

ARCHITECTURAL STUDENTS' POOR ACADEMIC PERFORMANCE: CAUSES AND ITS EFFECTS FOR THE CAREER ARCHITECT IN NIGERIA.

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Abstract:

The adverse effect of students' poor academic performance has become a serious challenge to many institutions of higher learning and great concern to most parents, industries and society at large. Student's performance is dependent on many variables such as environment, facilities, curriculum, teachers, talent and the readiness of students to learn. This paper therefore attempts to discuss some of the causes of architectural students' poor performance, its effect on the career architect as well as the public in general and proffer solutions for reducing the dilemma. Results of sampling of opinions, administering of questionnaires and oral interviews revealed that the following share part of the blame: students, parents, lecturers, government and other variables are not left out.

Key words: academic, architect, facilities, performance, students.

INTRODUCTION:

The term performance refers to the act of carrying out or accomplishing something such as a task or action. It has been defined by the Oxford Advanced Learner's Dictionary as how well or badly you do something or how well or badly something works. Academic performance therefore refers to how well or badly one performs in school or academically. Career is a profession for which one trains and which is undertaken as a permanent calling. It also refers to a job or occupation regarded as a long –term or lifelong activity immediately, before, during and after employment.

It is believed that examination is not the true test of knowledge, though it remains the only way for assessment of academic performance. Education generally prepares one morally, mentally and academically for future living. However, the Federal Government of Nigeria identifies education as an instrument for national development, the acquisition of which should provide competencies necessary for self-reliance (FGN, 2004). The tertiary institutions and universities are merely the ground for such training where one is being trained for a certain career in life.

Over the years, architectural education in Nigeria is facing challenges of students' poor academic performance which has become a serious concern not only to students and their parents but also to educators as well as the public in general. Many architecture graduates have lost employment opportunities due to their poor academic performance while at school. The goal of architectural education is essentially to advance the profession of architecture, while its important aim is to promote academic excellence as well as provide research opportunities that are appropriate for the development of natural resources and technological skills geared towards meeting national demands (Olotuah, 2002). The poor standard in academic performance of both architecture students and lecturers in our institutions are becoming doubtful and issues of concern that calls for urgent attention as it affects the graduate architects as well as employers of labour. Nowadays, many students find it difficult to burn candles over night in reading their books so they device means of lobbying their lecturers, while others depend on examination malpractice in order to pass

examinations. There have been cases of some Heads of Departments falsifying students' results by upgrading to higher classes of passes; other cases include influences of those in higher authority mandating staff under them for an upgrading of result of some particular students of their interest. Not only that, some students in secret cults jeopardise the life of some lecturers by mandating them for compulsory upgrade of marks in quest for good performance. These entire quests for better grade without serious study and work have cost our society much and have endangered many lives.

The aim of this paper is therefore to discuss some of the causes of architectural students' poor performance, how it affect the career architect as well as the general public and proffer solutions for reducing the predicament.

LITERATURE REVIEW:

Akande (2005) defined academic excellence as demonstrated ability to perform, achieve, and or excel in scholastic activities. It is the maximum development of intellectual capacities and skills in service to humanity. In order to determine students' academic performance: whether pass or fail, excellent or poor, evaluation must have taken place.

According to Abbas (2006), educational evaluation is defined as the systematic process of determining the effectiveness of educational endeavours in the light of evidence. This evidence is provided by test, measurement, and assessment which are also the basic component of evaluation, while test implies the presentation of stimuli to a student (testee) in order to elicit a response.

The question should be is intelligence an intelligent testing? In an attempt to answer the question, one American scholar came up with this view that Intelligence tests often play a decisive role in determining whether a person is admitted to college, graduate school, or professional school. Thousands of people take intelligence tests every year, but many psychologists and education experts question whether these tests are an accurate way of measuring who will succeed or fail in school and later in life. Sternberg (1998) presents evidence against conventional intelligence tests and proposes several ways to improve testing.

According to Sternberg (1998), a typical American adolescent spends more than 5,000 hours in high school and several thousand more hours studying in the library and at home. But for those students who wish to go on to college, much of their fate is determined in the three or so hours it takes to complete the Scholastic Assessment Test (SAT) or the American College Test (ACT). Four years later they may find themselves in a similar position when they apply to graduate, medical, law or business school.

Richard and Charles (1994) pointed out a correlation between scores on such tests and a variety of measures of success, such as occupational attainment. They suggested that the United States (U.S) is developing a 'cognitive elite'—consisting of high-ability people in prestigious, lucrative jobs—and a larger population of low-ability people in dead-end, low-wage positions. They suggested an invisible hand of nature at work.

But to a large extent, the hand is neither invisible nor natural. We have decided as a society that people who score well on these high-stakes tests will be granted admission to the best schools and, by extension, to the best access routes to success. People have used other criteria, such as caste at birth, membership in governmental party and religious affiliation. A society can use whatever it wishes—even height, so that very soon people in prestigious occupations would be tall. (Surprisingly, to some extent Americans and many people in other societies already use this criterion.) Why have the U.S. and other countries chosen to use ability tests as a basis to open and close the access gates? Are they really the measures that should be used? The answers lie in how intelligence testing began (Richard and Charles, 1994).

A BRIEF HISTORY OF TESTING

According to history, the first scientist who made an attempt to measure intelligence was Sir Francis Galton, a cousin of [British scientist] Charles Darwin. Between 1884 and 1890 Galton ran a service at the South Kensington Museum in London, where, for a small fee, people could have their intelligence checked. The only problem was that Galton's tests were ill chosen. For example, he

contrived a whistle that would tell him the highest pitch a person could perceive. Another test used several cases of gun cartridges filled with layers of either shot wool or wadding. The cases were identical in appearance and differed only in weight. The test was to pick up the cartridges and then to discriminate the lighter from the heavier. Yet another test was of sensitivity to the smell of roses (Johnston, 1997).

According to Johnston, (1997), James McKeen Cattell, a psychologist at Columbia University who was so impressed with Galton's work in 1890 also devised similar tests to be used in the U.S. Unfortunately for him, a student of his, Clark Wissler, decided to see whether scores on such tests were actually meaningful. In particular, he wanted to know if the scores were related either to one another or to college grades. The answer to both questions proved to be negative, so if the tests did not predict school performance or even each other, of what use were they? Understandably, interest in Galton's and Cattell's tests waned. A Frenchman, Alfred Binet, got off to a better start. Commissioned to devise a means to predict school performance, he cast around for test items. Together with his colleague Theodore Simon, he developed a test of intelligence, published in 1905, that measured things such as vocabulary ('What does *misanthrope* mean?'), comprehension ('Why do people sometimes borrow money?') and verbal relations ('What do an orange, an apple and a pear have in common?'). Binet's tests of judgment were so successful at predicting school performance that a variant of them, called the Stanford-Binet Intelligence Scale (fourth edition), is still in use today. (Louis Terman of Stanford University popularized the test in the U.S.—hence the name.) A competing test series, the Wechsler Intelligence Scales, measures similar kinds of skills.

It is critical to keep in mind that Binet's mission was linked to school performance and, especially, to distinguishing children who were genuinely mentally retarded from those who had behaviour problems but who were able to think just fine. The result was that the tests were designed, and continue to be designed, in ways that at their best predict school performance (Dan, 2009).

According to Johnston (1997), during World War I [1914-1918], intelligence testing really took off; psychologists were asked to develop a method to screen soldiers. That led to the Army Alpha (a verbal test) and Beta (a performance test with pantomimed directions instead of words), which were administered in groups. (Psychologists can now choose between group or individually administered tests, although the individual tests generally give more reliable scores.) In 1926 a new test was introduced, the forerunner to today's Scholastic Assessment Test (SAT) devised by Carl C. Brigham of Princeton University, the test provided verbal and mathematical scores.

Shortly thereafter, a series of tests evolved, which today are used to measure various kinds of achievements and abilities, including intelligence quotient (IQ), 'scholastic aptitude,' 'academic aptitude' and related constructs. Although the names of these tests vary, scores on all of them tend to correlate highly with one another, so for the purposes of this article, the researcher will refer to them loosely as conventional tests of intelligence.

WHAT INTELLIGENCE TESTS PREDICT:

Research has shown that typical conventional intelligence tests correlate about 0.4 to 0.6 (on a zero to 1 scale) with school grades, which statistically speaking is a respectable level of correlation. A test that predicts performance with a correlation of 0.5, however, accounts for only about 25 percent of the variation in individual performances, leaving 75 percent of the variation unexplained. (In statistics, the variation is the square of the correlation, so in this case, $0.5^2 = 0.25$.) Thus, there has to be much more to school performance than IQ (McClelland, 1973).

The predictive validity of the tests declines when they are used to forecast outcomes in later life, such as job performance, salary or even obtaining a job in the first place. Generally, the correlations are only a bit over 0.3, meaning that the tests account for roughly 10 percent of variation in people's performance. That means 90 percent of the variation is unexplained. Moreover, IQ prediction becomes less effective once populations, situations or tasks change. For instance, Fred Fiedler of the University of Washington found that IQ positively predicts leadership success under

conditions of low stress. But in high-stress situations, the tests negatively predict success. Some intelligence tests, including both the Stanford-Binet and Wechsler, can yield multiple scores. But can prediction be improved?

Curiously, whereas many kinds of technologies, such as computers and communications, have moved forward in leaps and bounds in the U.S. and around the world, intelligence testing remains almost a lone exception. The content of intelligence tests differs little from that used at the turn of the century. Edwin E. Ghiselli, an American industrial psychologist, wrote an article in 1966 bemoaning how little the predictive value of intelligence tests had improved in 40 years. More than 30 years later the situation remains unchanged (Johnston, 1997).

Another question asked by Jensen (1972) was ‘Can the I.Q. tell us anything of practical importance? Is it related to commonsense notions about mental ability as we ordinarily think of it in connection with educational and occupational performance? Yes, indeed, and there is no doubt about it. The I.Q. obtained after 9 or 10 years of age also predicts final adult occupational status to almost as high a degree as it predicts scholastic performance. The *average* I.Q. of persons within a particular occupation is closely related to that occupation's standing in terms of average income and the amount of prestige accorded to it by the general public (McClelland, 1973).

RESEARCH METHODOLOGY

The research method employed in this work includes conduction of oral interviews and administering of questionnaires at the departments of architecture in three Universities namely: Federal University of Technology Minna, Nnamdi Azikiwe University Awka, and Federal University of Technology Akure.

Method of Data Collection

The research examined the causes of students' academic performance and its effect in architectural education for the career architect in Nigeria through conduction of oral interviews and administering of questionnaires in order to have firsthand information.

Study Area and Population.

The study populations were drawn by simple random sampling from 3-Universities offering architectural education. The distribution of number of questionnaires administered was based upon coverage of at least half of the six-geopolitical regions (East, West and North) of the country. The decision to use simple random sampling is because it provides each item in the population with equal probability of being selected and that the selection of other (Eze, Obiegbu and Jude-Eze, 2005). A total of 360 questionnaires were administered through selective random sampling. The oral interviews and questionnaires were conducted and administered respectively in Federal University of Technology Minna, Niger State (FUTMX); Nnamdi Azikiwe University Awka, Anambra State (NAU) and Federal University of Technology Akure, Ondo State (FUTA).The FUTMX had 150 people interviewed, NAU had 90 people while FUTA had 120 people interviewed. The Universities population group interviewed were classified into lecturers and students from architecture department only. Their responses were analysed into: "Strongly-Agree", "Agree", "Disagree" and "Strongly- Disagree".

Sample Size

A total of 3-Architectural Departments in 3 different Nigerian Universities were visited and for each department, ratios of 1:14 (lecturer to student) were interviewed. These students were selected from 400 and 500 levels. The idea behind this selection was that at these levels, these students must have experienced some of the problems that may cause students' poor academic performance. The distribution is shown in table 1.

Table 1: The sample distribution

Population Group	Number of Questionnaires Administered			Total No. of Persons	Percentage expression
	FUTMX	NAU	FUTA		
Lecturers	10	06	08	24	07
Students	140	84	112	336	93
Total	150	90	120	360	100

Source: Researcher's field work (2011)

A simple random sampling method was used in selection of the sample based on access to information and representativeness. From table 1, it is observed that 24 out of 360 people selected are lecturers representing 7%, while 336 out of 360 people are students representing 93%.

Data Analysis

A total number of 360 questionnaires were administered but only 345 people responded to all the questions asked. Therefore the data analysis used was based on 345 which represent 96% of the total number of persons that responded to the questionnaires. The statistical tool used for the analysis is a Statistical Package for Social Sciences (SPSS) version 17. The Likert Scale were used to analyse the data which ranges from (3.50 - 4.00) indicating "**Strongly Agree**"; (3.0 - 3.49) indicating "**Agree**"; (2.00 - 2.99) indicating "**Disagree**"; and (1.00 - 1.99) indicating "**Strongly Disagree**". The mean values of the responses were rated accordingly to summarize the responses as presented in table 2.

Table 2: Analysis of People's Responses to Causes of Student's Poor Academic Performance

Nature of the Problem	No of respondents & their percentages				Total No. of Respondents	Mean	Respondents' Consensus Opinion
	S.A (4)	A (3)	D (2)	SD (1)			
i. Inadequate and Unstable Funding.	185 (53.62%)	95 (27.53%)	35 (10.14%)	30 (8.69%)	345	3.26	Agree
ii Poor Quality of Lecture Delivery	140 (40.57%)	40 (11.60%)	90 (26.08%)	75 (21.75%)	345	2.71	Disagree
iii. Inadequate Facilities/ Infrastructure	270 (78.26%)	35 (10.14%)	15 (4.35%)	25 (7.25%)	345	3.59	Strongly Agree
iv. Under-Staffing	155 (44.92%)	56 (16.23%)	80 (23.18%)	54 (15.65%)	345	2.90	Disagree
v. Poor Instructional Materials/ Teaching Aids	280 (81.15%)	45 (13.04%)	08 (2.31%)	12 (3.47%)	345	3.62	Strongly Agree
vi Uncontrolled Admission of Architectural Student.	170 (49.27%)	80 (23.18%)	30 (8.69%)	65 (18.84%)	345	3.03	Agree
vii. Wrong Choice of Career Course	175 (50.72%)	25 (7.24%)	110 (31.88%)	35 (10.14%)	345	3.05	Agree
viii. Admission of Unqualified Students	205 (59.42%)	20 (5.79%)	80 (23.18%)	40 (11.60%)	345	3.13	Agree
ix. Substandard Curriculum	120 (34.78%)	60 (17.39%)	99 (28.69%)	66 (19.13)	345	2.68	Disagree
x. Others e.g. Poor Health Condition etc.	140 (40.57%)	50 (14.49%)	95 (27.53%)	60 (17.39%)	345	2.78	Disagree

Key: S.A= (3.50 - 4.00) Strongly Agree; A = (3.0 - 3.49) Agree; S.D = (2.00 - 2.99) Strongly Disagree; D = (1.00 - 1.99) Disagree

Source: **Researcher's field work (2011)**

From table 2, using the Composite Index between 1 – 4 ratings, the analysis produced the mean value of 3.26 indicating that the respondents agreed that there is inadequate and unstable funding. The respondents' view on poor quality of lecture delivery has a mean value of 2.71 indicating that they disagreed on this opinion. The 3.59 mean value represent the respondents that strongly agreed on the opinion that there is inadequate facilities/infrastructure is one of the causes of architectural students' poor academic performance. The 2.90 mean value represent respondents that disagreed that there is under-staffing. Poor instructional materials/ teaching aids has a mean value of 3.62 indicating that the respondents strongly agreed that it is one of the contributing factor for students' poor

academic performance. The 3.03 mean value indicates that the respondents agreed on the opinion that Uncontrolled Admission of Architectural Students is one of the causes of students' poor academic performance. Wrong Choice of Career Course has a mean value of 3.05 indicating that the respondents agreed that it causes architectural students' poor academic performance. Out of 345 respondents, a mean value of 3.13 was obtained, indicating that the respondents agreed that Admission of Unqualified Students is a contributing factor. The result of respondents' analysis on the Substandard Curriculum revealed that 2.68 of the mean values of the respondents disagreed, despite 120 plus 60 respondents that were in agreement. Other factors like Poor Health Condition, Lack of Concentration and Motivation and Consistent Strike has a mean value of 2.78 indicating that these do not contribute significantly to architectural students' poor academic performance. The summary was that there were strong agreements by the respondents in items (iii and v) in table 2. The items (i, vi, vii and viii) were remarked 'Agree', other items in (ii, iv, ix and x) were disagreed, while none of the analysed data was strongly disagreed.

DISCUSSION OF FINDINGS:

Many factors may be responsible for poor academic performance of some architectural students in Nigeria. The Researcher after random sampling of opinions and interviews on both students and lecturers in some schools of architecture came out with the following findings:

- (a) **INADEQUATE AND UNSTABLE FUNDING:** Poor and unstable funding is the bane of architectural education in Nigeria. Over the past two decades, according to World Bank (1997) Nigeria's educational sector has been allotted a declining share of Gross National Product (GNP). Nowadays, the Education Trust Fund (ETF) has been a great help to alleviate the standard of education by the way of funding some of the projects in our schools, but this is not enough to provide a stable funding to the various departments as well as to the University as a whole.

Poor funding has set back the goals of architectural education in the sense that salaries are delayed sometimes and when paid, they are not comparable with the take-home pay of those in the private sector. The consequences of inadequate and unstable funding are as follows:

- (i) **Poor quality of lecture delivery:** When Lecturers are not properly paid it poses real threat to effective evaluation in the education of the Nigerian student. The professionals who may find themselves as potential lecturers will strive to survive by engaging in other works and will never give their best in the teaching profession and research work; and if care is not taken it may result to strike. Some of these factors may as well lead to poor students' academic performance because there is a popular saying that says "garbage in, garbage out", it is only what has been taught and properly learnt that can be evaluated.
- (ii) **Inadequate Facilities/ Infrastructures in School:** The studying environment has much impact on the students' academic performance. Poor funding of architectural schools may bring about inadequate facilities. Most schools of architecture lack offices for lecturers which make it difficult for lecturers to devote time to supervise students' work outside the classroom. Some of these offices are not furnished and lacked computers let alone internet connectivity. Studio based teaching is a resource intensive model that is fundamental to education of students in architectural design; hence student should have access to adequate studio space. Some architecture schools lack departmental library, where such exist with books, journals, technical literature and magazines that are obsolete and not tailored to meet standards prevalent today. In such environment where staff and students are not conducive, students hardly perform well academically because anything that affect lecturers academically will indirectly affects the students' performance.
- (iii) **Under-staffing:** Many schools of architecture in Nigeria are under staffed; as a result lecturers are over loaded with many courses to be taught. When such is done, there will be much load on the lecturer to prepare well and deliver creditably many responsibilities given

to him / her. Not only this, courses are imposed on lecturers whether it is the lecturer's areas of specialization or not owing to insufficient lecturers to handle some of the courses. In so doing lecturers become jack of all trade and masters of none. The resultant effect is that students are poorly challenged academically.

- (iv) **Instructional Materials/Teaching Aids:** Lack of funding has jeopardized the functioning of some schools of architecture in Nigeria. Some of these classrooms and architectural studios are not furnished. They have inadequate studios staggered with few dilapidated drawing boards with no or few archaic AutoCAD computers. Some schools are still using the obsolete method of writing with chalk on black board instead of coloured marker on white board and digital means. This makes teaching and learning method very stressful and difficult. With this non-conducive studying environment due to inadequate instructional materials, students hardly perform well academically.
- (b) **UNCONTROLLED ADMISSION OF ARCHITECTURAL STUDENTS:** This has added to the problem of students' poor performance in many Nigerian Universities. For instance, students who could not meet up with the requirement to study their preferred courses (engineering, medicine or other science courses) are mandated to take up architecture as an alternative course of study by the university authority. The heads of department in order to satisfy the university management due to pressure capitulates to admitting more students than the available facilities and staff can serve. Moreover, the resultant effect is that there are always higher numbers of unqualified students as well as overcrowded students who are more or less not motivated or skilled to study architecture and at the long run these students perform poorly in academics.
- (c) **WRONG CHOICE OF CAREER COURSE:** In recent times, students' enrollment into tertiary institutions has increased tremendously. All the same, students make careless mistake in the choice of course of study in school may be as a result of their zeal to enter into higher

institution or no-focus on the course to study due to lack of guidance and counseling. It is evident that some students have fallen victims of wrong choice of course of their study owing to admission problems whereby students are given another course to study as an alternative. This silly mistake of wrong choice of career course of study has landed many students into studying architecture when the student has no skill, zeal and focus to the course of study. When the student begins to study the course, no seriousness is seen because of lack of interest and hardly could such student perform well at the end of the course work as well as excelling in labour market in the same field of study.

- (d) **ADMISSION OF UNQUALIFIED STUDENTS:** Problems of poor academic performance by architectural students may be associated with admission of unqualified students. It is expected that any student gaining admission into Nigerian universities must obtain a certain minimum requirements. The entry requirements in most schools of architecture in Nigerian Universities are Ordinary Level (O/L) credit passes in English Language, Mathematics, Physics and two other relevant subjects; credit passes in Geography and Technical Drawing is an added advantage. When a student who does not possess the minimum requirement to study architecture is admitted, such student hardly copes up and as a result performs shoddily. Many Universities in order to correct this deficiency in the O/L subjects have introduced Remedial programs or Pre- science programs to make such student qualify for the course. Despite this, some of these students are still unqualified to study architecture due to the fact that they are not able to remedy the subjects in question. More so, those that scaled through will find it difficult to register with the professional bodies such as: Nigerian Institute of Architects (NIA) and Architects Registration Council of Nigeria (ARCON) unless they remedy those deficiencies in WAEC or its equivalents.

(e) **SUBSTANDARD ARCHITECTURAL CURRICULUM:** Curriculum can simply be defined as a set of courses constituting an area of specialization or a systematically organized course of teaching and learning that encompasses everything that students and teachers do (McClean, 2005). The curricula structures of architectural programmes in some of our institutions of higher learning are now obsolete and need to be reviewed. The curriculum should be planned in such a way that students who have no earlier ideas and knowledge of architecture will be carried along from one level to another. The curriculum should not be static but rather should be meant to follow the trend of technological development. In the 1980's and early 1990's AutoCAD was not yet introduced in some schools of architectures as part of the curriculum but now almost schools of architecture are dancing to this changes in technology. In a situation where a school refuses to improve on their architectural curriculum, students from such school hardly perform well academically and in the labour market.

(f) **OTHER CAUSES:**

If a school student is performing less well than before, or less well than reasonably expected, this can be due to a number of causes. Some of these are:

- (i) **Poor eyesight:** If the student cannot see the board, he or she cannot achieve to potential. This can become a problem if the student is now sitting farther from the board than previously.
- (ii) **Poor hearing:** The student may not be able to hear the teacher properly.
- (iii) **School bullying:** If the student is being bullied at school, this can affect academic performance.
- (iv) **Problems at home:** In rear cases, some students that come from their home do have problem with concentration.
- (v) **Excessive ambition:** Some students due to parental pressure to perform well may result to frustration, leading to a lack of trying.
- (vi) **Lack of motivation:** This is the opposite of excessive ambition. The child needs to understand the importance of good grades. An older child should begin to look forward to a future career and be able to connect good grades with the achievement of career ambitions.

(vii) Puberty: Sometimes, hormonal changes can temporarily affect performance. Emerging interest in the opposite sex, due to lack of self esteem brings poor student performance.

(viii) Consistent strike: Consistent strike by Academic Staff Union of Universities and Polytechnics renders students unproductive in research and learning.

BENEFITS OF ACHIEVING ACADEMIC EXCELLENCE

There are many benefits that await students who perform excellently in academics at their various schools of architecture, such benefits may include:

- (i) Making a meaningful contribution to society throughout one's life.
- (ii) Receiving academic scholarships.
- (iii) Selection for membership in professional and honour societies such as NIA and ARCON.
- (iv) University and National recognition by election to membership in Who's Who in Nigerian Colleges and Universities.
- (v) Admission to graduate or professional schools.
- (vi) Being competitive in the job market.
- (vii) Selection for competitive academic programs such as summer enrichment programs or other special studies programs during ones undergraduate studies.
- (viii) Be in a position of service to those with whom one interacts.

RECOMMENDATIONS:

Since good academic performance of any student requires an adequate or conducive environment, facilities, technological development and necessary manpower of professionals, the University authorities must always aim at providing the best they could to see that lecturers welfare are taken care of. There is also need for universities to improve on their staff strength. The Federal and state Government should improve on their allocation of subventions to Universities and to be paid when due. The Federal Government should not relent in given necessary attention to Academic Staff Union of Universities and Polytechnics (ASUU/ASUP) to avoid consistent strike. The good work of National Universities Commission (NUC) and Nigerian Institute of Architects (NIA) cannot be over emphasized especially during the accreditation of departments. The researcher, therefore,

recommends that there should be consistency in the NUC and NIA visits to various Universities, since these visits always accelerate acquirement of facilities to various departments of architecture. It is also recommended that these bodies should enact enforceable law to enhance a regular visit to various departments in the Nigerian Universities and defaulters should be brought to book or closed down. Finally, the educators should endeavor to give their best in encouraging good quality of lecture delivery to students as well as being mindful of the changing trend in technology in order to adjust. Guidance and counseling should be used to advice students well on the career students can perform best in life. The parents are not left out; parents are to encourage their children morally, spiritually and financially to see that their children acquired the necessary education for their career.

CONCLUSION:

Education is at the crossroads for the future of the Architectural Students in the Nigerian Universities. It plays a crucial role in promoting poverty alleviation and economic growth, both at national and at household levels. It reflects the aspirations of the people for a successful integration into the global economy in an ever changing world. Various stakeholders in the region regard education as their most important development challenge, and education reform is at the top of the reform agenda of many regional governments.

This paper traces the successes and the challenges facing students' poor performance and identifies promising education reform options for the future. All things being equal, with the provision of the entire necessary requirement for quality education, poor architectural students' performance should be enhanced. Most reforms in the region have attempted to engineer changes in the education system: building schools, hiring teachers, and writing curricula. The success of future reforms will require instead changes in the behaviour of key education actors—teachers, administrators, and educational authorities. This is the road not travelled in the education sector.

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