. However, poor classroom engagement, often driven by external environmental distractions and lack of parental guidance, can diminish learning outcomes and reduce students' interest in the subject (Fayemi, Okusade, Adediran, & Olusanya, 2024).

Several studies have examined the impact of the learning environment on students' academic performance and engagement. For instance, Adeyemo in

Adediran (2022) found that environmental factors such as lighting, seating arrangement, classroom ventilation, and availability of teaching aids significantly influenced students' interest and participation in Social Studies lessons. His study, conducted in selected secondary schools in South-West Nigeria, revealed that a poorly maintained classroom environment can lead to student distraction, reduced concentration, and low academic achievement. Similarly, Yusuf and Adigun in Fayemi, Adediran and Ogunsanya (2024) discovered that students who learned in clean, well-equipped, and well-organized classrooms were more actively engaged in learning activities and performed better in Social Studies assessments than those in under-resourced environments.

Studies also points to the critical role of parenting awareness and involvement in students' academic performance. Ogunshola and Adewale (2012) conducted a study in Lagos State and found a strong positive correlation between parental involvement and students' academic success. Their findings showed that students whose parents monitored their homework, attended school functions, and communicated regularly with teachers showed higher levels of engagement and better performance in Social Studies. Likewise, Ajayi in Awonuga, Williams-Oladapo and Adediran (2023) emphasized that parents who are conscious of their children's educational needs and actively participate in their learning process contribute positively to their motivation and academic outcomes. These studies support the idea that parenting awareness is not just beneficial but essential for students' educational success.

In terms of classroom engagement, Fredricks, Blumenfeld, and Paris in Alani and Oni (2017) conducted an extensive review of engagement dimensions behavioural, emotional, and cognitive and their impact on academic achievement. Their findings indicated that students who are behaviourally engaged (e.g., participating, attending classes, following rules) and emotionally connected to their teachers and peers tend to perform better academically.

Local studies in Nigeria, such as that of Alani and Oni (2017), reaffirmed these findings by showing that students who exhibited high levels of classroom engagement in Social Studies classes displayed better problem-solving skills, critical thinking, and academic outcomes. However, they also noted that lack of parental support and unfavourable environmental conditions were major barriers to sustained engagement. These empirical insights reinforce the rationale behind engineering both environmental and parenting awareness to enhance students' classroom

engagement and academic success in Social Studies. Given the socio-economic and cultural dynamics of Ogun State, there is a pressing need to engineer both environmental and parenting awareness to improve classroom engagement and, consequently, the academic performance of Social Studies students. Schools, parents, and policymakers must collaborate to create supportive environments that nurture student learning, foster engagement, and encourage consistent parental involvement. This study, therefore, seeks to examine how environmental and parenting awareness can be engineered to enhance classroom engagement and promote academic achievement among Social Studies students in secondary schools in Ogun State.

Objective of the Study

The main objective of this paper is to examine engineering environmental and parenting awareness for classroom engagement towards academic achievement of Social Studies students in secondary schools in Ogun State. The specific objectives are to:

- i. examine the influence of environmental and parenting awareness on classroom engagement among Social Studies students in secondary schools in Ogun State.
- ii. assess how classroom engagement, influenced by environmental and parenting factors, affects the academic achievement of Social Studies students.

Research Questions

Based on the study, the research questions are;

- i. How do environmental and parenting awareness influence classroom engagement among Social Studies students in secondary schools in Ogun State?
- ii. In what ways does classroom engagement, influenced by environmental and parenting awareness, affect the academic achievement of Social Studies students?

Methodology

The study adopted a descriptive survey research design. Population comprises all secondary school students in Ogun state. Simple random sampling technique was used to select five secondary schools in Ijebu East Local Government Areas of Ogun State, Nigeria in which twenty (20) students each were randomly selected from the chosen local government to make a total of one hundred (100) secondary school

students in Abeokuta Ogun State as sample for study. A self-developed questionnaire was used as instrument for data collection. It was developed in scale of Agreed and Disagreed. The instrument was moderated by experts who affirmed its validity. Reliability of the instrument was determined using Cronbach Alpha. The result obtained in the administration was correlated, the reliability co-efficient is 0.62 which is reliable enough for this study. Data collected were analyzed using simple percentage and standard deviation statistical tools.

Results

Table 1: How do environmental and parenting awareness influence classroom engagement among Social Studies students in secondary schools in Ogun State?

S/N	Items	N	\bar{x}	SD	Rmks.
1	A clean and well-ventilated classroom helps me focus better during Social Studies lessons.	100	2.68	.993	Accepted
2	When my parents show interest in my Social Studies performance, I participate more actively in class.	100	2.93	.672	Accepted
3	The availability of instructional materials in the classroom makes Social Studies lessons more engaging.	100	2.94	.772	Accepted
4	I feel more encouraged to participate in Social Studies activities when my parents support my education.	100	2.78	.894	Accepted
5	Noise and overcrowding in the classroom make it hard for me to concentrate during Social Studies lessons.	100	2.86	.672	Accepted
Grand Mean = 2.84					

The findings in Table 1 reveal that both environmental and parenting awareness positively influence classroom engagement among Social Studies students in secondary schools in Ogun State. The items analyzed show an overall weighted mean of 2.84, indicating that students agree with the statements related to the impact of environmental and parental factors on their engagement in Social Studies. Specifically, students indicated that a clean and well-ventilated classroom ($M = 2.68$), the interest of their parents in their performance ($M = 2.93$), the availability of instructional materials ($M = 2.94$), and parental support ($M = 2.78$) all contributed to a more engaging classroom experience. Furthermore, the results show that noise and overcrowding ($M = 2.86$) hinder students' ability to concentrate

and participate effectively in Social Studies lessons. Overall, these results suggest that both classroom environmental factors and parental involvement play a significant role in enhancing students' engagement in Social Studies.

Table 2: In what ways does classroom engagement, influenced by environmental and parenting awareness, affect the academic achievement of Social Studies students?

S/N	Items	N	\bar{x}	SD	Rmks.
6	Classroom cleanliness and organization positively impact my engagement in Social Studies lessons.	100	3.15	.811	Accepted
7	When my parents show interest in my Social Studies assignments, I am more motivated to engage in class and perform well.	100	2.82	.944	Accepted
8	A well-lit and quiet classroom environment helps me concentrate better during Social Studies lessons, leading to higher academic performance.	100	2.97	.998	Accepted
9	I am more likely to participate actively in Social Studies lessons when my parents communicate regularly with my teacher about my progress.	100	3.04	.758	Accepted
10	An engaging classroom environment, combined with parental awareness, increases my chances of performing well in Social Studies.	100	2.87	.926	Accepted

Grand Mean = 2.97

The findings presented in Table 2 show that various factors related to environmental and parenting awareness positively impact classroom engagement, which, in turn, affects the academic achievement of Social Studies students. The responses indicate that classroom cleanliness and organization ($M = 3.15$, $SD = 0.811$) are particularly effective in enhancing student engagement. Additionally, parental interest in Social Studies assignments ($M = 2.82$, $SD = 0.944$) also plays a role in motivating students to engage in class and improve their performance. Other factors such as a well-lit and quiet classroom environment ($M = 2.97$, $SD = 0.998$) and regular communication between parents and teachers ($M = 3.04$, $SD = 0.758$) were also found to positively influence students' participation in Social Studies lessons. Lastly, the combined effect of an engaging classroom environment and

parental awareness ($M = 2.87$, $SD = 0.926$) was deemed important in improving academic performance. The weighted mean of 2.97 suggests that overall, these factors are moderately influential in enhancing student engagement and academic outcomes in Social Studies.

Discussion of Findings

Results from research question 1 show the how environmental and parenting awareness influence classroom engagement among Social Studies students in secondary schools in Ogun State. The findings affirm the study of Adeyemo in Adediran (2022) who found that students in well-ventilated and well-maintained classrooms were more engaged in their lessons and demonstrated better academic performance. Similarly, Epstein in Fayemi, Okusade, Adediran and Olusanya (2024) emphasized that parental involvement in students' education enhances motivation, encourages active participation, and ultimately improves academic outcomes.

Findings from research question two shows the classroom engagement, environmental and parenting awareness effect on the academic achievement of Social Studies students. This finding supported Adeyemo in Adediran (2022) who found that students in well-maintained and organized classrooms were more likely to engage actively in learning, leading to improved academic outcomes. Similarly, Epstein in Fayemi, Okusade, Adediran and Olusanya (2024) highlighted that parental involvement, such as showing interest in assignments and maintaining communication with teachers, is crucial for fostering student motivation and achievement. Furthermore, Fredricks, Blumenfeld, and Paris in Alani and Oni (2017) found that an optimal learning environment characterized by appropriate lighting, minimal distractions, and emotional support facilitates deeper cognitive engagement, which is directly linked to better academic performance.

Conclusion

Environmental and parenting awareness play in enhancing classroom engagement and improving the academic achievement of Social Studies students in secondary schools in Ogun State. The findings reveal that factors such as classroom cleanliness, organization, a well-lit and quiet environment, as well as parental interest and communication with teachers, contribute positively to student engagement. This engagement, in turn, has a direct impact on students' academic success in Social Studies. The study highlights the need for a collaborative effort between schools and parents to create an optimal learning environment and foster greater involvement in students' academic activities. By engineering both environmental and parenting awareness, schools can improve classroom engagement and, consequently, boost the academic performance of students, leading to more effective Social Studies education in the state.

Recommendations

Based on the findings of the study, it is recommended that;

- i. Schools should prioritize the maintenance and organization of classroom environments by ensuring that classrooms are clean, well-organized, and conducive to learning. This will help improve students' concentration and engagement in Social Studies lessons.
- ii. Teachers should create an inclusive and interactive classroom environment where students feel encouraged to participate actively in lessons. Strategies such as using engaging teaching methods and incorporating students' feedback can foster greater classroom involvement.
- iii. Parents should be more actively involved in their children's academic activities, especially in Social Studies. This includes showing interest in students' assignments, encouraging regular study routines, and maintaining communication with teachers to track academic progress.

- iv. Schools should organize workshops or training programs for parents to raise awareness about the importance of their involvement in their children's education. This will help parents understand how their support can contribute to improved classroom engagement and academic outcomes.
- v. Both parents and teachers should collaborate in providing regular feedback to students about their academic performance. This partnership will further motivate students to actively engage in learning and strive for better academic achievement in Social Studies.

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