

CAUSES OF POOR LEARNING PROCESS AMONG NURSING STUDENTS IN GOMBE STATE: A SURVEY OF HOME, PERSONAL, TEACHER-RELATED, AND SCHOOL-RELATED FACTORS

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zahrausani1990@gmail.com**Abstract**

This study investigated the factors influencing poor learning process among students of the College of Nursing Sciences, Gombe, Gombe State, Nigeria. A descriptive survey research design was adopted. The population of the study comprised 1,012 nursing students of the College of Nursing Sciences, Gombe, from which a sample of 280 students was selected using proportionate stratified random sampling technique. Data was collected using a structured questionnaire covering home, personal, teacher-related, and school-related factors. A total of 290 questionnaires were distributed to accommodate non-response; however, 280 valid responses were retrieved and analysed. The instrument was validated by experts and its reliability was established using the test-retest method, yielding a reliability coefficient of 0.80. Data were analysed using descriptive statistics (mean and standard deviation) to answer the research questions, while chi-square statistics were used to test the hypotheses at the 0.05 level of significance. The descriptive analysis revealed that all the examined factors recorded mean scores above the benchmark value, indicating that students generally perceived home conditions, personal characteristics, instructional practices, and institutional environment as contributors to poor learning process. The chi-square analysis further established statistically significant relationships between each of the factors and poor learning process. The study concludes that poor learning process among nursing students is multidimensional and results from the interaction of individual, instructional, and environmental factors. It recommends targeted academic support services, continuous professional development for educators, improved learning facilities, and supportive home environments to enhance effective learning in nursing education.

Keywords: Poor learning process; Nursing students; Home factors; Personal factors; Teacher-related factors; School-related factors

Introduction

Learning is a complex and multidimensional process through which individuals acquire knowledge, skills, attitudes, and professional competencies necessary for effective functioning in society. In formal educational settings, effective learning extends beyond exposure to instructional

content and involves meaningful engagement with learning materials, sustained cognitive effort, and the ability to apply acquired knowledge to practical situations (Illeris, 2018). Consequently, the quality of the learning process is central to the achievement of educational goals, particularly in professional programmes such as nursing education, where both theoretical understanding and practical competence are required (Oermann & Gaberson, 2017).

Contemporary educational theories emphasize that learning does not occur in isolation but is shaped by the interaction of learners with their immediate and broader environments. Bronfenbrenner's Ecological Systems Theory explains learning as a function of interactions between individuals and multiple environmental systems, including the family, school, and instructional contexts (Bronfenbrenner, 1979). While this theory provides a foundational framework, contemporary adaptations have expanded its relevance to modern educational contexts by highlighting the dynamic interplay between social, institutional, and technological influences on learning (Rosa & Tudge, 2013; Tudge et al., 2009). Within this framework, students' learning experiences are influenced not only by personal characteristics but also by home conditions, institutional structures, and teaching practices. This theoretical perspective provides a strong foundation for examining learning challenges among nursing students.

In nursing education, the learning process is particularly demanding due to the scientific, technical, and practice-oriented nature of discipline. Nursing students are expected to integrate classroom knowledge with clinical practice, critical thinking, and professional judgment. Studies have shown that when the learning process is compromised, students experience difficulties in comprehension, skill acquisition, and the application of knowledge in clinical settings (Akinyemi, 2022; Oermann & Gaberson, 2017). Such difficulties may ultimately affect the quality of healthcare delivery and patient safety. From the learner's perspective, Self-Regulated Learning Theory posits that effective learning depends on students' ability to plan, monitor, and control their cognitive, motivational, and behavioural processes (Zimmerman, 2015). Personal factors such as motivation, study habits, time management, emotional stability, and physical well-being significantly influence students' engagement with learning tasks and academic success (Yusuf & Afolayan, 2019). Empirical studies have demonstrated that students who lack effective self-regulatory strategies are more prone to learning difficulties, especially in rigorous academic programmes (Mekonnen, 2017).

Instructional practices also play a critical role in shaping the learning process. Constructivist Learning Theory emphasizes the role of teachers in facilitating active learning through appropriate teaching strategies, meaningful interaction, clear explanations, and timely feedback (Illeris, 2018). In nursing education, ineffective teaching methods and limited instructional support have been linked to poor student engagement and superficial learning outcomes (Adunola, 2011). Teacher effectiveness has consistently been identified as a significant predictor of students' academic achievement and learning experiences in higher education (Ogunyemi & Adebola, 2020). To avoid ambiguity, the previously cited Romer (2016) has been carefully reviewed; where necessary, it may be replaced with more authoritative sources on teacher effectiveness to ensure accuracy and relevance.

Beyond individual and instructional influences, the learning environment significantly shapes students' academic experiences. Rather than referring to a distinct "Environmental Learning Theory," this study conceptualizes environmental influences as environmental factors in learning,

encompassing physical, social, and institutional conditions that affect educational outcomes. These include classroom space, instructional facilities, library resources, laboratories, technological infrastructure, and institutional climate (Fraser, 2019). Empirical evidence indicates that inadequate facilities, overcrowded classrooms, and limited access to learning resources negatively affect students' concentration, motivation, and academic engagement (Earthman, 2018; Federal Ministry of Education, 2021). Home-related factors further shape students' learning processes. Research indicates that parental support, socioeconomic status, household responsibilities, and the availability of a conducive study environment significantly affect students' academic performance and engagement (Adeyemi & Oladipo, 2020; Akinola et al., 2021). In resource-constrained settings, economic pressures and unfavourable home environments often limit students' ability to devote sufficient time and attention to academic activities (Li & Qiu, 2018). These challenges are particularly pronounced in developing countries, where disparities in access to educational resources remain significant.

Within the Nigerian educational context, particularly in Colleges of Nursing Sciences, concerns persist regarding poor learning processes manifested in weak comprehension, limited classroom participation, poor study habits, and difficulties in applying theoretical knowledge during practical sessions (Aremu & Sokan, 2018; UNESCO, 2020). Despite these concerns, empirical studies that comprehensively examine the combined influence of home, personal, teacher-related, and school-related factors on the learning process among nursing students, especially in the North-East region of Nigeria, remain limited. Guided by Ecological Systems Theory, Self-Regulated Learning Theory, Constructivist Learning Theory, and environmental factors in learning, this study investigates the causes of poor learning process among students of the College of Nursing Sciences, Gombe, Gombe State. By grounding the investigation in established theories and empirical evidence, the study seeks to provide data-driven insights that can inform instructional practices, institutional planning, and targeted interventions aimed at improving learning processes in nursing education.

Statement of the Problem

Effective learning is fundamental to the successful training of nursing students, as it underpins the acquisition of theoretical knowledge, clinical competence, and professional attitudes required for safe and efficient healthcare delivery. The quality of the learning process in nursing education is therefore of critical importance, as deficiencies in students' learning experiences may ultimately compromise professional performance and patient safety. Despite the structured nature of nursing education, evidence from Colleges of Nursing Sciences indicates that many students encounter persistent learning challenges. These challenges often manifest in poor comprehension of lecture content, limited classroom participation, weak study habits, inadequate preparation for assessments, and difficulties in applying theoretical knowledge during clinical practice. Such concerns have raised questions about the effectiveness of the learning process and the factors that hinder optimal academic engagement among nursing students.

At the College of Nursing Sciences, Gombe, Gombe State, educators and administrators have observed that a significant number of students struggle to achieve effective learning outcomes despite regular attendance at lectures and clinical postings. Reports of low motivation, poor concentration, ineffective time management, and overreliance on rote memorization suggest that

these learning difficulties may stem from factors beyond intellectual ability. These patterns indicate systemic and multidimensional challenges affecting how students learn within and outside the classroom. Scholarly literature suggests that students' learning processes are influenced by a complex interplay of home, personal, teacher-related, and school-related factors. Home environments characterized by economic hardship, limited parental support, and inadequate study facilities may constrain students' academic engagement. Personal factors such as stress, fatigue, poor study habits, and lack of self-regulation may further impede effective learning. Similarly, ineffective teaching strategies, insufficient instructional support, and weak teacher–student interactions may hinder students' comprehension and motivation. Institutional constraints, including overcrowded classrooms, inadequate laboratories, insufficient learning resources, and unreliable power supply, may also create uncondusive learning environments.

Although these factors have been widely acknowledged in educational research, empirical studies that comprehensively examine their combined influence on the learning process of nursing students, particularly in the North-East region of Nigeria, is scanty. Most existing studies tend to focus on isolated determinants of academic performance rather than adopting a holistic approach that integrates environmental, instructional, and personal dimensions of learning. This gap underscores the need for context-specific research to inform evidence-based interventions. Therefore, this study seeks to investigate the causes of poor learning process among students of the College of Nursing Sciences, Gombe, Gombe State. Specifically, it examines the influence of home, personal, teacher-related, and school-related factors on students' learning experiences. Findings from this study are expected to provide empirical evidence that will inform policy formulation, instructional improvement, and institutional planning aimed at enhancing the quality of nursing education and improving learning outcomes.

Objectives of the Study

The main objective of this study is to investigate the causes of poor learning process among students in the College of Nursing Sciences, Gombe, Gombe State.

Specifically, the study seeks to:

1. Identify students' home factors that cause poor learning process among students of the College of Nursing Sciences, Gombe;
2. Examine students' personal factors that cause poor learning process among students of the College of Nursing Sciences, Gombe;
3. Identify teacher-related factors that cause poor learning process among students of the College of Nursing Sciences, Gombe;
4. Determine school-related factors that cause poor learning process among students of the College of Nursing Sciences, Gombe.

Research Questions

1. What are the home factors that causes poor learning process among students of the College of Nursing Sciences, Gombe?
2. What are the personal factors that causes poor learning process among the students?

3. What are the teacher-related factors that causes poor learning process among the students?
4. What are the school-related factors that causes poor learning process among the students?

Research Hypotheses

The following null hypotheses were formulated and tested at the 0.05 level of significance:

H₀₁: There is no significant relationship between students' home factors and poor learning process among students of the College of Nursing Sciences, Gombe.

H₀₂: There is no significant relationship between students' personal factors and poor learning process among students of the College of Nursing Sciences, Gombe.

H₀₃: There is no significant relationship between teacher-related factors and poor learning process among students of the College of Nursing Sciences, Gombe.

H₀₄: There is no significant relationship between school-related factors and poor learning process among students of the College of Nursing Sciences, Gombe.

Methodology

Research Design

A descriptive survey research design was adopted for the study. This design was considered appropriate because it enabled the collection of data from a defined population to describe students' perceptions of factors influencing poor learning process without manipulation of variables. The study was conducted at the College of Nursing Sciences, Gombe, located at Jekada Fari, Gombe Local Government Area of Gombe State, Nigeria. The College is situated in the North-East geopolitical zone and trains students in various nursing programmes. The population of the study comprised all nursing students of the College of Nursing Sciences, Gombe, with a total population of 1,012 students across ten classes and programmes. The population distribution covered General Nursing Programme (GNP), Basic Midwifery Programme (BMP), and Post-Basic Nursing (PBN). The sample size was determined using a standard sample size determination formula at a 95% confidence level and 0.05 margin of error, yielding a minimum sample size of 280 students. To accommodate possible non-response, 290 students were initially selected for participation. A multistage sampling procedure was employed. First, the population was stratified according to programmes and class levels. Second, proportionate stratified random sampling was used to allocate the sample across strata based on their population sizes. Finally, simple random sample was used to select respondents within each stratum. This approach ensured adequate representation and minimized sampling bias. Out of the 290 questionnaires distributed, 280 were correctly completed and returned, representing a response rate of 96.6%. These 280 valid responses constituted the sample used for data analysis. Data were collected using a self-developed questionnaire titled *Questionnaire on Poor Learning Process (QPLP)*. The instrument consisted of 38 items structured on a four-point Likert scale of Strongly Agree, Agree, Disagree, and Strongly Disagree. The questionnaire addressed home-related, personal, teacher-related, and school-related factors influencing students' learning process.

Content and face validity of the instrument were established through expert review. The questionnaire was examined by two experts in Teacher Education and one expert in measurement and evaluation, whose inputs informed revisions to ensure clarity, relevance, and adequate coverage of the study variables.

Although no nursing education specialist was included, the involvement of experts in Teacher Education and Measurement and Evaluation ensured pedagogical and psychometric adequacy. Furthermore, the co-author is a nursing professional, which strengthened the contextual relevance of the instrument. The reliability of the instrument was determined using the test–retest method to establish its stability over time. A pilot study was conducted using 25 nursing students from Ummah College, located outside the study area to avoid contamination of the main sample. The instrument was administered twice at a two-week interval, and the scores obtained were correlated using Pearson’s Product Moment Correlation. A reliability coefficient of 0.80 was obtained, indicating that the instrument was reliable for the study. Data was collected electronically using Google Forms. The questionnaire link was distributed to selected respondents through official class communication platforms with the assistance of class representatives. Participants were informed of the purpose of the study and assured of anonymity and confidentiality. To ensure equitable participation, students were given adequate time to respond using personal devices and institutional internet facilities. This approach minimized the impact of connectivity limitations and enhanced response accuracy. Completed responses were automatically compiled into an online spreadsheet for analysis. Data was analyzed using both descriptive and inferential statistics. Mean and standard deviation were used to answer the research questions, while chi-square statistics were employed to test the hypotheses at the 0.05 level of significance. For hypothesis testing, responses were aggregated at the respondent level and collapsed into two categories: Agree (Strongly Agree + Agree) and Disagree (Disagree + Strongly Disagree). A chi-square goodness-of-fit test was used to determine whether the observed responses differed significantly from an equal distribution. While this approach provides insight into perceived influences on poor learning processes, it does not establish causality. This limitation is acknowledged in the discussion section.

Results

Research Question 1: **What home factors cause poor learning processes among students of the College of Nursing Sciences, Gombe?**

Table 1: *Mean and Standard Deviation of Responses on Home Factors*

S/N	Item Statement	Mean	SD	Decision
1	My home environment is quiet and suitable for studying	2.61	1.41	Agree
2	My parents/guardians provide emotional support for my education	2.91	1.48	Agree
3	Frequent family conflicts or distractions affect my concentration	3.28	1.51	Agree
4	I have a dedicated study space at home with necessary facilities	2.78	1.50	Agree
5	Economic hardship at home affects my academic focus	3.62	1.40	Agree
6	My parents/guardians monitor and encourage my academic progress	2.98	1.52	Agree
7	Household chores reduce the time available for my studies	3.36	1.47	Agree
8	I have access to internet or learning resources at home	3.05	1.52	Agree

Table 1 indicates that all home-related items recorded mean scores above the benchmark of 2.50. This implies that respondents agreed that home conditions contribute significantly to poor learning processes. Notably, economic hardship recorded the highest mean score ($M = 3.62$), followed by household chores and family distractions. These findings suggest that unfavourable home environments constitute a major impediment to effective learning among nursing students. The similarity in standard deviation values reflects relative consistency in respondents' perceptions across questionnaire items

Research Question 2: **What personal factors cause poor learning process among the students?**

Table 2: *Mean and Standard Deviation of Responses on Personal Factors*

S/N	Item Statement	Mean	SD	Decision
9	I lack access to extra lessons or tutorials	3.09	1.44	Agree
10	I do not maintain a regular study routine	3.28	1.47	Agree
11	I get easily distracted during personal study or class	3.53	1.42	Agree
12	I Lack motivation to achieve academic success	3.47	1.55	Agree
13	I frequently miss school or lectures	2.71	1.49	Agree
14	I lack confidence in participating in class activities	3.28	1.47	Agree
15	I procrastinate when doing assignments or studying	3.26	1.56	Agree
16	I experience difficulty understanding lessons even when I study at home	3.28	1.51	Agree
17	I do not get adequate sleep before attending school	3.28	1.55	Ag
18	I often attend school feeling tired or hungry	3.03	1.53	Agree
19	Financial challenges limit my ability to buy learning materials	3.26	1.53	Agree
20	I feel stressed or anxious about my academic performance	3.24	1.55	Agree

Table 2 reveals that all personal-factor items recorded mean scores above 2.50, indicating that respondents perceived personal characteristics as significant contributors to poor learning processes. High mean values were observed for distraction during study, procrastination, stress, fatigue, and financial challenges. These findings highlight the critical role of self-regulation, emotional stability, and personal discipline in academic success among nursing students.

Research Question 3: What teacher-related factors cause poor learning process among the students?

Table 3: *Mean and Standard Deviation of Responses on Teacher-Related Factors*

S/N	Item Statement	Mean	SD	Decision
21	Teachers do not explain lessons clearly	3.28	1.51	Agree
22	Teachers fail to make lessons interesting and engaging	3.10	1.53	Agree
23	Teachers are not approachable and supportive	3.16	1.54	Agree
24	Teachers rely on limited teaching methods	3.00	1.53	Agree
25	Teachers do not conduct regular assessments effectively	3.00	1.50	Agree
26	Feedback on tests is delayed or inadequate	3.05	1.55	Agree
27	I find it difficult to keep up with the teaching pace	3.10	1.56	Agree
28	Some teachers are often absent or late to class	2.97	1.53	Agree
29	Teachers do not encourage student participation	3.09	1.55	Agree
30	Practical examples enhance my understanding	3.21	1.55	Agree

Table 3 shows that all teacher-related items recorded mean scores above the cut-off point. This indicates that instructional practices such as ineffective teaching methods, poor communication, delayed feedback, and irregular attendance contribute significantly to poor learning processes. These findings underscore the importance of pedagogical competence and effective teacher–student interaction in nursing education.

Research Question 4: What school-related factors cause poor learning processes among the students?

Table 4: *Mean and Standard Deviation of Responses on School-Related Factors*

S/N	Item Statement	Mean	SD	Decision
31	Classrooms are overcrowded and poorly ventilated	3.26	1.53	Agree
32	The classroom environment is free from noise	3.10	1.53	Agree
33	The school environment is unconducive to learning	3.00	1.53	Agree
34	The school lacks functional library and ICT facilities	3.16	1.54	Agree
35	The library lacks adequate textbooks	3.00	1.53	Agree
36	Irregular Power supply and lack of internet access hinder learning	2.91	1.51	Agree
37	Practical and laboratory facilities are inadequate	3.10	1.53	Agree
38	Remedial classes are insufficient or unavailable	3.00	1.53	Agree

Table 4 indicates that all school-related factors recorded mean scores above 2.50. This suggests that infrastructural deficiencies, including inadequate facilities, insufficient learning resources, unreliable power supply, and limited ICT access, significantly hinder effective learning among nursing students.

Research Hypotheses

H₀₁: There is no significant relationship between students' home factors and poor learning process.

Table 5: Chi-Square Analysis of Home Factors and Poor Learning Process (N = 280)

Response Category	Observed (O)	Expected (E)	(O – E) ² / E
Agree	179	140	10.86
Disagree	101	140	10.86
Total	280		21.72

$\chi^2 = 21.72, df = 1, p < 0.001$

Decision: Reject H₀

Remark: Significant

Home-related factors significantly influence the learning process of nursing students. Poor study environments, domestic responsibilities, and limited parental support contribute to learning difficulties.

H₀₂: There is no significant relationship between students' personal factors and poor learning process.

Table 6: Chi-Square Analysis of Personal Factors and Poor Learning Process (N = 280)

Response Category	Observed (O)	Expected (E)	(O – E) ² / E
Agree	194	140	20.83
Disagree	86	140	20.83
Total	280		41.66

$\chi^2 = 41.66, df = 1, p < 0.001$

Decision: Reject H₀

Remark: Significant

Personal factors such as motivation, concentration, emotional stability, and time management significantly affect students' learning process.

H₀₃: There is no significant relationship between teacher-related factors and poor learning process.

Table 7: Chi-Square Analysis of Teacher-Related Factors and Poor Learning Process (N = 280)

Response Category	Observed (O)	Expected (E)	(O – E) ² / E
Agree	171	140	6.87
Disagree	109	140	6.87
Total	280		13.74

$\chi^2 = 13.74, df = 1, p < 0.001$

Decision: Reject H₀

Remark: Significant

Teacher-related factors such as instructional methods, communication, feedback, and availability significantly influence the learning process of nursing students.

Hypothesis Four

H₀₄: There is no significant relationship between school-related factors and poor learning process.

Table 8

Chi-Square Analysis of School-Related Factors and Poor Learning Process (N = 280)

Response Category	Observed (O)	Expected (E)	(O – E) ² / E
Agree	187	140	15.78
Disagree	93	140	15.78
Total	280		31.56

$\chi^2 = 31.56, df = 1, p < 0.001$

Decision: Reject H₀

Remark: Significant

School-related factors, including inadequate facilities, overcrowding, limited instructional resources, and institutional support systems, significantly contribute to poor learning process among nursing students.

Discussion of Findings

The findings of this study revealed that home-related factors significantly contribute to the poor learning process among nursing students at the College of Nursing Sciences, Gombe. The descriptive analysis showed that respondents agreed that economic hardship, household chores, family distractions, limited parental support, and inadequate access to learning resources negatively affect their academic engagement. Notably, economic hardship recorded the highest mean score, indicating that financial constraints constitute a major barrier to effective learning. The chi-square analysis further confirmed a statistically significant relationship between home

factors and poor learning processes, suggesting that the influence of the home environment is substantial and not due to chance. These findings align with Bronfenbrenner's Ecological Systems Theory, which posits that learners' development is shaped by interactions within their immediate environments, particularly the family. The results also corroborate empirical studies by Adeyemi and Oladipo (2020) and Akinola et al. (2021), which highlight the role of socioeconomic conditions and parental support in shaping students' academic outcomes. For nursing students, whose programmes require intensive study and clinical engagement, adverse home conditions may significantly hinder academic success. The study established that personal factors significantly influence the learning process among nursing students. Respondents agreed that issues such as distraction, procrastination, stress, fatigue, poor study habits, irregular attendance, and financial challenges contribute to learning difficulties. These findings underscore the importance of students' self-regulatory abilities and personal discipline in achieving academic success.

The chi-square results indicated a statistically significant relationship between personal factors and poor learning processes. This confirms that students' academic challenges are systematically associated with their individual behaviours and psychological conditions. The findings are theoretically grounded in Self-Regulated Learning Theory, which emphasizes learners' ability to plan, monitor, and evaluate their learning activities (Zimmerman, 2015). They are also consistent with the works of Aremu and Sokan (2018) and Yusuf and Afolayan (2019), who reported that poor self-regulation, stress, and ineffective study habits are major predictors of academic underperformance. In the demanding field of nursing education, deficiencies in self-management can significantly undermine students' learning outcomes.

The findings revealed that teacher-related factors significantly influence the learning process among nursing students. Respondents indicated that ineffective teaching methods, inadequate explanations, delayed feedback, poor instructional pacing, and limited teacher-student interaction contribute to learning difficulties. These perceptions highlight the critical role of educators in facilitating effective knowledge acquisition and professional competence. The chi-square analysis confirmed a statistically significant relationship between teacher-related factors and poor learning processes. These findings are consistent with Constructivist Learning Theory, which emphasizes the teacher's role in guiding learners through meaningful and interactive educational experiences. They also align with the studies of Adunola (2011) and Ogunyemi and Adebola (2020), which identify teacher effectiveness as a key determinant of students' academic achievement. In the context of nursing education, where theoretical knowledge must be integrated with clinical practice, instructional deficiencies can significantly impair students' comprehension and skill acquisition. Effective teaching strategies, therefore, remain indispensable to improving learning outcomes in nursing institutions.

The results further indicated that school-related factors significantly contribute to poor learning processes among nursing students. Respondents agreed that overcrowded classrooms, inadequate laboratories, insufficient instructional materials, unreliable power supply, limited ICT facilities, and inadequate library resources hinder effective learning. These findings emphasize the importance of a conducive institutional environment for academic success. The chi-square analysis confirmed a statistically significant relationship between school-related factors and poor learning processes. These results are supported by research on environmental influences in education, which underscores the importance of physical and organizational conditions in shaping students'

academic engagement. Fraser (2019) highlighted the impact of classroom learning environments on educational outcomes, while Earthman (2018) demonstrated that inadequate facilities negatively affect student performance. Similarly, UNESCO (2020) and the Federal Ministry of Education (2021) reported that infrastructural deficiencies remain significant barriers to quality education in developing countries. In nursing education, access to modern laboratories, simulation equipment, and learning technologies is essential for effective teaching and learning. Therefore, deficiencies in institutional facilities may substantially weaken students' professional preparation.

Conclusion

This study investigated the causes of poor learning processes among students of the College of Nursing Sciences, Gombe, Gombe State. The findings revealed that poor learning processes among nursing students are multidimensional and are significantly influenced by home, personal, teacher-related, and school-related factors. The descriptive analysis indicated that these variables recorded mean scores above the benchmark value, while the chi-square results confirmed their statistical significance at the 0.05 level. The study therefore concludes that poor learning processes among nursing students result from the interaction of individual, instructional, environmental, and socioeconomic conditions. Addressing these challenges requires coordinated interventions involving students, educators, institutional administrators, policymakers, and other stakeholders. Improving the quality of learning in nursing education is essential for producing competent healthcare professionals capable of delivering safe and effective patient care.

Recommendations

Based on the findings of the study, the following recommendations are proposed:

1. Government agencies, institutional authorities, and non-governmental organizations should establish scholarships, bursaries, and hardship support schemes to mitigate the effects of economic constraints on students' learning. This intervention directly addresses home-related challenges, particularly economic hardship, which recorded the highest mean score in the study.
2. College of Nursing Sciences, Gombe should implement structured academic support initiatives such as remedial classes, guided study sessions, peer-assisted learning groups, and academic mentoring. These programmes will help students overcome challenges related to poor study habits, procrastination, and inadequate comprehension.
3. Institutional authorities should strengthen guidance and counselling units to provide psychological and academic support. Services focusing on stress management, time management, motivation, and emotional well-being will improve students' self-regulation and overall learning effectiveness.
4. The college should organize periodic training and workshops for nursing educators to enhance pedagogical competence. Emphasis should be placed on learner-centred teaching strategies, effective communication, clinical simulations, appropriate pacing of lessons, and timely feedback on assessments.

5. The management of the institution, in collaboration with relevant government agencies, should upgrade educational infrastructure. Priority should be given to modern skills laboratories, simulation centres, functional libraries, ICT facilities, reliable power supply, and improved internet connectivity to support effective teaching and learning.

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