

The Role of Education in Professional Skills Development in Quantity Surveying: Students' Perspective on the Curriculum of Nigerian Tertiary Institutions

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Abstract

A synergistic relationship between education and professional skills is a necessary and fundamental requirement in quantity surveying. The curriculum content of higher institutions offering quantity surveying must therefore align with the skill set required by quantity surveyors. This research evaluates the effectiveness of the curriculum of Quantity Surveying in Nigerian tertiary institutions, the apathy of students towards the course, and their challenges. Using the survey research strategy, this study was carried out within institutions of higher learning offering quantity surveying in Rivers State, Imo, and Lagos. Archival data sets were collected, and questionnaires were distributed to Quantity Surveying students within the study areas. The study outcome reveals that the current curriculum is insufficient for training students at the undergraduate level and does not impart the necessary skill set needed to embark on their professional careers as quantity surveyors. The study findings also reveal the reasons for the apathy and challenges faced by students offering Quantity Surveying in Nigerian Tertiary institutions. These include poor orientation, methods of lecturing, lack of student-lecturer relationship, the unwillingness of students to learn, and lack of practical classes/regular site visitation. The study findings also emphasized the students' perspective on the need for /options in quantity surveying, incorporating Information Technology (IT), specialty and a restructuring of the curriculum. A systematic review of the quantity surveying curriculum in institutions of higher learning is thus necessary to achieve educational and professional synergy in Nigeria. The Core Curriculum Minimum Academic Standard (CCMAS) mandated by the National University Commission (NUC) is thus a Just-in-Time response to the educational gaps existing in the current curriculum of Quantity Surveying programmes offered in Nigerian Universities.

Keywords: Curriculum, education, professional synergy, quantity surveying, students

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INTRODUCTION

Several studies have posited that Quantity Surveying students mostly have the perception that the profession is a tough one mainly because of their background concerning the demands of the profession in their different institutions [1, 2]. This has brought a rise in apathy of students for the profession, especially after graduation. Some lecturers use outdated materials to lecture, some do not even follow the trend of information technology [3]. Therefore, there is a need for an educational valuation for the profession in undergraduate studies in order to better the love for the profession by the students. Thus, the curriculum of these

universities needs to be compared because it is realized that some courses offered by students in some universities are also not offered in other universities. Therefore, it needs to be structured to improve the educational standard of Quantity Surveying in Nigeria as well as compare it with International Universities.

This research aims to evaluate the effectiveness of the curriculum of Quantity Surveying in Nigeria, the apathy of students towards the course, and their challenges. Specifically, the study will evaluate the educational system of quantity surveying at Rivers State University, Federal University of Technology, Owerri, and the University of Lagos. The rest of the paper reviews the historical antecedents and roles, students' challenges, awareness and constraints, quantity surveying education in Nigeria, and the quantity surveying curriculum in Nigerian tertiary institutions.

LITERATURE REVIEW

Quantity Surveying: Students' Challenges, Awareness and Constraints

The quantity surveying profession was introduced to Nigeria as one of its colonial heritages from Britain [1]. In Nigeria, the quantity surveying degree program began in 1971 at Ahmadu Bello University, Zaria followed by the University of Ife, now (O.A. U) IN 1976. [3]. The role of quantity surveyors has existed since the ancient Egyptian civilization when they dedicated themselves to carrying out estimates and costing for their aesthetic structures and buildings at that time [4, 5]. A quantity surveyor (QS) offers a distinct service in the built environment and would like their professional status and services to be known and upheld in society. The nature of Quantity Surveying requires that professionals are: i) able to make decisions independently, ii) committed to the public interest, and iii) observe the code of ethics and achieve high level of expertise [6]. Graduates who are lacking in learning the generic competencies, i.e. soft skills in undergraduate programs are highly expected to be in the unemployment statistics. Graduates are thus encouraged to acquire and upgrade their soft skills to face the challenges of the profession.

The major challenge for students is understanding measurement. The core challenge students face in measurement is the approach of the lecturers teaching the course. This has resulted in the apathy of students for the profession after graduation [7]. Another challenge is that, to most of them, it was not their preferred choice of profession, as they were unaware of the profession, which affects their inclination to understand the fundamental principles of quantity surveying and interest in gaining transferrable skills [8]. There are several explanations for why Nigerians are not well-versed in quantity surveying. First is the young age of the profession in Nigeria. In comparison to other similar occupations in the built environment, the profession in Nigeria is relatively new. The respective years of recognition by the government of these professions in Nigeria were (Architecture - 1969; Engineering - 1970; Land Surveying - 1990; Quantity Surveying - 1986; Estate Management - 1975; Building - 1989; Urban and Regional Planning - 1988). As a result, it is evident that, in Nigeria, the field of quantity surveying is relatively new compared to other professions like architecture and engineering. Therefore, it is anticipated that society will need some time to adjust to the novelty of the profession. Architecture, Surveying, and Engineering for example have been in the mainstream of governance since the colonial era [9].

Other studies also mentioned the relative immaturity of the field, noting that compared to accounting, architecture, or civil engineering, quantity surveying was still relatively young and had not yet reached its full potential. This younger age of the profession could also be explained to account for the numerical disparity between its membership and those of Architecture and Engineering, for instance. As of today, the number of registered Quantity Surveyors is less than 5,000 as against over 50,000 registered Engineers and about 6000 registered Architects in Nigeria. Another significant barrier impeding the quantity surveying profession's awareness level in Nigeria has been recognized as the conservative mindset of quantity surveyors [10].

Quantity Surveying Education in Nigeria

The philosophy of the program at the undergraduate level is to provide broadly based education and training at the honours degree level to prepare the student to meet the challenges involved in ensuring financial probity in the conception, planning, and execution of development projects. According to NIQS, a student must have spent five years at an approved higher institution in the country before such can be known as a graduate of quantity surveying [11]. The NIQS in its training requirement emphasised that a quantity surveyor must have spent at least five years in a carefully balanced program of practical experience and professional education in one of the schools of quantity surveying either in universities or polytechnic before such can be described as a professional quantity surveyor.

Universities and other Institutions of Higher Learning are expected to train the future workforce and assist in the creation and dissemination of knowledge. Universities and other Institutions of Higher Learning are expected to train the future workforce and assist in the creation and dissemination of knowledge. The Nigerian Institute of Quantity Surveyors has advocated for the review of the curriculum content of higher institutions offering quantity surveying to include intensive ICT training [12]. Comparison of the Educational System of QS in Nigeria can be made to those offered internationally. Internationally, Chartered Surveyors with a wealth of professional practice experience instruct students. A person who has a thorough grasp of the fundamental principle of his skill to the extent that he solves the problems that may emanate from the practice of the skill and can give a good and sufficient account of why the preferred solution is adopted for the problem is a professional [13,14].

Students can acquire skills in design economics, contract management, measurement and qualification of construction work, cost planning and estimation, life cycle costing, and procurement techniques through this vocation. [15, 16]. Here, experts from industries regularly lecture the students on-site or field experience and this gives rise to high employment of foreign students, unlike the Nigerian counterparts. Additionally, in order to increase efficiency, an organization must specialize in the field of quantity surveying, which focuses on producing a narrow range of products and services. Cambridge English Dictionary defines specialization as a particular area of knowledge or the process of becoming an expert in a particular field specialization involves a narrowing and depending on focus or a recombination of aspects of different areas of knowledge and practice competencies with a simultaneous narrowing and deepening of focus [17, 18]. There is a high need for the profession to have different options to better the interest of students in procurement and measurement etc.

Quantity Surveying Curriculum in Nigerian Tertiary Institutions

It was contended that the syllabi of the various construction professions in Nigeria indicate that they do not contain the broad outline of the construction industry nation and worldwide [15, 19]. They do not also contain political science studies that will teach students the relevance of politics in modern construction planning. It was also contended that the syllabi do not incorporate the new development in environmental planning and administration [19]. It was observed that there is no unified direction in Quantity Surveying programmes and curriculums in Nigeria. The various levels of degree in quantity surveying in Nigeria include the Ordinary National Diploma programme in Quantity Surveying (OND), Higher National Diploma in Quantity Surveying (HND), and Bachelors Degree in Quantity Surveying (BTech).

The goal of the Ordinary National Diploma in Quantity Surveying program is to produce technicians who can work in both the public and commercial sectors and execute fundamental tasks in Quantity Surveying Practice. The goal is to create a diplomate who will support a professional quantity surveyor in the following areas: managing small projects; costing simple construction projects; developing tender documents for minor works; creating bills of quantities and specifications for minor works; developing cost control strategies for minor construction and engineering projects; When choosing the components and methods for new construction systems. The ND program is structured around four semesters of college-based classroom, lab, and workshop activities as well as a semester (3–4 months) of supervised

industrial work experience (SIWES). A semester will last 17 weeks, consisting of 15 contact weeks of instruction (lecture, recitation, practical exercises, etc.) and 2 weeks for registration, tests, quizzes, and exams SIWES will occur at the conclusion of the first year's second semester. Tables 1 to 4 are the Curriculum Tables.

Table 1. Year one semester one.

Courses	Code Course Title
MTH 111	Logic and Linear Algebra
GNS 101	Use of English I
SUG 101	Basic Principles in Surveying I
MEC 101	Technical Drawing
QUS 101	Introduction to Measurement
QUS 103	Basic Engineering Science
QUS 105	Wood Workshop Practice
QUS 107	Principles of Economics
BLD 103	Building Construction
SDV 210	Entrepreneurship Development I
GNS 111	Citizenship Education

Table 2. Year one semester two.

Course	Code Course Title
MTH 112	Algebra and Elementary Trigonometry
GNS 102	Communication in English I
SUG 102	Basic Principles in Surveying II
QUS 102	Measurement of Building Works
QUS 104	Properties of Materials
QUS 106	Block-laying and Concreting Workshop Practice
QUS 108	Principles of Accounts
QUS 110	Principles of Law
QUS 112	Introduction to Engineering Geology
BLD 104	Building Construction II

Table 3. Year two semester one.

Course code	Course title
MTH 211	Calculus
GNS 201	Use of English II
QUS 201	Building Measurement and
QUS 203	Strength of Materials and Structures
QUS 205	Workshop Practice and Technology
QUS 207	Principles of Construction Economics I
QUS 209	Tendering and Estimating I
QUS 211	Introduction to Soil Mechanics
QUS 213	Basic Principles of Architectural Design & Drawing
QUS 215	Building Construction III
ICT 101	Introduction to computing using packages

Table 4. Year two semester two.

Course code	Course title
STA 111	Introduction to Statistics
GNS 202	Communication in English II
QUS 202	Principles of Engineering Measurements
QUS 204	Principles of Management
QUS 206	Building Services
QUS 208	Principles of Construction Economics II
QUS 210	Tendering and Estimating II
QUS 212	Maintenance Technology
QUS 214	Projects
ICT 102	Introduction to programming concepts using Visual Basic
QUS 216	SIWES

After graduating, the graduate should also be able to help with the valuation of already-existing landed properties, provide the designer/supervisor with cost guidance from the beginning to the end of the project, create budgets and cash flows for construction projects, and utilize computers for cost-related parts of construction work. The HND curriculum is structured around four semesters of college-based classroom, lab, and workshop activities. Every semester will last 17 weeks and consist of the following: Two weeks will be dedicated to tests, quizzes, exams, and registration, followed by fifteen contact weeks of instruction consisting of lectures, recitations, and practical exercises. (Tables 5 to 8).

Table 5. Year one semester one.

Courses code	Course title
QUS 301	Advanced Measurement of Construction Works
QUS 303	Construction Economics
QUS 305	Construction Management I
QUS 307	Construction Technology I
QUS 309	Tendering and Estimating I
QUS 311	Services I
QUS 313	Contract Law and Arbitration
QUS 315	Architectural Design and Drawing
GNS 321	General Studies - International Relations

Table 6. Year one semester two.

Course code	Course title
QUS 302	Advanced Measurement of Construction Works
QUS 304	Construction Economic II
QUS 306	Construction Management II
QUS 308	Construction Technology II
QUS 310	Tendering and Estimating II
QUS 312	Services II
QUS 314	Conditions of Contract
QUS 316	Measurement of Civil Engineering Works I
QSC 301	Computer Application in Project Management
BLD 312	Technical Report Writing

Table 7. Year two semester one.

Course code	Course title
QUS 401	Advanced Measurement of Construction Works III
QUS 403	Construction Economics III
QUS 405	Financial Management I
QUS 407	Construction Technology III
QUS 409	Tendering and Estimating III
QUS 411	Professional Practice and Procedures I
QUS 413	Valuation and Final Accounts Procedures I
QUS 415	Measurement of Civil Engineering Works II
QUS 417	Maintenance Technology and Management
QUS 419	Research Methodology

Table 8. Year two semester two.

Course code	Course title
QUS 402	Advanced Measurement of Construction Works IV
QUS 404	Measurement of Heavy Engineering Works
QUS 406	Marketing
QUS 408	Construction Technology IV
QUS 410	Tendering and Estimating IV
QUS 412	Professional Practices and Procedures II
QUS 414	Valuation and Final Accounts Procedures II
QUS 416	Estate Management and Valuation
QUS 418	Project

The typical course requirements for quantity surveying in the Nigerian university system are presented in Table 9.

Table 9. Typical course requirements for Btech quantity surveying.

100 Level	
First Semester	Second Semester
Graphic Communication 2	Introduction to Quantity Surveying 3
Nature of Environmental Science 2	Graphic Communication II 2
Engineering Drawing 3	Workshop Practice I 2
Elementary Mathematics 3	Elementary Maths II 3
General Physics	Intro. To Computer Sc. 2
General Physics (Lab) I 1	General Physics II 3
General Chemistry I 5	General Physics (Lab) II 1
Use of English I 2	Use of English II 2
Information Retrieval 1	Logic & Philosophy 2
200 Level	
Principle of Measurement and Description I 3	Principle of Meas. & Descp. II 3
Building Construction I 3	Building Construction II 3
Land Surveying I 2	Land Surveying II 2

Intro. To valuation I 3	Building Science 3
Statistical Methods I 2	Construction workshop Practice 2
Theory of Structures I 2	Introduction to Valuation II 3
Basic Element of Planning 2	Statistical Methods 2
Manufacturing Tech. I 2	Theory of Structure II 2
General Agriculture I 1	General Agriculture II 2
Nigeria History & Culture 2	
300 Level	
Measurement. Of Building Work I 3	Measurement of Building Works II 3
Construction Technology I 3	Construction Technology II 3
Estimating & Price Analysis I 3	Estimating & Price Analysis II 3
Maintenance of Constr. Works 3	Construction Material & Equip. II 3
Building Services & Equipment I 3	Building Service & Equipment 2
Intro.to Law and Tort 2	Economic Theory II 2
Economic Theory II 2	Building Structures: RC Design 3
Computer Programming I 3	Principle of Accounting 3
400 Level	
Meas. of Civil Engr. Works 3	*SIWES 12
Construction Economics 3	
Building Contract Law 3	
Arbitration & Awards 2	
Computer Application to QS 2	
Principles of Marketing 2	
Research Methodology 1	
Quantitative Techniques in QS 3	
Building Structures; Timber/ Steel Design 3	
500 Level	
Meas. of Construction Works I 3	Meas. of Construction Works II 3
Cost Control I 3	Cost Control II 3
Construction Contract Administration 3	Professional Practice & Procedure 3
Construction Management I 3	Construction Management II 3
Heavy Engineering I 2	Heavy Engineering II 2
Specification Writing 3	Construction Project Management 2
Project 3	Project 3

METHOD OF STUDY

This research was carried out within Rivers State of Nigeria, Imo, and Lagos precisely. Data sets were collected only from Quantity Surveying students and Lecturers within the specified area. The quantity surveying students and graduates are the population of interest.

The following Research Hypotheses were set:

1. There exists a student-lecturer relationship
There is no student-lecturer relationship

2. There is a need for specialty/option for quantity surveying.
There is no need for specialty/option for quantity surveying.
3. There is a need for more practical classes
There is no need for more practical classes.
4. There is high apathy of students towards the profession.
There is no high apathy of students towards the profession.

A careful sampling was carefully chosen to be used to represent the population and should reflect and should reflect the characteristics of the population from which it is drawn. A sample size of only 60 students graduates, undergraduates, and lecturers.

DATA ANALYSIS

Table 10 shows that not every questionnaire that was sent out was returned. Out of all the surveys that were provided, just fifty-five were completed and returned.

Table 10. Questionnaires administered.

Administered	Returned	Duly Completed	Not Completed	Not Returned	Total
60	55	50	5	5	60
%	-	83.0%	8%	8%	100%
Responses	83%				

Meanwhile, 50 questionnaires representing 83% were duly completed; 5 questionnaires representing 8% were not completed while another 5 questionnaires representing 8% also were not returned at all.

Table 11. Respondents profile.

Category	Numbers	Percentage (%)
Category of Respondents		
Undergraduate	27	54%
Graduate	13	26%
Lecturer	10	20%
Total	50	100%
Qualification		
ND	11	22%
HND	17	34%
BSC	12	24%
MSC	10	20%
Total	50	100%
Category of Institution		
Polytechnic	13	26%
College of Tech	9	18%
University	28	56%
Total	50	100%

The first segment of the questionnaire (Question 1-3) are primarily concerned with general information about the respondents. The questions were asked as to the category, qualification, and

category of institution of respondents as presented in Table 11 to 15. The result shows that 27 respondents, representing 54% are undergraduates, and 13 respondents representing 26% are graduates. Another 10 respondents constituting 20% are lecturers. On the qualification of respondents, 11 respondents representing 22% are holders of National Diplomas (ND); 17 respondents representing 34% are holders of Higher National Diploma (HND); 12 respondents representing 24% have B.Sc/B.Tech. Another 10 respondents constituting 20% are holders of MSc. Similarly, on the class or category of the institution of respondents, 13 respondents representing 26% are from the polytechnics, and 9 respondents representing 18% are from the College of Technology. A total of 28 respondents representing 56% are from universities.

Table 12. Quantity surveying education.

Category	Numbers	Percentage (%)
Knowledge of QS Education		
Yes	35	70%
No	15	30%
Total	50	100%
Education of QS Education		
Yes	39	78%
No	11	22%
Total	50	100%
Importance of ICT in QS Education		
Yes	39	78%
No	11	22%
Total	50	100%
Subject area for Education		
Principle of QS	6	12%
Means of Building Works	8	16%
Const Tech	5	10%
BldgEcons	7	14%
Estimating and Price Analysis	8	16%
Const Management	7	14%
Civil Engrconst&measurement	9	18%
Total	50	100

This segment of the questionnaire was aimed at sampling respondents' knowledge and opinions on quantity surveying education, the need for education of the QS education, and the subject division/areas that need education and review. A total of 35 respondents representing 70% are conversant with quantity surveying education while 15 respondents representing 30% were not conversant with the QS education. On the need for an education in quantity surveying education, 39 respondents representing 78% agreed to an education of the QS education while 11 respondents representing 22% disagreed with an education.

Also, on the subject division or areas that need to be evaluated, a total of 6 respondents representing 12% identified the principle of quantity surveying; 8 respondents representing 16% agreed that measurement of building works is the subject area that needs education. To some other respondents, construction technology needs to be evaluated according to 5 respondents representing 10%, while 7 other respondents representing 14% want building economics to be reviewed; 8 respondents representing 16% want estimating price analysis to be evaluated. Another 7 respondents representing

14% want construction management to be reviewed while 9 respondents representing 18% want civil Engr. Construction & measurement to be evaluated. Similarly, on the use, adoption, and importance of ICT in QS education, 39 respondents representing 78% agreed to the importance of ICT, while 11 respondents representing 22%, disagreed with the importance, attend adoption of ICT in QS education.

Table 13. Lecturer-student relationship and students' interest.

Category	Numbers	Percentage (%)
<i>Category</i>		
<i>Lecturer-Students Relationship</i>		
Excellent	5	10%
Very good	7	14%
Good	10	20%
Fair	16	32%
Poor	12	24%
Total	50	100%
<i>Students' Interest in the Course</i>		
Excellent	6	12%
Very good	7	14%
Good	11	22%
Fair	17	34%
Poor	9	18%
Total	50	100%
<i>Students' Satisfaction with courses offered</i>		
Excellent	6	12%
Very good	15	30%
Good	12	24%
Fair	10	20%
Poor	7	14%
Total	50	100%

The third segment of the questionnaires sought to examine the level of lecturers' students' relationship with students' interest in the course being taught to them as well as their satisfaction with the course offered. On the lecturers-students' relationship which was rated on a scale of 5-1 and remarked as excellent, very good, good, fair, and poor respectively, 5 respondents representing 10% rate the lecturer-student relationship as excellent on a 5.00 scale. A total of 7 respondents representing 14% rated the relationship as very good on a 4.00 scale; 10 respondents representing 20% rated it as good on a 3.0 scale while another 16 respondents representing 32% rated the relationship as being fair on a 2.00 scale lastly, 12 respondents constituting 24% rate the lecturer'-students' relationship as poor on 1.00 scale.

Furthermore, regarding the level of students' interest in the various courses taught to them, using the same 5-1 scale, 6 respondents representing 12% rate students' interest as excellent on the 5.00 scale while 7 respondents representing 14% rate very good on the 4.00 scale. Also, 11 respondents representing 22% rate the relationship as good on a 3.00 scale while 17 other respondent representing 34% rate the lecturers-students' relationship as fair 2.00 scale while 9 respondents constituting 18% rates the relationship as poor on a 1.00 scale.

Similarly, in other to assess students' satisfaction with courses offered on the earlier scale of 1-5; 6 respondents representing 12% rated students' satisfaction as excellent, while 15 respondents

representing 30% rated it very good. Another 12 respondents representing 24% rate students' satisfaction as good; fair rating has 10 respondents constituting 20% while poor rating has 7 respondents representing 14% only.

Table 14. Regular site visitation (practicals)/specialty/option in quantity surveying.

Category	Numbers	Percentage (%)
Regular site visit		
Yes	15	30%
No	35	70%
Total	50	100%
Specialty/opinion in QS		
Yes	38	76%
No	12	24%
Total	50	100%
Course not Necessary in QS Education		
Yes	31	62%
No	19	38%
Total	50	100%

Table 15. Challenges in offering the course.

Category	Numbers	Percentage (%)
The unwillingness of students to learn	5	10%
Poor orientation	5	10%
Lecturers' approach to lecturing	10	20%
Lack of practicals	20	40%
Lack of students-lecturer relationship	10	20%
Total	50	100%
How the challenges can be solved		
Proper orientation	10	20%
Practical classes	20	40%
Willingness of students	5	10%
Lecturers' approach to lecturing	12	24%
Student-lecturer relationship	3	6%
Total	50	100%

The fourth segment of the questionnaire sought to examine the challenges of students in understanding the courses; and how they think the challenges can be solved. The challenges in offering the course which was rated based on their response of poor orientation, different methods of lecturing, lack of students-lecturer relationship, the unwillingness of students to learn, and lack of practical classes respectively. Five respondent representing 10% rates the challenges as due to poor orientation 10 respondents representing 20% rates the challenges as due to the different methods of lecturing by the lecturers. Five respondents representing 10% rate the challenge as due to the unwillingness of students to learn. Ten respondents representing 20% rate the challenge as due to the lack of a students-lecturer relationship. Twenty respondents representing 40% rate the challenges as due to a lack of practical classes. Similarly; on how the respondents think the challenges can be solved 10 respondents representing 20% rate the solution to be proper orientation. Twenty respondents representing 40% rate

the solution to be more of practical classes. Five respondents representing 10% rate the solution to be more of willingness of students to learn. 12 respondents representing 24% rate the solution to be a better approach to lecturers' pattern of lecturing. 3 respondents representing 6% rate the solution to be a proper student-lecturer relationship.

CONCLUSION AND RECOMMENDATIONS

This study has evaluated the effectiveness of the curriculum of Quantity Surveying in Nigeria, the apathy of students towards the course, and their challenges. Several Quantity Surveying programme crucial areas were mentioned by the students as areas they think should be captured in the curriculum of the undergraduate programme. Based on the extensive analysis undertaken, it has been observed that the current curriculum has not covered most part of practical classes or site visitations, information and communication technology. The need for lecturers or professionals to update their lecturer materials through research was also emphasized. Also the students expressed their views on the need to improve student-lecturer relationship. Naturally, if there is no proper relationship between the students and lecturers, the apathy is highly increased for the profession. Again the research has revealed that there is a high need for specialization of quantity surveying whereby students can have an area of specialization on procurement, measurement etc. Also, the research has revealed that the interest in the course is not very high because of the curriculum of the university and the fewer practical classes, unlike those in polytechnics.

Recommendations

1. Considering the apathy of students towards the profession, it is recommended that more practical classes, be involved in excursions as part of the curriculum.
2. Lecturers should be able to understand the student's plight in understanding the profession. Lecturers should thus improve their method or approach of lecturing and update their lecture notes and do more research.
3. The student-professional relationship should be improved.
4. Compulsory learning of QS software should be added to the curriculum.
5. There is a need for the profession to be divided into different options for the better interest of students.

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