Title of Article: Architecture Students’ Perception of their Learning Environment and their Academic Performances
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Abstract: Scholars have agreed that the way students perceive their learning environment influences their Academic performances. Empirical studies that focus on architecture students are however very Scarce. This is the gap that an attempt has been made to fill in this study. A questionnaire survey of 273 students in a school of architecture in Nigeria provided data for this pilot study. The perceptions of the students were best defined by the involvement of the students in their studies, their perceived support and conduciveness of the learning environment. The students’ perceptions of their learning environment varied with their years of study, ages, and gender. Their perceptions of inflexibility of schedule, positive assessment, and fairness influenced the overall grades of the students. The results suggest the aspects of learning environment that can be manipulated by architectural educators to improve performances of their students. The study of the learning environment of architecture students still appears to be relatively unexplored. The value of this study therefore lies in its exploration of the perceptions of the learning environment from the point of view of students.