

Children's Learning Style: Implication for Academic Performance and Career Inclination in Nigeria Secondary School.

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ABSTRACT

This study examined children's learning styles and the implication on academic performance and future career inclination in Nigeria secondary schools. It renders helpful hand in identifying different learning styles among secondary school students in the study area by integrating findings from other studies. In line with the cover extent of the study, four objectives were formulated which are to: identify children's learning styles in Nigeria secondary school; determine the impact of learning styles on children's academic performance; examine the factors influencing learning styles and academic performance and assess the management strategies of children's learning styles and career choice in Nigeria in order to guide the research findings. The study identified solitary, visual, aural social, kinaesthetic and rote learning styles to be most evident among secondary school children in Nigeria and established that these determine the children's academic performance in the school with respect to subject based assessment pointing that children who are sociable tend to perform higher in subjects related to drama, arts and literary studies and that children's subject grades in school and the overall academic success are favoured by the kind of learning styles they adopted. The systematic literature review method in which previous studies that had been conducted on learning styles, academic performance and career inclination of secondary school children were studied and findings from such studies were integrated to achieve a logical inference upon which recommendations are made. The systematic review method adopted involved sourcing for related studies from the database of Google scholars, ERIC, Scopus, routledge, sage and others and downloading them for review. Methodologies such as sorting and extraction of related studies were performed such that the most related research were reviewed for this study. Also the inclusion and exclusion criteria were used to compile studies that were based on children learning, academic performance and career inclination or trajectories in secondary school with special concentration on Nigeria space and removing such that were not conducted in and on Nigeria with the aim of ensuring relevance, validity and reliability thereby minimizing errors. A total of twenty related journals were used for this research and their finding were harmonized to form the conclusion of this study. Evidence from this study established that the family pedigree or parental role, school and intelligence level influence children learning and career preference in the study area. The study emphasises the need for adequate management of children's learning needs by the parents and school stakeholders to inform optimum academic performance. Given that individual learning styles inform self-discovery, individualized learning this study therefore concludes that the learning styles adopted by children in Nigeria secondary schools determine their academic achievement and the career inclination.

Keywords: Academic, Career, learning, performance, Trajectories

INTRODUCTION

Children across the world are not the same in their behaviour, cultural belief, learning ability and other aspect of life (Cohen, 2000). However, these differences in children's ability are not properly managed in Nigeria educational system to allow for active participation in the school and allow them to form a favourable career Preference (Nwokeocha, 2017). Educators have for several decades noticed that some children across various level of education prefer certain methods of learning over other, these form traits referred to as learning styles or learning preferences (Szucs *et al.*, 2001). This however forms the unique preference for learning and aids

teachers in planning instruction for presentation in school setting. Studies have revealed that most if not all students, are most effective when they are taught in their personal learning styles, that is, the best approach and method with which they can best comprehend any curriculum content brought to then in the teaching learning process (Ehindero, 2008). This personally preferred learning style is customary to them because of the adaptation along their developmental stages both at home and at school (Kobiowu, 2012).

It is worthy of note that learning as a deliberate and continuous process can take place anywhere in and out of the school. Regardless of where it is taken place however, the emphasis is that it must result in relatively permanent change in behaviour and for the sake of this study the school-based learning is majorly emphasised. Furthermore, as enshrined in the UNCRC Act, children needs with respect to their access to quality education, care and wellbeing must be handled with all sense of seriousness hence the children are usually considered in one sense as a part of the vulnerable group due to their level of awareness, decision making and choices relative to the adults (UN,1989), Similarly, children are individuals below the age of 18 years and whose decision are subjective to that of the parents or caregiver (STCI, 2020).

However the family plays another vital role in developing the perception of learning children towards a particular personality and way of life hence the family in another sense referred to as the home is considered to be the first agent of socialization where societal altitudes, beliefs and pattern of behavioural expectation are introduced to the child within the family circle. The home being the primary agent of social interaction of the child also serves as the platform for moral, cultural and normative training of the learners in terms of how to inculcate respect for elders and relate well outside the home and the school (Bello *et al.*, 2023). According to Kobiowu (2012) the students learn that there is power and authority that must be taken into consideration, therefore they learn certain basic social rules pertaining to one's personality and way of life through experience of love, resentment and hope within the family circle. He further considered family as an agent of child development in the early developmental stage of a child to have an indelible impact on personality formation and increasing the perception of the child in self- actualization, relationship formation and sustenance, and other psychosocial aspect of the child's livelihood. Given this premise, it clear that no other agents are important to the total make-up of the learners like home from where he or she hails this is because the family determine to certain extent the level of a child's preference for education and by extension the academic achievement and future career inclination (Faloye, 2003).

Several researches have shown that various factors contribute to how children learn within the Nigeria educational and school system. In a way, parents often become a source of approval and disapproval to the development of the child's best learning style, perception to education, the fulfilment of career preference and his most basic needs rest on the child's ability to live up to and act in accordance with the expectation of the parents and ultimately, the immediate environment and society at large (James, 2019). Consequently, student learns how to respond and act in manner he or she thinks the parent want thus beginning to see himself as others see him and as someone responsible to another person and that need to be fulfilled in life. Through this, the learning child is developing a kind of self- perception, personality and way of life with respect to his method of learning. Also, students from unstable home are likely to become imbalance in their learning perception and learning styles because of the odd experiences accumulated over time (Kobiowu, 2012). In the same vein, the school is seen as an organisation specialised in providing education based experiences. On this basis however, the school performs the basic functions of nurturing the nature by developing the cognitive, affective and psychomotor ability of the students, inculcate socially approved attitudes, personality, perception and acceptable mode of behaviour into the students, it also helps in providing training for particular vocation and most importantly, the school helps in streaming school age children or learners into different classes and level such that will help capacity development and self-discovery

In this case, school streaming will place the children in the right classes which will serve as the pathway for self-potential actualisation, personality formation, increasing self-perception, self-consciousness thereby helping the students in optimum academic achievement and place them in the right career path (Faloye, 2003). Therefore, learning style is a student's consistent way of responding to and using stimuli in the context of learning, they are usually ways that an individual learner can learn with ease, with and without the help of an external instructor and such that will enhance the achievement of personal learning outcomes well as the general objectives of the

teaching learning process. Furthermore, it is the method and technique inherent in the learner often acquired through self-development and self-directed aim by which an individual learner can acquire knowledge, engage in meaningful learning and meaning making experiences Oyekan (2000).

On this background, research in several studies have shown that children under a learning condition can be classified as either; incremental learner, sensory specialist learner, sensory generalist learner, emotionally involved learner, emotionally natural learner, structured learner, damaged learner and eclectic learner occasioned by the child's learning capacity, preference and the nature of the content learnt (Ehindero, 2008). And it is imperative for the school to take into consideration the diverse learner's difficulties such as learning disability, health condition, impairments of any kind, etc and scale-up strategies to cope with them maximally within the teaching-learning situation (Akinboye, 1996; Bello *et al.*, 2023).

Furthermore, since different children have different learning styles, they learn at different pace which brings about individual differences and these dissimilarities are not being catered for in most of our educational institution most especially in Nigeria Secondary School (Nwokeocha, 2017). If teachers teach in the way they think is best for the children and the student that his or her learning style is in conformity with the method(s) the teacher adopts, through this the learner may learn faster, grasps concept at fast pace and recollect easily. Noting the implications of variation in student learning preferences, the wide range of individual differences surely must mean that there is no single method for nurturing creativity; normatively and ideally the experiences we provide should be synthetic and construction oriented, if not for individual students at least for different types of student" (Uhlir, 2004, Gidado *et al.*, 2023). Similarly, parents decide what they want their children to study and they go as far as tailoring their orientation along that path without necessarily considering the interest of the child at times. However, they may go to the length of relating the stories of how their friend's children became successful while studying the course of choice or interest to the parents neglecting the fact that the child has his or her learning style and the career that suits the learning style as well as the learner (Omotesho, 2014).

Research in separate studies considered career preference as the occupation with the highest positive value among other alternative forms of work value. However, this view was corroborated by Okon (2001) as he was of the optimistic view that economic development prevalent in the country as well as incentives, prestige and motivation accruable to a particular profession dictates occupational choice. He maintained that in primitive societies, occupational choices are highly curtailed or non-existent due to conjecture via economic quagmire. While comparative studies shows that in developed economics the possibilities of choices are much greater, it can be said unequivocally that an economic incentives and reward which manifest in the range of monetary earning; benefits accruable and attracted by certain occupations determine the learner's interest in a profession as well as their career preference and subsequent choice of such vocation (Omotesho, 2014). It can however be concluded in simple term that vocation and professions of high pay require high academic grade, professional ethics, skills and longer year of training but the huge monetary benefit attributed to it both at the short and long run attract a lot of people to it (Diaz, 2003). Children and young ones of secondary school age have been discovered to be explorative in nature, however, they would want to try new things, conduct inquiry into discovery and oftentimes become firm with their own views (Jannette *et al.*, 2022). As such, this necessitates the rationale for adequate nurturing and monitoring of the children by all concerned with their care (parents, caregiver, schools and the teacher) at this critical age and tailor their capacity towards meaningful life engagement along their developmental stages (Adigun, 2000).

Studies have shown that several other factors such as intelligence have been considered to exert a wide range of influences on a child's learning style, academic performance and future career preference (Adigun, 2000). Intelligence in this regard can be described as the ability to think rationally, act purposively and deal precisely with the issues and challenges emanating in the environment as result of human interaction. Wood (2000) in their study asked more than one thousand psychologist and educators to examine a list of human abilities and indicates those they consider as the aspects of intelligence. However from his research he observed that more than 95% indicated intelligence to be abstract reasoning, problem solving ability and capacity to acquire knowledge. More than 50% indicated that intelligence is the memory, adaptability to one's environment, mental ability and speed, linguistic competence mathematical competence, general knowledge and creativity. While 25% indicated intelligence to be sensory perception, goal directedness, and achievement motivation. Intelligence

is also considered as the ability to comprehend, to judge well, comprehend well and exhibit rational and logical reasoning (Yakassai, 1991). By this he meant that intelligence is the ability to think in abstract and bring out meaningful idea from a seemingly meaningless concept or situation (Riding, 1995). However, it is the ability to undertake activities that are characteristically manned with complexity, abstraction, adaptivity to goal, social value, and the emergence of and to maintain such activities under conditions that demand a concentration of energy and the resistance of emotional forces (Adigun, 2000). Weschler (1990) elucidated and explicate intelligence to be the aggregate of the global capacity to act purposively, think rationally and deal effectively with the environment, that the innate, general cognitive ability and the effective all-round ability to grasp, comprehend, reason, and deal with cognitive complexity. Studies also sanction entry into certain field of study by emphasising so much on the perception in terms of the personality, readiness and the level of awareness of the learner as well as his mental ability to have long impacts in determining the achievement of an individual learner in the in course requirement of particular profession). In the same sense, studies have also shown that children learn fast when introduced to things that stimulate their interest through the method of play, demonstration, singing, experimentation, field trip as the processes help to bring the teaching-learning process from the abstract level to a more concrete level in which case permanent and transfer learning are actualized (Ehindero, 2008). Hence this study,

Statements of problem

Trend analysis of observation in Nigeria educational sector in recent times has shown that the choice of what a child will or want to become is not solely left to the child's decision on the absolute (Okesina and Famolu, 2023). Regardless of the mental ability of the individual learner, school system, the parents as well as care-giver will want the child to venture into studying enviable course and vocation, on the reasons ranging from monetary advantage attached to the profession, the prestige it will accord the family and the child in the society regardless of the child's learning ability. Of course, the imposition of this kind of parental choice on the child is a function of the huge monetary, time, and resources investment of the parents on the child which they will want him to be justified.

In this present age however, parents want their children to venture into professional disciplines and field of study such as law, medicine, accounting, Architecture, Engineering just to pinpoint but a few. This is because those professions are perceived and considered as a respectable disciplines attracting several benefits and honour despite the length of training, risks and complexities attached to them. Education is considered not only worthwhile but essentially pertinent to climb up the ladder of greatness, as such, there are rush and curiosity to acquire it. Nigeria youths of nowadays are often faced by challenged of learning incompetence, mal-adjustment and ignorance of career prospects. As a result, they suffer greatly in their quest for degree in view of choices for life long survival and existence thereby rushing to the white collar jobs and not necessarily considering their abilities as well as their sustenance in the field.

Students also advance to different groups in school especially to science class as a stream of choice that will enhance the pursuit of their preferred profession because the children may also do not want to lose their friends be underrated by their friends as been incompetent. Some teachers also decide for the brilliant students in terms of the type and nature of class they should choose or eventually go to (Fatai, 2020). This is so, because they feel the learners are not fully aware of their innate potential and they believe they know them better and on the ground that they consider a student brilliant, he or she is advised, or often compelled to go to science class and science oriented professions without considering whether the individual child is willing to be there or cope effectively therein. The Junior Secondary School Certificate Examination (JSSCE) popularly called junior WAEC also provides a way of placing students into different field of study such as Science, Art, and Commercial based on students' performance in the aptitude test. However, most parents will still go to the extent of imposition on the basis of their personal interest ignoring the ability, interest, mental ability, and the learning styles of their children.

Learner's awareness may be very low such that they may not be capable of carrying out a self-directed approach to discovering their learning style and what they want to become in the future. Probable to the fact that they are affected by age or the over-pampering environment in which they live thereby leaving them with the self-

assumption that all things in life are achieved on the platform of gold with little or no effort to be contributed by them. Hence the parents, teachers, school, and the students themselves despite the inherent learning style in them often seems not to be fully conscious of their potentiality and prospect of their learning style in shaping their future especially in the area of academic performance. Therefore some learners with respect to their learning styles may be viewed to be stereotype, opinionated, existential, reflective, impulsive and creative learners respectively.

It has been discovered that the parents, school and other stakeholders are not fully aware of the role of the learning styles of children in the school and its connection to academic achievement and the future career inclination.

RESEARCH METHODS

This study adopted the systematic literature review method, which aimed to gather evidence to answering set of predefined research objectives. This method however involves the identification of all the relevant journals, articles, print and non-print materials for the in-depth evaluation, review and synthesis of findings. It's an evidence-based approach to identifying, selecting and analyzing the most relevant secondary data and provides deep comprehension of existing knowledge, and highlights area of gaps due for future research (Gough *et al.*, 2012). Also, the systematic literature review approach is reliable technique for summarizing and analyzing existing studies in a particular field of study. Systematic literature reviews have massively been used successfully in recent times especially for advance researches due to the circumstances of time and infringement of human privacy present in the empirical research (Golan *et al.*, 2020). The application of the systematic literature review technique in these studies and other prominent research shows that it is a systematic process that was considered a thorough method of performing literature reviews and the key principle is anchored on the characteristics of transparency, inclusivity, explanatory and heuristic attribute), which allows an objective overview of search results and reduces issues of bias and errors in each study (Levi and Kalagbor, 2016; Tranfield, 2012).

The selected methodology of this research was done to avoid the repetition of other studies and to produce a comprehensive synthesis of children's learning style, implication on academic performance and career preference in Nigeria secondary schools. Therefore, the researcher's analysis is anchored on the basis of re-using reliable information to reach unbiased and reliable conclusions by using some search strings which are essential tools for collating data from selected journals relevant to researcher's study objectives and providing researchers with journals relevant to the field considered.

In carrying out the systematic review in this study Boolean Model was used to extract data from databases. This highlighted many parts of the researcher's query and aided the process of finding relevant data and this approach was designed to be used in reviews that combine quantitative and qualitative data (Page *et al.*, 2021). Using this method, two steps were therefore completed; the first centers on record/document identification, while the other emphasizes *data* analysis and synthesis. Here, synthesis simply connotes the aggregation of many parts into a whole. Furthermore, it entails providing a review of the literature on a subject matter and relate the practice to the study; known as the exact summary and linking of various sources (Grix, 2004). Research synthesis encompasses the blending of a particular set of elements from a literature review with a view to drawing a reliable and unbiased conclusion from the data gathered (Page *et al.*, 2021).

Extraction and Sorting

The researcher's search strings were organized, and pertinent papers on the chosen research topic were created because of this procedure, which emphasized numerous keywords like "children's learning," "learning styles Nigeria secondary schools," "children's academic performance", children's career preference and "determinant of children learning in Nigeria secondary school". Search strings are crucial research tools used to gather data from certain journals related to the researcher's query and objectives and this often contains numerical information, keywords, and operators. This procedure avoids compromising validity and reduces bias by removing erroneous material and it's essential for high-quality analysis (Tranfield, *et al.*, 2012).

To properly position the study, there was primarily focus on the discovery of keywords pertinent to the specific aims of this research. Fifteen keywords were determined by the researcher while initial keywords were adjusted using **Boolean logic** to compress them into a succession of search strings, which increased face validity. Numeral information, keywords, operators were used and for this study, Boolean operators, specifically NOT, OR, and AND operators were included in a search string. Simple terms like "OR" and "AND" provided a results that were more definite. "AND" was adopted to limit the search to education and "OR" has provided a wider search. For example, "children's learning" AND "secondary school students in Nigeria," "Causes effects of learning styles on academic performance" OR "implication of learning styles on children's career preference," and "Role of family in children learning " "NOT" "Effect of academic performances on children's learning" were used in search strategies to limit distraction in the search for articles that contain these mentioned words although not in any given order. This search strings were continually advanced, producing relevant ones that were utilized to look for secondary data across several databases and choose the articles that most closely matched the three study themes as shown in Table 3.1.

Table 3.1: Strategy for Search String

Specific research Aim	Boolean Operator	Specific search
1	AND	Children's learning "AND" secondary school in Nigeria
		Children's learning style "AND" academic performance
2	OR	Effect of learning on children academic performance "OR" impact of learning styles on children's career
		Factors of children learning in Nigeria secondary school "OR" reasons for children learning in Nigeria Secondary schools
3	NOT	Nexus of children learning styles and academic performances " "NOT" relationship of children leaning to families"
4		Roles of family in children's learning "NOT" roles of children's learning on family in Nigeria
5		Implication of learning styles on academic performance "NOT" implication of school academic performance
6		Determinant of children learning and academic performance in Nigeria secondary school "NOT" determinant of children's school choice in Nigeria.

Source: Author's Construct July, (2026)

This systematic review requires a search strategy and the University of Essex was used as a tool to access the relevant materials pertaining to the research topic from indexed databases of Google Scholar, Sage, Routledge, Education Research Complete (ERIC), British Education Index database, and other database sources. The choice of these databases were consequent upon their repository capacity in storage of educational research journals, security, reliability as well as the open access nature. Most of these databases were accessed between the periods of April 5th, and August 30thth, 2024. The searches produced a total of 100 documents based on the database consulted. 45 documents were identified from Google Scholar, the ERIC database accounted for 15 documents, Education Research Complete (15 documents), British Education Index (15 documents) and other sources (10 documents). After a rigorous search and screening, 45 documents were selected that met the inclusion and exclusion criteria for the study, out of which **20** documents were used for the study.

Formulation of Inclusion and Exclusion criteria

When high-quality research procedures are created, the formulation of inclusion and exclusion criteria for the research is essential and common practice (Grough *et al.*, 2012). So, the researcher utilized inclusion and exclusion criteria to demonstrate how to choose articles related to the topic and the objectives of the study to

provide higher-quality output. This procedure is crucial for high-quality analysis because it prevents bias by removing unreliable information and preserves the study's relevance (Page *et al.*, 2021). Using the Boolean model to help decide the inclusion criteria, the search results additionally used the following inclusion and exclusion criteria:

- i. The study included studies that were conducted in Nigeria, whose participants were secondary schools children.
- ii. This study included interventions for schools that include reforms, targeted assistance to individuals or groups of students at risk low learning ability, indecision, and a diagnosis tracking system for the identification of such children for support
- iii. This study includes studies making comparative analysis and relationship on children's learning, academic performance and career preference in Nigeria secondary school system.
- iv. The study strictly focuses on studies that centred on the role of family and school children's learning in Nigeria secondary schools.

The study also adopted the following exclusion criteria:

- v. All articles, journals, magazines, or books whose focuses were not on Nigeria secondary school, children's learning, academic success and career preference were excluded to prevent distraction and spread error.
- vi. All unpublished student's dissertation samples and letters that address the issues of children learning, academic performance and career preference were excluded.

This process enabled the researcher to shortlist 45 papers for the review that satisfied the inclusion and exclusion criteria. Hence, to extract relevant information from each included study, the study uses the 2020 Preferred Reporting Items for Systematic Review and Meta-analysis (PRISMA) for the identification of all the sources to be used in this study. To give relevant information of each included study, the researcher developed a Table of Systematic Literature Review (TSLR) which contained information such as names of the authors; year of publication; country of study; the title of the study; methodology used; and characteristics of the respondents in the study and the findings of the study.

Data Presentation and Analysis

To identify different children's learning styles in Nigeria Secondary School

As stated by Asaaju, 2015, country like Nigeria practice the 6-3-3-4 system of education and upon this her educational curriculum and school system has been run. Researchers in separate studies have pointed that the Nigeria educational system overtime has been confronted with the challenges of failed policies, poor infrastructure, inadequate learning facility and in some quarters, religious sentiment manifesting in the belief and discouragement of children to embrace western education especially in the Northern and Islamic dominated part of the country (Humphrey *et al.*, 2023). However, existing studies have also pointed that different children within the same classroom do not have the same learning capacity and definitely grasp concept differently regardless of the competence of the teacher and the presentation of homogeneous learning condition (Ejuchegali, 2024). These have also taken into account the variation in children learning across geographic space, socio-cultural background and economic status as these propel impact on the choice and quality of education acquired by the children thereby dictating their preferred styles of learning and instruction. However, different studies identified the peculiarity of solitary, visual, verbal aural, kinesthetic, social, sensory and rote learning in the study area and study are found to form their learning along these patterns (Melody and Igwebuike, 2013). Studies have revealed that the above learning styles are inherent in the children of secondary school in Nigeria as 43% are associated with social, 20% sensory, 15% kinesthetic learning style and 22% either interplay with solitary, visual, verbal, rote learning or both (Keneth, 2018; Makaanmu, 2022). Rote learning has been said to favor students who can grasp concepts quickly and want to read for the sake of passing examination, hence children

of this learning category do not engage in extensive learning (Asaaju, 2013). In determining the various learning styles adopted by Nigeria students in Secondary school, (Rebecca 2022; Humphrey, 2023) used various test items such that reveals what class activities such as demonstration, discovery, analyzing, synthesizing, and other various dramatic play that the children like to do and their responses were given to the items.

To determine the impact of learning styles on children's academic performance and career preference

The research findings of Okesina, 2020, show that there are various perception of learning style peculiar to and adopted by secondary school students in the study area. Prominent among learning style revealed were verbal, solitary, aural, activities-based, and social, learning perception. These were revealed to be adopted by the majority of the students across most schools in Nigeria for factors ranging from the educational system and the suitability to the learners (Lipsa and Umakinta,2020;Modebelu, 2024). Similarly, (Darlington, 2021) in his research worked on student academic performance in selected secondary schools in Eastern Nigeria and he revealed that there is positive correlation between the kind of learning style formed by students in grasping learning concept and their performance during test or examination. He posited from his observation of drama students in his study area that, learners who are sociable and in the drama group of the selected schools were seen to perform better in art related subjects and their prospective career were discovered to tilt towards acting and entertainment. Similarly, Micheal, 2013 also revealed in his study using a formulated hypothesis to test the significant of relationship between children learning styles and gender differences, and it revealed that learning styles of the children vary depending on their indicating that some of the students developed learning style that suits their gender and subsequently incline to career in that line. Hence showing that there is significant relationship between gender differences of the students and their learning style as well as the career inclination. He revealed that most female students in science classes desired to tailor their preference towards medical courses indicating that gender is an influencing factor of their learning styles and career inclination. This was revealed by the ANOVA table which shows the relationship of F-cal being greater than F-tab at a significant level of $P < 0.05$. Furthermore, Akinyemi *et al.*, 2024 itemized several factors to be responsible for children preference for certain learning styles and the formulation of career along same path. He stated that children in school system are best suited and favour by one or more learning styles and this serves as their comfort method of assimilating instruction. He demonstrated observationally that the condition of the learning environment couple with the availability of instructional materials assisted children to learn better. Similarly, (Akinbola, 2013; Yates, 2020) further stated that the health status and the level of child's socialization is essential in their healthy and effective learning. In the same manner (Watkins and Akande,2014; Imam, 2020) pointed that factors including family pedigree, learner's level of intelligence, teacher's competence, good teacher's -learners relationship, learners motivation, parental influence, influence of peer group, school intervention and counselling, children's level of self-awareness and the self-determination. He further proved his claim that parental influence plays key role in a child's learning styles and future career interest regardless of their learning ability, the parents tend to influence their ward to career that they considered lucrative. He pointed that in all cases, learning styles influence the academic performances and career interest and inclination of secondary school children because the various learning styles identified have positive correlation of correlated at $r = 0.199$ to 0.151 (Darlington, 2021; Ejuchengahi, 2024).

To assess the management approaches to children's learning styles in the study area

The effective operation of every organization or system is dependent on the functionality of the management team, given the reason that they are in the helm of affair and see the daily running of the organization (Stella and Janet, 2018). Management approaches differ across organizations and this is consequent upon the resources they deal with and the output generated. Therefore, management is the administration of an organization; the very process of organising and planning the resources affairs of an organization to achieve target goal. Studies have shown that the Nigeria school system operates the hierarchical management type in which the principal is the head and other staff members such as the vice principal, school counsellor, the bursar, administrative staff, head of department and the teachers are supporting staff (Beenu,2020; Hasan and Ibrahim, 2023; Gidado *et al.*, 2023). The learners are essential component and resource of the school system and they need to be catered for as advocated that good management strategies involves needs management, reward system, motivation, health and safety, effective communication, teaching methods and teacher-learners relationship and counselling/career

programme among others should be put in place to facilitate children learning; pointing that most school in Nigeria especially in the rural areas lack these facilities consequent upon low budgetary allocation and mismanagement (Modebelu, 2024).

Analysis

From the above section, significant conclusions were drawn from the systematic review of the research topic along the stated objectives to comprehend children's learning styles in Nigerian secondary schools as it relates to their academic performance and career preference. The learning styles adopted by children across institutional level have been discovered to determine the performance of such learner in both subject-based test, mastery of subject matter and the overall school performance of the child. However, findings have it also that there is correlation between the performance of a child in a specific subject and the possibility of him forming career preference along courses dominantly related to that subject (Abdullamid, 2016; Daniel, 2024). The family as first agent of contact and socialization of the learner plays crucial rules in child's learning, school-based performance along subjects taught and the career choice, this is because the parental preference for education, economic status and social class prompt the motivation of their children to learn (Jimoh, 2014; Gidado *et al.*, 2023). Similarly, the school and the teaching-learning ideology as well as the existing government policy on education and children's career development is a vital instrument in the grooming of the child towards a particular self-development path-way, such that the child are allowed to learn in their own way under the auspices of a teacher and the general school system. Studies by (Egbochuku, 2021; Ogunne, 2023) pointed through comparative analysis and assessment that the teachers are not being proactive in the implementation of the educational curriculum and the introduction of learning concepts to the learners; so effort should be made to adopt teaching styles that will trigger children to learning and at their own pace (Ebohen *et al.*, 2021; Emmanuel, 2024; Basot and Kumari, 2020). Given this, learning as continuous and deliberate effort result in permanent conceptualization of ideals and the manifestation of same in the learner's behavior over a long time frame. (Ejinmoye *et al.*, 2021). More so, re-evaluating the policy statement of secondary education and the introduction of periodic training to school stakeholders especially the teacher to align their methodology to meet children's learning demand of the twenty-first century is key to effecting learning style and career development to the children both at present and future

SUMMARY

This study examined children's learning styles and the implication on academic performance and career preferences of secondary school children in Nigeria using the systematic review approach. This study noted that there is need for children to develop learning styles that will activate their academic success and therefrom form career preference and all the stakeholders within the school system especially parents, teachers, and counsellor require due awareness to support children along their developmental stages. Lack of this awareness often results to low performance in class, imbalanced career preference and low productivity outside school (Beenu and Kumari, 2020). To achieve the aim of this study, four objectives were formulated and these form the review pattern of this study which were to; identify the learning styles in Nigeria secondary schools; determine the impact of learning styles on children academic performance and career preference; examine the factors influencing children learning styles, academic performance and future career choice and assess the management approaches of children's learning style in the study area. However, this research identified solitary, verbal, aural, sensory, kinaesthetic, and social learning styles among many others to be inherent in the Nigeria school system. This study revealed the crucial role of the school and the family in the development of the child's learning style, and thus establishing the nexus between learners learning styles, academic performance and future career choice and this agreed to the findings of (Abdulhamid, 2016; Kweku, 2019; James *et al.*, 2024). It further established the fact that the types and pattern of learning coupled with the incorporation of appropriate teaching methods, conducive learning environment and adequate support system facilitate maximum academic performance of the children within the school system (Mesfin *et al.*, 2022). More so, other findings of the study were that there were many internal and external factors within the school, the children psychological makeup and the family in specific terms impact children academic success both in subject based and skills oriented domain. These factors encompasses the ones ranging from gender, personality type, motivation pattern, intelligence as component of

cognitive development, family background, incongeniality of past learning experiences, poor level of self-awareness, the learning environment, sociability, mentorship approach, existing educational policy and apprenticeship styles have been identified to have proportional implication on children's learning styles and the line of career of secondary school children in Nigeria hence pointed in the work of (Egbochukwu *al.*, 2021; Modebelu, 2024). Findings in separate studies also established that aside child's level of their perception about their learning ability, the parent influence is a pivotal factor in children's career preferences because they exercise great dictate in their wards academic success and career preferences without necessary checking their ability and interest (Adiku and Ereka, 2022). So also does the emulation of peer group, the influence of the mass media, educative and entertaining programmes and student's preconception about a particular profession also determine their career preference (Stella *et al.*, 2022)

CONCLUSION

This research integrated findings from other studies and established that gender also determines children's learning styles and career inclination, indicating that in general, more than 64.3% female in Nigeria secondary school advance their courses to disciplines friendly to their gender, adduced to the growing awareness of the need to educate the girl child (Adiku and Ereka, 2022). This study established that children in Nigeria secondary school develop their various learning styles consequent upon their awareness of innate learning potential as this is also influenced by their subject of interest and the teacher's ability to captivate their attention to learn. However, this research pointed that some parents and the teachers do not care to understand the level of their learner's learning potential before placing them in a class and incline them to certain. Hence it was discovered that children have different learning styles and age variation has no influence on children's learning styles, the academic performance and prospective career choice. Finally, the study concludes that every children have the best learning styles suitable to them and the learning styles dictate their academic performance and future career inclination in study area.

RECOMMENDATIONS

Consequent upon the importance of individual children's learning styles in facilitating optimum school-based academic achievement, and career inclination, its therefore imperative for the parents, teacher, students, school counsellor, school system and the government at large to recognize the learning potential of the children and formulate managing approaches in terms of adopting suitable teaching methods and content selection in line with the child's learning ability. Sequel to the findings of this research, this study recommends that children should be taught and motivated to discover their inherent learning capacity and the best situation in which they can effectively learn, teachers should adopt the teaching methods that will inspire the students to self-discovery and full awareness of their ability, children in schools should be mixed and encouraged to read in groups so that the dull ones can benefit from the brilliant children in class, the school administrator should encourage the use of computer assisted instruction as this will enhance learner's visual learning styles, individualised learning and improved learning outcome, the government through the school system should be proactive such that emphasis are laid on learning ability of the student as a major yardstick in class and career placement rather than the interest of their parents and teacher, the teacher should have good sense of humour to understand the differences in the learner's need and should always ensure the incorporation of this in the lesson presentation so as to provide a platform for equality and progress monitoring, the use of computer assisted instruction such as tapes, video, game etc should be introduced in schools as this will make easy for the students to revisit lessons they have difficulties in and make them have easy understanding of the subject at their own pace, the school administrator should put in place effective career information programmes and guidance system that plays helpful role in guiding students toward making the best possible career decisions, the government through the ministry of education should engage the services of qualified counsellors, these counsellors will guide and help the students to make right choices considering their talents and learning ability and mostly importantly to check the problems of wrong allocation of precious resources, the school counsellor should build good rapport with the teachers, so that regular updates from student can be gotten and followed up promptly, parents should encourage their ward constructively in maximizing their learning potential, academic success and career interest instead of imposing wishes on them. the school through the teacher should always put into consideration the personality, health

status, and individual differences of the children, adopt the method that will suit their learning needs, enhance effective teaching and learning thereby improving their self-perception. Moreover, the government through the school should provide an enabling learning environment as well as relevant facilities in schools to enhance smooth teaching.

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