

**COLLEGE OF BUILT ENVIRONMENT, COVENANT UNIVERSITY,  
CANAANLAND, OTA, OGUN STATE, NIGERIA (ARCHITECTURAL DESIGN FOR  
PRODUCTIVE LEARNING BEHAVIOUR)**

By  
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**16PCA01304**

**JUNE, 2018**

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**A THESIS SUBMITTED TO THE DEPARTMENT OF ARCHITECTURE, COLLEGE  
OF SCIENCE AND TECHNOLOGY, COVENANT UNIVERSITY, OTA, OGUN  
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THE AWARD OF THE DEGREE OF MASTERS OF SCIENCE (M.Sc.) IN  
ARCHITECTURE**

**JUNE, 2018**

**ACCEPTANCE**

This is to attest that this dissertation is accepted in partial fulfilment of the requirements for the award of the degree of Masters of Science (M.Sc.) Degree in the Department of Architecture, College of Science and Technology, Covenant University, Canaanland, Ota.

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## **DECLARATION**

**I, OBI OBIORA JEFFREY, 16PCA01304**, of the Department of Architecture, Covenant University, Ota, Ogun State, hereby declare that the information contained in this thesis work is the result of an honest academic research undertaken by me and that no part of it was previously submitted for the award of any degree in any academic institution. I therefore state that all information and data are acknowledged via proper referencing.

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## CERTIFICATION

I hereby certify that this thesis carried out by **OBI OBIORA JEFFREY** for the award of the degree of Master of Science (M.Sc.) in Architecture was supervised by me and submitted to the School of Postgraduate Studies, College of Science and Technology, Covenant University, Ota.

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## **DEDICATION**

I dedicate this thesis to God for providing me with strength and guidance, bringing me this far in my Architecture education. I also appreciate my supervisor, Dr. O. A. Alagbe, for showing true patience and accommodating my lapses while ensuring I follow through on completing this work.

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## ABSTRACT

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the Study

A school is an educational institution, which is an organization founded and united for a specific purpose of passing on education to people of particular ages, qualifications and other categories. Such institutions include pre-schools; nursery, elementary and secondary schools; and further or higher educational institutions like universities, colleges and trade schools or vocational colleges (Wordnet, n.d.). The different forms of education given to students of educational institutions include knowledge, through the passing of information; skills, through demonstration and training; values and beliefs, through active guidance and a system of consequential reward and punishment. Other methods of education include storytelling, and guided researching (Dewey, 1944).

Learning environment refers to the context where students or generally, learners, experience learning activities and cultures. Relevant to the learning environment is the culture of the society it serves and their location. Within the context of educational institutions, learning spaces, which are physical settings for learning environments, play vital roles in students' learning processes.

Traditionally, in schools, education is administered to the students and supervised by a qualified teacher or instructor. This is one common operational characteristic of the learning environments worldwide. Besides learning new skills and gaining information, students also receive discipline in school. Teachers and instructors also play a crucial part in making sure students behave properly and within the bounds of school regulations and codes of conduct. Tardiness, poor time management, immorality and indecency are discouraged in academic institutions. These behaviours are often controlled via a reward and punish system for the

compliers and violators in accordance with rules and regulations set by the school administration.

In the College of Built Environment, according to the National Universities Commission (NUC) (2015), the departments contained include:

1. The Department of Architecture,
2. The Department of Building Technology,
3. The Department of Estate Management,
4. The Department of Industrial Design, and
5. The Department of Quantity Surveying.

Such an institution should constitute all the spaces, personnel and facilities required to provide students with the required technical education in these fields. It is also a responsibility of the school to teach discipline through the positive influence of behaviour to encourage decency and productivity. If the College of Built Environment can handle these responsibilities, it will be and remain an outstanding college among institutions of higher learning which produces highly skilled manpower through teaching, learning and research for the benefit of mankind.

On this note, this study seeks to propose a College of Built Environment for Covenant University in Ota, Ogun State, in South West Nigeria, with a focus on providing spaces that will influence students' behaviour for positivity and productivity.

## **1.2 Statement of Problem**

Inadequate academic performance and improper behaviour by students in learning environments is quite common. Low motivation to work, stress and distractions may negatively affect a student's academic performance. Littering, noise-making, excessively physical playfulness and fighting constitute some negative behaviours that occur within learning spaces