1. Author(s): Opoko A., **Oluwatayo A**., Ezema I., Ediae O., (2015)

Title: Factors That Affect Academic Outcomes of Architecture

Students: Evidence from Selected Nigerian Schools of

Architecture.

Conference: Proceedings of the 8th International Conference of Education,

Research and Innovation Seville, Spain. 18-20 November, 2015.

ISBN: 978-84-608-2657-6 / ISSN: 2340-1095

Page numbers: 8306-8314

Abstract: *There have been serious concerns over the perceived decline in the academic performance of students in many countries of the world, including Nigeria. Consequently, several scholars have attempted to proffer solutions to this worrisome situation. Socio-economic characteristics have been identified as major determinants of academic performance. It is in the light of this that this paper attempted to identify the strength of socio-economic factors in predicting the academic performance of architecture students in a Nigerian private university. The study was a case-study and employed quantitative method. The questionnaire was the main instrument of data collection and was structured to collect data on students’ personal profiles including their current cumulative grade point aggregates and their parents’ socio-economic profiles. The data were subjected to both descriptive and standard regression analysis using the Statistical Package for Social Sciences (version 20). Results showed that the eleven variables investigated contributed 14.3% of the variance in academic performance of the students. The model was statistically significant at p = .002. Results further showed that only four variables were statistically significant and also made the highest unique contributions to the model as indicated by their standardized beta coefficient values. These are students’ age (-.178), gender (.176), access to counselling (-.164) and occupation of mothers (-.148). The study thus concludes that other factors apart from socio-economic characteristics contribute to students’ academic performance and therefore need to be investigated. Efforts should be focused at the four factors identified in this study (students’ age, gender, access to counselling and occupation of mothers) at the levels of both government and the institution in addressing socio-economic factors that affect students’ academic performance.*