

Learning Environment and Students' Academic Performance in Public Post-Basic Education and Career Development (PBECD), In FCT, Nigeria

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Abstract. *The study examined the impact of learning environment on students' academic performance in Post-Basic Education and Career Development (PBECD), in FCT, Nigeria. The paper used secondary data. The secondary data were collected from both print and online publications. Content analysis was used to analyze the selection of literature for the study. The paper concluded that there is significant relationship between learning environment and students' academic performance in Post-Basic Education and Career Development (PBECD) in FCT, Nigeria. Based on this the government should provide every human and materials resources that will make school environment conducive for learning. The private institutions should support secondary schools in Nigeria by provide infrastructure facilities and learning materials that will aid implementation of teaching and learning in schools.*

Key words: *Academic performance, Learning environment, Students.*

1.0 Introduction

The Post-Basic Education and Career Development (PBECD) is the education children receive after a successful completion of nine years of Basic Education and passing the Basic Education Certificate Examination (BECE) and Junior Arabic and Islamic Studies Certificate Examination (JAISCE). It includes: (i) senior secondary education, (ii) higher school; and (iii) continuing education given in Vocational Enterprise Institutions (VEIs) to either Basic Education graduates who are not proceeding to Senior Secondary Schools, or Senior Secondary graduates that are not proceeding to the tertiary level, as a means of preparing them for the world of work, wealth creation and entrepreneurship (National policy on education 2014). According to the Federal Government of Nigeria (2004) defined

secondary education as the education children receive after primary education and before the tertiary stage. The Federal Government of Nigeria (2004) went further and stated that the broad goals of secondary education shall be to prepare the learner for useful living within the society and for higher education. These broad goals of secondary education were further split into specific terms by the Federal Government of Nigeria (2004) as follow:

- a) Secondary education will provide all primary school leavers with the opportunity for education of a higher level, irrespective of sex, social status, religious or ethnic background.
- b) Secondary education will offer diversified curriculum to cater for the differences in talents, opportunities and future roles.
- c) It will provide and promote Nigerian languages, art and culture in the context of world's cultural heritage.
- d) Secondary education will provide trained manpower in the applied science, technology and commerce at sub-professional grades;
- e) Secondary education will inspire students with a desire for self improvement and achievement of excellence.
- f) It will foster National unity with an emphasis on the common ties that unite us in our diversity.
- g) Secondary education will raise a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour, appreciate those values specified under our broad national goals and live as good citizens.
- h) Secondary education will provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development.

The objectives of Post-Basic Education and Career Development (PBECD) according to (National policy on education 2014) are to: a. provide holders of the Basic Education Certificate and Junior Arabic and Islamic Studies Certificate with opportunity for education of a higher level, irrespective of gender, social status, religious or ethnic background; b. offer diversified curriculum to cater for the differences in talents, disposition, opportunities and future roles; c. provide trained manpower in the applied sciences, technology and commerce at sub-professional grades; d. provide entrepreneurial, technical and vocational job-specific skills for self-reliance, and for agricultural, industrial, commercial and economic development; e. develop and promote Nigerian languages, art and culture in the context of world's cultural heritage; f. inspire students with a desire for self-improvement and achievement of excellence; g. foster patriotism, national unity and security education with emphasis on the common ties in spite of our diversity; and h. raise morally upright and well-adjusted individuals who can think in independently and rationally, respect the views and feelings of others and appreciate the dignity of labour. (National policy on education 2014). The realization of the objectives of Post-Basic Education and Career Development (PBECD) depend on the availability of many factors such as conducive learning environment.

According to (Study.com, 2018) learning environment encompasses learning resources and technology, means of teaching, modes of learning, and connections to societal and global contexts. The term also includes human behavioral and cultural dimensions, including the vital role of emotion in learning. The learning environment is a composite of human practices and material systems, much as an ecology is the combination of living things and physical environment (Balog, 2018). Learning environment encompasses all resources human and material, programmes and opportunities, for students to use these resources creatively and imaginatively to learn and develop their potentials. An environment in which learning occurs can be as wide as particular society and it may be viewed as an educational institution. A leaning environment is the condition and influence which a learner comes in contact with, resulting in a series of complex interactions and ensuring a permanent change in the area. This implies that an individual's acquisition of skills, knowledge and competencies would occur under certain conditions and influence (Nwadiani in Leonard, Adeyemi, Obetta, & Esan 2024).

According to Oduwaye in Melaiye, Iorshaer, Cephas, Kuru, Bulba, Chuboh, Galadima, and Ibrahim, (2021), learning environment refers to the context in which learning takes place. It is the surrounding circumstances which effects learning. Learning environment is composed of some components that influence the student's learning curve. These components according to Balog (2018) include; people; teaching materials, technical tools, and learning resources; curriculum, training, and instruction, and physical environment/learning space. The people are the individuals that affect the student directly or indirectly through connection or relationship which can contribute to students' growth and success in their career aspect. The teaching materials, technical tools, and learning resources are the teaching materials, highly advanced tools or others instructional resources that are aligned with the curriculum as a part of student learning support. The curriculum, training, and instruction are the core foundations of the learning process; they influence one another and play vital roles to facilitate the flow of knowledge and delivery of instructional content/curriculum. The physical environment/learning space refers to the physical setting of the learner's environment which should evoke positive responses and hold the interests of those who inhabit it (Balog, 2018).

Tshui and Cai in Madudili, (2020) described learning environment as an orderly environment in which the school family feels valued and able to pursue the schools mission free from concern about disruptions and safety. Conducive learning environment has been identified as essential for effective teaching and learning to take place. School environment reflects the physical and psychological aspect of the school that are more susceptible to change and provide the pre-conditions necessary for teaching and learning to take place (Jungle, in Madudili, 2020).

Productive learning environments are crucial to students' academic, emotional and social success in school. Unfortunately; productive learning environments don't just happen on their own or by chance. They must be created through conscious procedures that would promote learning activities. Interacting with students in a positive manner, exhibiting positive behaviors and maintaining a positive attitude are very important steps for creating a helpful learning environment (Becton, 2017). Tsavga (2011) maintains that a learning environment plays a vital role in determining how students perform or respond to circumstances and situations around them. This implies that no society is void of environmental influences. The learning environment determines to a large extent how a student behaves and interacts, that is to say that the environment in which we find ourselves tend to mould our behaviour so as to meet the demands of life whether negatively or positively. The environment for this work can be divided into two: parts home environment and school environment.

Academic performance represents outcome that indicate the extent to which a person has accomplished a specific goals that were the focus of activities in instructional environment, especially in school or college. The issue of poor academic performance of students in many parts of the world has been a thing of concern to parents, teachers and the governments and even the students themselves. Adediwura and Tayo (2017) opine that academic performance is generally referred to how well a student is accomplishing his or her tasks and studies. However, there are quite several factors that determine the level and quality of students' academic performance. Pruett (2010) reveals that academic performance is how students deal with their studies and responsibilities given to them by their teachers. Louis (2012) states that academic performance is the ability of students to obtain high grades and standard test scores in school courses, especially courses that are part of the core academic curriculum. Teachers' job performance include writing of lesson note, lesson plan, organization of instrument materials, assigning of test and examination, marking, representing of school, extra- curriculum activities and motivation of students. The teachers' job performance are all activities and programme the teachers carry out in the school and the extent to which the activities are achieved (Onafowope, Oweikpodor & Dafiaghori, 2025; Zaifada, Olowonefa, & Ogunode, 2023). Uche and Godwin, (2019) viewed teachers' job performance as the outcome of the task of teaching performed by a teacher at a period in the school system in achieving educational goals. The teachers' job performance may be affected by factors such as insecurity.

Oweikpodor & Onafowope, (2022) observed that some of the notable factors that may influence students' academic achievement include; school climate, instructional materials, discipline, physical facilities, teacher quality, type of location of school and class size. This is because; schools with a

good and conducive environment that has the best type of teachers, instructional materials and physical facilities will produce better school leavers with high achievement.

1.2 Purpose of the study

The purpose of this study is to examine the impact of learning environment on students' academic performance in Post-Basic Education and Career Development (PBECD) in Nigeria.

1. To find out the impact of learning environment on students' academic performance in Post-Basic Education and Career Development (PBECD) in Nigeria.

1.3 Research Questions

Based on the purpose of the study, the following research question was generated for the study:

1. What extent can learning environment influence students' academic performance in Post-Basic Education and Career Development (PBECD) in Nigeria?

3.0 Method

This study is a review study that depends on secondary data. The secondary data were collected from print and online publication. A total of 53 empirical and position paper were collected for the study. The study employed elimination method to eliminate literatures considered not valid for the paper. After the elimination method was used to critically evaluate the validity of the literatures, only 30 literatures were found valid and useful for the study putting into consideration the topic and sub-topics to cover. Percentage methods was employed to collate the number of literatures that are in agreement with the assumption and those literatures in disagreement. A Percentage of 50% above is regarded as valid and accepted while 49% and below are regarded as invalid rejected.

4.0 Review of Literature

There are many investigation on the impact of learning environment on students' academic performance in schools. For instance, Odeh, Oguche, and Ivagher, (2015) investigate the influence of school environment on academic achievement of students in secondary schools and the results of the study indicate that school climate, discipline and physical facilities have significant influence on academic achievement of secondary school students in Benue State, Nigeria. This implies that schools that fail to provide the necessary learning facilities and create a conducive atmosphere for teaching and learning may hardly put in the best in their students especially in the area of academic achievement.

Shamaki, (2015) conducted a study to determine the influence of learning environment on students' academic achievement at senior secondary school level in Yobe state, Nigeria and found a significant difference between the mean performance of students taught in an ideal learning environment and that of students taught in a dull learning environment.

Adamu (2015) examined the impact of learning environment on the Performance of Students in public secondary schools in Taraba State, Nigeria and the findings revealed a significant difference in the performances of the two groups (Experimental and Control) implying that a classroom building; class with adequate furniture; class with small class population and the use of instructional materials has positive impact on the performance of students in junior Secondary schools.

In a related development, Mudassir and Norsuhaily, (2015) conducted a study to examine how school environment influence students' academic performance in selected secondary schools within Kuala Terengganu. The result of the study indicated that students from a school with adequate facilities, good teachers and favorable environment perform better than those from schools with fewer facilities, unqualified teachers and less enabling environment.

Gilavand (2016) in a study whose aim is to investigate the impact of environmental factors (schools' open space, noise, lighting and paintings in educational institutions) on learning and academic achievement of elementary students, found that environmental factors (appropriate coloring, lighting of educational environment and schools' open space) has impact on learning and academic achievement of elementary school students.

Eimuhi and Ogedegbe (2016) in a research titled the effect of environmental factors in teaching and learning in primary and secondary schools in Edo state of Nigeria examined environmental factors to determine the outcome of teaching and learning at all times and in all places and concludes that the more enriched the learning environments is, the greater and more widespread are the benefits for academic performance and other student outcomes.

Ezike, (2018) investigated classroom environment and students' academic interest as correlates of achievement in Senior Secondary Chemistry students in selected Public Secondary Schools in Ibadan, Oyo State, Nigeria. The result showed significant relationships between classroom environment and academic achievement, while combined contribution of classroom environment and academic interest was equally significant.

Boh, and Mishelia, (2020) did a study that examined the impact of learning environment on students' academic performance in English Language in some selected junior secondary schools in Shongom Local Government Area of Gombe State. The findings of the study revealed that a classroom building; classroom with adequate furniture; class with small class population and the use of instructional materials were found to have positive impact on the performance of students' performance in English Language in junior secondary schools in Shongom local Government of Gombe State.

Adekoya, Ayanwole, Adeyemi, and Ibrahim, (2020) examined the effect of Learning Environment on the performance of Students in Business Studies in Junior Secondary Schools in Ogun State. Finding from the study showed that all hypotheses were rejected. The findings revealed that there was a significant difference in the performances of the two groups (Experimental and Control). This revealed that a classroom building; class with adequate furniture; and the use of instructional materials were found to have positive effect on the performances of students in Junior Secondary Schools in Ogun State.

Melaiye, Iorshaer, Cephas, Kuru, Bulba, Chuboh, Galadima, & Ibrahim, (2021) did a study that assessed the impact of Learning Environment on the Students' Academic Performance in Rural Secondary Schools in Jalingo Local Government Area, Taraba State, Nigeria. The four (4) null hypothesis that were formulated on their significant relationship with the students' academic performance, all revealed that, there was significant relationship between learning environment and the students' academic performance.

This study by Charles, Paul, and Munyua, (2022) investigated the reasons behind the smaller number of students transiting from secondary school level of education to tertiary and university institutions in Marakwet East Sub-County. The study found physical, social and teaching learning school environments affected students' academic achievement. The study findings recommended for funding of secondary schools by government and other education stakeholders. This will facilitate schools' improvement of the physical environments and procuring of teaching learning resources.

Amadin, (2022) investigate influence of learning environment on students' academic achievement in Social Studies in Edo South Senatorial District. Based on the data collected and analyzed, the following results were obtained. The school physical facilities and instructional materials have a high influence on students' academic achievement in Social Studies in Edo South Senatorial District. This means that school physical facilities and instructional materials (Classroom, teachers, toilet, playground, perimeter fence, chalkboard, overhead projector, picture/map, and laboratory), motivates and facilitates the academic achievements of students and provide sound results.

Essien, Ele and Ele (2023) examined the effects of the teaching environment on the academic performance of Social Studies students in tertiary institutions in Cross River State, Nigeria. The result showed the negative effects of the traditional teaching environment on students' academic performance in Social Studies. Also, the result showed the negative effects of the online teaching environment on students' academic performance in Social Studies.

This research project by Bamidele, (2023) investigated how the learning environment affects the academic performance of Students in Ekiti State. The result shows that school facilities have a significant correlation with students' academic performance in public secondary schools in Ekiti.

Finding reveals that location affects student's academic performance of public secondary schools in Ekiti State. In line with the findings, the study concluded that location affects student's academic performance in public secondary schools in Ekiti State, library service affects the academic performance of students of public secondary schools in Ekiti State and school facilities affect students' academic performance in public secondary schools in Ekiti Based on these findings, the researcher recommends that government and private organization should be provide conducive learning environments for the students and Library service should be provided.

Leonard, Adeyemi, Obetta and Esan (2024) did a study that examined an assessment of the learning environments as variables influencing student's academic performance in Ekiti state, Nigeria. Analysis showed there was a significant relationship between teachers and students on the influence of psychological environments on students' academic performance in public secondary schools.

4.1 Finding

The study established that there is significant relationship between learning environment and students' academic performance in Post-Basic Education and Career Development (PBECD) in FCT, Nigeria.

4.2 Conclusion and Recommendations

The study concluded that learning environment is one of the factors that influences students' academic performance in Post-Basic Education and Career Development (PBECD) in FCT, Nigeria.

Based on this the government should provide every human and materials resources that will make school environment conducive for learning. The private institutions should support secondary schools in Nigeria by provide infrastructure facilities and learning materials that will aid implementation of teaching and learning in schools.

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