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# Perception of Students as to Factors Affecting Academic Performance: A Case Study of M.Sc. Construction Management Programme in University of Lagos

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## Abstract:

The list of perceived problems was used to design questionnaire, which formed the basis of the primary data. The target respondents were postgraduate students in M.Sc. Construction Management whose academic sessions fall in between the year 2007 and 2010. A total sample of One Hundred and Five (105) which comprises of 2007/2008, 2008/2009 and 2009/2010 academic sessions of postgraduate students were chosen from M.Sc. construction management programme in University of Lagos. The response rate was 72%. The results of the study show that postgraduate students of M.Sc. Construction Management have a positive feeling on factors like Academic Competence, Test Competence and Strategic studying; a negative feeling on factors such as Test Anxiety, and Project Research Deficiencies; and finally, a neutral feeling on factors like Time Management and Teaching Style. Data collected were statistically analyzed using Likert Scale, Percentage, Mean, Frequency, and Chi-Square was employed in testing the hypothesis. Results obtained revealed the major effects of poor academic performance of postgraduate students of M.Sc. Construction Management. Also revealed is that, association exist between the perceived problems of postgraduate students and their academic performance in M.Sc. Construction Management Programme. Based on the findings, recommendations and suggestions for further studies were made.

*Keywords* **—Academic Performance, Postgraduate Student, Construction Management Programme, University, Lagos.**

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## I. INTRODUCTION

Higher institutions such as university is a place where a systematically organized and scientifically oriented education is obtainable. And, it is through this organized manner that the knowledge, skill and desired attitude of the learner develop. But sometimes in a given class there is always a difference in performance because of different factors that affect the academic performance of students. The social and economic development of a country is directly connected with student academic performance. According to Ali, et al (2009), students' performance plays an important role in producing the best quality graduates who will become great leader and manpower for the country thus responsible for the country's economic and social development. Academic excellence is frequently defined in terms of examination performance. Academic performance means three things: the ability to study and remember facts, that is being able to study effectively and see how facts fit together and form larger pattern of knowledge, secondly, being able to think for yourself in relation to facts and thirdly, being able to communicate your knowledge verbally or down on paper.

Academic performance in this study, is characterized by the overall performance in each

  

semester which culminates in a Grade Point Average (GPA). The GPA score would take into account postgraduate students' performance in tests, course work and examinations.

$$\text{Current GPA} = \frac{\sum(\text{Credit Units x Grade Points})}{\text{Total number of modules taken by student}}$$

The GPA score implies that, the higher the score, the better the postgraduate students had performed academically. For this reason, the GPA will be a good measure of a postgraduate student's academic performance. Grade Point Average (GPA) is a commonly used indicator of academic performance. Many Universities offering M.Sc. Construction Management set a minimum GPA that should be attained in order to continue in doctorate degree in construction management (Ph.D.). At the University of Lagos, the minimum GPA requirement for Ph.D. students is 4.0. Nevertheless, for any graduate programme, a GPA of 3.5 or higher is considered an indicator of good academic performance which is the requirement for the M.Phil. programme in University of Lagos (Handbook for Postgraduate Programmes 2009).

Observations across the Department of Building in Faculty of Environmental Sciences in University of Lagos show that the regular M.Sc. Construction Management students receiving lectures are less than two third of the class enrolment. The class appears to be full only when examination is near. It is for this reason that this research is being proposed to address the following: what are the recognized problems encountered in or outside the Department, Faculty and the University among the postgraduate students in M.Sc. Construction Management? Secondly, what are the contributions of the Faculty, Department and Lecturers in minimizing these problems in the University of Lagos? The main aim of the study is to identify the causes of poor academic performance of postgraduate students in M.Sc. Construction Management programme and to ascertain the efforts being made by the university and the lecturers towards boosting academic performance of postgraduate students in M.Sc. Construction Management programme. It is necessary to identify the factors which cause poor academic performance of postgraduate students in M.Sc. Construction Management programme. If these factors are not known to the postgraduate students the problem of poor academic performance will not be corrected and the department will continue to recording the poor performance in M.Sc. Construction Management programme. The aim of every student in achieving/establishing academic excellence starts in the preparation for examination. Sometimes, the universities that have good and qualified lecturers usually serve better opportunities in achieving this academic excellence. Postgraduate students in M.Sc. Construction Management in University of Lagos are the main focus of this research. Therefore, for a postgraduate student in M.Sc. Construction Management in University of Lagos who wants to be successful in his academic should be able to identify and have knowledge of the factors that can affect his academic performance and make provisions for managing them.

A high GPA while in Construction Management courses may not be the only factor associated with subsequent career success. Qualities such as empathy and social skills, namely communication skills, conflict management, leadership, collaboration, cooperation, and team capabilities are also important in the construction management practice environment. Students who possess these skills are able to work effectively with other industries and manage construction efficiently. The GPA still remain the most common factor used for administrators to evaluate progression in an academic environment. There are many factors that could act as barriers to postgraduate students attaining and maintaining a high GPA that reflects their overall academic performance during their tenure in university. These factors could be targeted by the School of Postgraduate Studies or Building Department members in developing strategies to improve student learning and improve their academic performance.

Colleges and universities are called 'academic' institutions. In educational institutions, success is measured by academic performance, or how well a student meets standards set out by the institution.

  

Grade Point Average (GPA) is a commonly used indicator of academic performance. Student's academic performance have been the area of interest for higher institutions. Investigation of factors that affects academic performance of university students has become a growing interest in the higher institutions. Many studies have been carried out to explore the factors that are affecting university student's academic performance. According to Lewin and Mawoyo (2014) and Duckworth and Seligman (2005), academic performance is a complex phenomenon that is influenced by a variety of factors such as, meta-reflective thinking and learning, motivation, learning and study skills, engagement versus disengagement, quality of instruction, and socioeconomic status. Hanson (2000) reported that Student performance is affected by different factors such as learning abilities, gender and race. Hijazi and Naqvi (2006) conducted a study to find out the factors affecting college students' performance. The researchers found out that attitude towards attendance in classes, time allocation for studies, parents level of income, mother's age and mother's education were main factors that affect performance of students in private colleges. Lebcir, Wells and Bond (2008), in their study to investigate factors that affect the academic performance of international students in project management courses found that, factors such as level of details given in lectures, speed of lectures, academic internet sources, English Language skills, group or individual assessment, the qualitative/quantitative content of assessment are important drivers of the academic performance of international students in project management. The research of Chansarkar and Michealoudis (2001) was to some extent similar to that of Lebcir et al (2008). Chansarkar and Michealoudis (2001) explained the effects of age, qualification, distance from learning place etc. on students' performance. They found out that the performance of students on the module is not affected by such factors as age, sex, and place of residence but is associated with qualification in quantitative subjects. It is also found that those who live near the university perform better than other students. According to Zimmerman (2000), grouping weak students with middling or strong students might reduce the grades of middling or strong students.

The contribution to this research is that the study explores seven factors that affect postgraduate students' academic performance in higher institutions. These factors are test anxiety, academic competence, test competence, time management, strategic studying, teaching style and project research deficiencies.

### *A. Test Anxiety*

Test anxiety is negatively associated with academic performance. Test anxiety is a set of responses like worry, depression, nervousness and task irrelevant cognitions. Much research work has not been done in this area. Test anxiety in this study was defined as the reaction to stimuli that are associated with an individual's experience of testing or evaluative situations. Demographic variables such as student's age, gender, ethnicity, marital and employment status may also influence student's anxiety levels. Most students experience some level of anxiety during exam. However, when anxiety begins to affect exam performance it has become a problem. The physical signs of Test Anxiety during an exam, as in any stressful situations, a student may experience any of the following bodily changes: sweaty palms, headache, upset stomach, rapid heart-beat and tense muscles. Akinleke (2012) conducted a study and the aim of this study was to discover how test anxiety and self-esteem affect academic performance. This study discovered that overall, low anxiety students had higher GPAs than high anxiety students and that there is a positive relationship between self-esteem and academic performance.

### *B. Academic Competence*

Academic competence is associated with students' ability to manage their study load and is used to assess if students are able to manage the study material in the curriculum. It also provides an indication of whether the curriculum is interesting enough for students to enjoy their classes.

  

Academic competence has been shown to affect students' academic performance and a student with better academic competence would probably have better academic performance. Sujit (2006), in his study to explore the effect of factors that affects academic performance on pharmacy students' academic performance, surveyed 198 pharmacy students at the University of Houston and concluded that academic performance was significantly associated with factors such as academic competence and test competence. In this study academic competence is defined as the proficiency of students with respect to the content taught during courses cover the past academic year and their ability to understand the course material.

### *C. Test Competence*

Another factor associated with students' academic performance is test competence, which reflects how students cope with the amount of study material for examinations. It refers to difficulties associated with managing the amount of study material for an examination and in preparing for them. Test competency is operationally defined as student's ability to manage and cope with the amount of study material for examination and/or tests. Research carried out by Sujit (2006) concluded that academic performance was significantly associated with test competence.

### *D. Time Management*

Time management skills are also important to academic success. Time management has been defined as clusters of behavioural skill sets that are important in the organization of study/course load. Time management skills include activities performed by students such as planning in advance, prioritizing work, test preparation, and following schedules. Higher academic performance may be achieved by balancing time management and study techniques effectively. Hijazi and Naqvi (2006), conducted a study to find out the factors which affecting college students' performance. This study concludes that attitude towards attendance in classes, time allocation for studies, parents level of income, mother's age and mother's education were main factors that affect performance of students of private colleges. In this study the time management domain was operationalized as the ability of postgraduate students to juggle leisure/work and study time to prepare for their examinations.

### *E. Strategic Studying*

Strategic studying techniques may help students achieve a high GPA. Strategic studying is defined as the knowledge and application of effective study skills or techniques by students. There are many efficient study techniques that could be used by students based on the learning environment. These study strategies include know-want-learn (KWL), survey-question-read-recite-review (SQ3R), summarizing and note-taking, using graphics, and self-questioning. Students who create their own study aids are spending time making them, whereas those who use others' study aids or not. It may also be that the process of creating study aids helps the learner gain more meaningful knowledge through the process of synthesizing disparate pieces of information into new knowledge, as has been shown with note taking. Sleight and Mavis (2006). According to Martin, et al (2008), the influence of learning strategies on academic achievement, on the other hand, has been much less widely investigated, in spite of its theoretical importance and prevalence in international reports. The extensive course loads and the comprehensive information covered in today's M.Sc. Construction Management programme necessitate the use of effective study strategies for academic success. Hanson (2000), reported that student performance is affected by different factors such as learning abilities, gender and race. Soarces, et al (2009) research, shows a significant correlation between learning strategy and approaches and academic achievement in higher education.

### *F. Teaching Style*

Teaching style is another factor that affect academic performance. Garba (2004), conducted a research on the relationship between classroom control and students' performance; the study revealed that teachers/lecturers who are sufficiently

  

equipped with strategies that assist in classroom control, will automatically enable the students have full concentration and lead to positive academic performance. According to Karemera (2003), students' performance is significantly correlated with satisfaction with academic environment and service received; he also found out that the existence of professional development programs and internship opportunities are associated with better academic performance. Ojo (2001), in his opinion, lack of qualified teachers, lack of facilities and poor teaching method are factors to be considered when it comes to student academic performance.

### *G. Project Research Deficiencies*

According to Ssegawa and Rqelamila (2009), high postgraduate attrition rates and long completion periods for research-based degrees have received considerable attention from scholars. Ssegawa and Rqelamila (2009), grouped the reasons for the postgraduate attrition into three major themes namely; student deficiencies, inappropriate supervision process and inappropriate research environment. Ssegawa and Rqelamila (2009) found that the major reasons for the problems facing student researchers are the lack of hands-on skills in the research process on the part of students especially in the early part of the research process (research definition and design) and hence the need for a facilitative framework.

## II. MATERIAL AND METHODS

The list of perceived problems grouped according to their sources was used to design a questionnaire which served as the research instrument to achieve the objectives of the study. Precisely, a cross-sectional research design was used where samples were drawn from the population of study. Non-probabilistic sampling procedure was used to arrive at the samples engaged for this study because, there exists a finite number of postgraduate students. The samples are selected based on the postgraduate students in M.Sc. Construction Management whose academic period falls between the year 2007 and 2010. The sampling method applied was judgment sampling. Therefore, the sampling method applied was based on the researcher's judgement of the respondents' academic period. Hence, postgraduate students in M.Sc. Construction Management whose academic period falls between the year 2007 and 2010 are chosen as samples.

### *A. Data*

The study was carried out in the University of Lagos, AkokaYaba, Lagos State, Nigeria. The Postgraduate Students in M.Sc. Construction Management Programme in University of Lagos whose academic period falls between the year 2007 and 2010 constitute the population of the study. Out of the 105 copies of research questionnaire distributed across the 2007/2008, 2008/2009 and 2009/2010 academic sessions, 76 were adequately completed and returned representing a 72% response rate.

### *B. Measures*

The questionnaire was developed from a thorough literature review. The questionnaire contained 7 major groups of perceived problems, which affects academic performance. The questionnaire was used to collect data from the postgraduate students in M.Sc. Construction Management whose academic sessions fall in between the year 2007 and 2010. Each of the 7 groups of perceived problems, which affects academic performance has a number of factors which make up the group. The respondents were required to indicate by ticking in the appropriate box, their feelings about the perceived problems of each factor in a group. To measure the respondents' assessment of feelings about the perceived problems of each of the identified factors that affect the academic performance, the respondents were given 5 – point scale (1 = strongly disagree, 2 = disagree, 3 = undecided, 4 = agree, 5 = strongly agree).

## III. RESULTS AND DISCUSSION

Data collected from the questionnaire responses were analyzed and are presented here in the tables.

  

Of the 28 copies of research questionnaire distributed for 2007/2008 academic session, 16 were completed and returned representing a 57% response rate; 36 copies of research questionnaire were distributed for 2008/2009 academic session, 26 were completed and returned representing a 72% response rate; while 41 copies of research questionnaire were distributed for 2009/2010 academic session, and 34 were returned representing a 83% response rate. The questionnaire administered showed that among the postgraduate students of M.Sc. Construction Management across the three academic sessions, there were 59(78%) male students and 17(22%) female students, 6(8%) represent respondents whose age are between 20 – 25 years old, 38(50%) represent age group of 26 – 30 years old, 19(25%) are between 31 – 35 years old, 9(12%) are between 36 – 40 years old while 4(5%) represent age group of 41 and above, 49(64%) are single, 25(33%) are married while 2(3%) are widower and none of the respondents are divorce, 61(80%) represent postgraduate students that are residing off campus while 15(20%) are postgraduate students that are residing within the campus, 16(21%) represent postgraduate students in M.Sc. Construction Management Programme whose academic period is 2007/2008 session, 26(34%) are 2008/2009 academic session while 34(45%) represent postgraduate students of 2009/2010 academic session. 10(13.1%) responses indicate that the effort being made by the university with her lecturers towards boosting academic performance of postgraduate students in M.Sc. Construction Management Programme is conducive environment for learning, 14(18.4%) responses believe is a good master classroom, 31(40.7%) responses says is regular lectures by lecturers, whereas 21(27.6%) responses believes that the effort being made by the university with her lecturers towards boosting academic performance of postgraduate students in M.Sc. Construction Management Programme is lecturer's friendliness.

In table I, the 7 major groups of perceived problems which affect academic performance are highlighted with their individual constituents' factors which make up the group. Respondents were provided with 5 – point scale (strongly agree, agree, undecided, disagree, and strongly disagree) to respond the level of their agreement on the perceived problems that affect academic performance.

TABLE I
PERCEIVED PROBLEMS (FACTORS) THAT AFFECT THE ACADEMIC PERFORMANCE.

| **Factors** | **Response to the extent of their agreement onacademic performance** | | | | | |
|---|---|---|---|---|---|---|
| | **SA** | **A** | **U** | **D** | **SD** | **Total** |
| **Group A: Test Anxiety** | | | | | | |
| Failure to perform better | - | 13 | 6 | 44 | 13 | 76 |
| Nervousness | 3 | 6 | 3 | 49 | 15 | 76 |
| Perspiration | 3 | 7 | 5 | 37 | 24 | 76 |
| Task-irrelevant cognitions | - | 6 | 5 | 43 | 22 | 76 |
| Panicky | - | 13 | 6 | 41 | 16 | 76 |
| Upset stomach | - | 3 | 2 | 48 | 23 | 76 |
| Increased heartbeats | - | 13 | 3 | 47 | 13 | 76 |
| Depression | - | - | 2 | 46 | 26 | 76 |
| Worry | 2 | 33 | 19 | 16 | 6 | 76 |
| Anxious even when well-prepared | 3 | 36 | 8 | 25 | 4 | 76 |
| **Group B: Academic Competence** | | | | | | |
| Managing course load | 12 | 56 | 4 | 4 | - | 76 |
| Comprehension | 12 | 56 | 3 | 3 | 2 | 76 |
| Interest | 20 | 49 | 7 | - | - | 76 |
| Enjoyment | 22 | 47 | 7 | - | - | 76 |
| Efforts | 21 | 53 | - | 2 | - | 76 |
| **Group C: Test Competence** | | | | | | |
| Easily manage study material | 20 | 33 | 3 | 18 | 2 | 76 |
| Test preparation | 20 | 30 | 2 | 24 | - | 76 |
| Coping with examination tension | 11 | 59 | 3 | 3 | - | 76 |
| Difficulty in managing study material | 7 | 15 | 2 | 49 | 3 | 76 |
| **Group D: Time Management** | | | | | | |
| Difficulty in combining study and leisure time | 2 | 27 | 6 | 38 | 3 | 76 |
| Studying regularly | 2 | 32 | 5 | 32 | 5 | 76 |
| Cramming for examinations | - | 15 | 5 | 41 | 15 | 76 |
| Organization | 2 | 42 | 4 | 26 | 2 | 76 |
| Test preparation | 3 | 36 | 9 | 28 | - | 76 |
| **Group E: Study Strategies** | | | | | | |
| Judgement of test questions | 21 | 49 | 4 | 2 | - | 76 |
| Advance planning | 16 | 52 | 6 | 2 | - | 76 |
| Review | 22 | 34 | 4 | 16 | - | 76 |
| Knowledge assessment | 8 | 54 | 6 | 8 | - | 76 |
| Summarize | 24 | 37 | 3 | 12 | - | 76 |

  

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|---|---|---|---|---|---|---|
| **Group F: Teaching Style** | | | | | | |
| Very fast in lecturing | 21 | 34 | 11 | 7 | 3 | 76 |
| Do not give lecture note in detail | 18 | 44 | - | 14 | - | 76 |
| Lecture only when the exam period is close | 12 | 26 | 8 | 26 | 4 | 76 |
| Do not answer questions | - | 21 | 4 | 42 | 9 | 76 |
| Very difficult to understand | 4 | 16 | 24 | 28 | 4 | 76 |
| **Group G: Project Research Deficiencies** | | | | | | |
| Difficult to work with the research topic | 3 | 16 | 6 | 35 | 16 | 76 |
| Difficult to understand the research process | 3 | 18 | 3 | 36 | 16 | 76 |
| Inadequate funds for research work | 3 | 10 | 6 | 39 | 18 | 76 |
| No supervision time | - | 5 | 8 | 46 | 17 | 76 |
| Unfamiliar with the research topic | - | 3 | 6 | 47 | 20 | 76 |
| Unable to find materials | 5 | 10 | 3 | 37 | 21 | 76 |
| Job do not allow me to work on my project | 3 | 16 | 10 | 37 | 10 | 76 |

**Source:** Author's field survey.

The above data in table I shows the responses made by the postgraduate students of M.Sc. Construction Management about their feelings on the perceived problems that affect academic performance. In analyzing the data, weight was assigned to each of the responses from the postgraduate students of M.Sc. Construction Management as follows; 1 = strongly disagree, 2 = disagree, 3 = undecided, 4 = agree, 5 = strongly agree).

TABLE II
M.SC. CONSTRUCTION MANAGEMENT STUDENT'S RESPONSES TO SURVEY QUESTIONS TO DETERMINE TEST ANXIETY.

| Variable | SA | A | U | D | SD | Mean |
|---|---|---|---|---|---|---|
| Failure to perform better | 0 | 52 | 18 | 88 | 13 | 2 |
| Nervousness | 15 | 24 | 9 | 98 | 15 | 2 |
| Perspiration | 15 | 28 | 15 | 74 | 24 | 2 |
| Task-irrelevant cognitions | 0 | 24 | 15 | 86 | 22 | 2 |
| Panicky | 0 | 52 | 18 | 82 | 16 | 2 |
| Upset stomach | 0 | 12 | 6 | 96 | 23 | 2 |
| Increased heartbeats | 0 | 52 | 9 | 94 | 13 | 2 |
| Depression | 0 | 0 | 6 | 92 | 28 | 2 |
| Worry | 10 | 132 | 57 | 32 | 6 | 3 |
| Anxious even when well-prepared | 15 | 144 | 24 | 50 | 4 | 3 |

**Source:** Author's analysis of data.

TABLE III
RESPONSES TO SURVEY QUESTIONS TO DETERMINE ACADEMIC COMPETENCE.

| Variable | SA | A | U | D | SD | Mean |
|---|---|---|---|---|---|---|
| Managing course load | 60 | 224 | 12 | 8 | 0 | 4 |
| Comprehension | 60 | 224 | 9 | 6 | 2 | 4 |
| Interest | 100 | 196 | 21 | 0 | 0 | 4 |
| Enjoyment | 110 | 188 | 21 | 0 | 0 | 4 |
| Efforts | 105 | 212 | 0 | 4 | 0 | 4 |

**Source:** Author's analysis of data.

TABLE IV
RESPONSES TO SURVEY QUESTIONS TO DETERMINE TEST COMPETENCE.

| Variable | SA | A | U | D | SD | Mean |
|---|---|---|---|---|---|---|
| Easily manage study material | 100 | 132 | 9 | 36 | 2 | 4 |
| Test preparation | 100 | 120 | 6 | 48 | 0 | 4 |
| Coping with examination tension | 55 | 236 | 9 | 6 | 0 | 4 |
| Difficulty in managing study material | 35 | 60 | 6 | 98 | 3 | 3 |

**Source:** Author's analysis of data.

TABLE V
RESPONSES TO SURVEY QUESTIONS TO DETERMINE TIME MANAGEMENT.

| Variable | SA | A | U | D | SD | Mean |
|---|---|---|---|---|---|---|
| Difficulty in combining study and leisure time | 10 | 108 | 18 | 76 | 3 | 3 |
| Studying regularly | 10 | 128 | 15 | 64 | 5 | 3 |
| Cramming for examinations | 0 | 60 | 15 | 82 | 15 | 2 |
| Organization | 10 | 168 | 12 | 52 | 2 | 3 |
| Test preparation | 15 | 144 | 27 | 56 | 0 | 3 |

**Source:** Author's analysis of data.

TABLE VI
RESPONSES TO SURVEY QUESTIONS TO IDENTIFY STRATEGIC STUDY HABITS/BEHAVIOURS.

| Variable | SA | A | U | D | SD | Mean |
|---|---|---|---|---|---|---|
| Judgement of test questions | 105 | 196 | 12 | 4 | 0 | 4 |
| Advance planning | 80 | 208 | 18 | 4 | 0 | 4 |
| Review | 110 | 136 | 12 | 32 | 0 | 4 |
| Knowledge assessment | 40 | 216 | 18 | 16 | 0 | 4 |
| Summarize | 120 | 148 | 9 | 24 | 0 | 4 |

**Source:** Author's analysis of data.

TABLE VII
RESPONSES TO SURVEY QUESTIONS TO IDENTIFY TEACHING STYLE.

| Variable | SA | A | U | D | SD | Mean |
|---|---|---|---|---|---|---|
| Very fast in lecturing | 105 | 136 | 33 | 14 | 3 | 4 |
| Do not give lecture note in detail | 90 | 176 | 0 | 28 | 0 | 4 |
| Lecture only when | 60 | 104 | 24 | 52 | 4 | 3 |

  

| | | | | | | |
|---|---|---|---|---|---|---|
| the exam period is close | | | | | | |
| Do not answer questions | 0 | 84 | 12 | 84 | 9 | 2 |
| Very difficult to understand | 20 | 64 | 72 | 56 | 4 | 3 |

**Source:** Author's analysis of data.

TABLE VIII
RESPONSES TO SURVEY QUESTIONS TO IDENTIFY PROJECTRESEARCH DEFICIENCIES.

| Variable | SA | A | U | D | SD | Mean |
|---|---|---|---|---|---|---|
| Difficult to work with the research topic | 15 | 64 | 18 | 70 | 16 | 2 |
| Difficult to understand the research process | 15 | 72 | 9 | 72 | 16 | 2 |
| Inadequate funds for research work | 15 | 40 | 18 | 78 | 18 | 2 |
| No supervision time | 0 | 20 | 24 | 92 | 17 | 2 |
| Unfamiliar with the research topic | 0 | 12 | 18 | 94 | 20 | 2 |
| Unable to find materials | 25 | 40 | 9 | 74 | 21 | 2 |
| Job do not allow me to work on my project | 15 | 64 | 30 | 74 | 10 | 3 |

**Source:** Author's analysis of data.

The table IX below shows the average of the response score (mean) obtained for each major perceived problem group. All the response scores are approximated to the nearest whole number. And the major groups were categorized based on these averages. The following categorization is made:

Less than 3 scores = Negative Feeling
Greater than 3 scores = Positive Feeling
If is 3 scores = Neutral Feeling.

TABLE IX
CATEGORIZATION OF THE LEVEL OF AGREEMENT ON THE PERCEIVED PROBLEMS THAT AFFECT ACADEMIC PERFORMANCE BASED ON THEIR RESPONSE SCORE (MEAN) ACROSS THE 3 ACADEMIC SESSIONS.

| Variable (Perceived Problems) | Response Score (Mean) | Categorization |
|---|---|---|
| Test Anxiety | 2 | Negative Feeling |
| Academic Competence | 4 | Positive Feeling |
| Test Competence | 4 | Positive Feeling |
| Time Management | 3 | Neutral Feeling |
| Strategic Studying | 4 | Positive Feeling |
| Teaching Style | 3 | Neutral Feeling |
| Project Research Deficiencies | 2 | Negative Feeling |

**Source:** Author's analysis of data.

From the table IX above, it can be stated that the postgraduate students of M.Sc. Construction Management have a positive feeling on perceived problems such as Academic Competence, Test Competence, and Strategic Studying; a negative feeling on perceived problems like Test Anxiety, and Project Research Deficiencies; and finally, a neutral feeling on perceived problems such as Time Management and Teaching Style.

TABLE X
OBSERVED FREQUENCIES OF POSTGRADUATE STUDENTS OF M.SC. CONSTRUCTION MANAGEMENT FEELINGS ON THE PERCEIVED PROBLEMS.

| Variable (Perceived Problems) | Positive Feeling | Negative Feeling | Neutral Feeling | Total |
|---|---|---|---|---|
| Test Anxiety | 0 | 8 | 2 | **10** |
| Academic Competence | 5 | 0 | 0 | **5** |
| Test Competence | 2 | 0 | 2 | **4** |
| Time Management | 0 | 1 | 4 | **5** |
| Strategic Studying | 5 | 0 | 0 | **5** |
| Teaching Style | 2 | 1 | 2 | **5** |
| Project Research Deficiencies | 0 | 6 | 1 | **7** |
| **Total** | **14** | **16** | **11** | **41** |

**Source:** Author's analysis of data.

*Agreement between the Perceived Problems of Postgraduate Students and their Academic Performance in M.Sc. Construction Management Programme.*

This section of the study examines the level of agreement between the perceived problems of postgraduate students and their academic performance in M.Sc. Construction Management Programme. The Chi-square Statistic ($X^2$) was used to test the level of agreement between the perceived problems of postgraduate students and the academic performance in M.Sc. Construction Management

  

Programme. The result is presented in table XI as depicted below.

TABLE XI
RESULT OF AGREEMENT ON PERCEIVED PROBLEMS AND ACADEMIC PERFORMANCE.

| **Respondents** | Postgraduate Students of M.Sc. Construction Management Programme whose academic period falls between the year 2007 and 2010. |
|---|---|
| **Degree of Freedom** | 12 |
| **$X^2$ – cal** | 44.8 |
| **$X^2$ – tab** | 21.026 |
| **Agreement** | Yes |
| **p – Value** | 0.5 |

**Source:** Author's Analysis of data.

Table XI above shows the result of the combination of Obtained Chi-square $X^2$, degree of freedom, Critical value of $X^2$and the decision rule of agreement between the perceived problems of postgraduate students and their academic performance in M.Sc. Construction Management Programme in University of Lagos whose academic period falls between the year 2007 and 2010. From table XI, it can be observed that the $X^2$ – cal of 44.8 is greater than $X^2$ – tab of 21.026 with 12 degrees of freedom (v = 12) at the p<0.5 significance level. It can then be concluded that there is an agreement between the perceived problems of postgraduate students and their academic performance in M.Sc. Construction Management Programme. The study advocates that agreement exists between the perceived problems of postgraduate students whose academic period falls between the year 2007 and 2010 and their academic performance in M.Sc. Construction Management Programme in University of Lagos.

## IV. CONCLUSION

The main reason for embarking on this research is to find out the student's perceived factors that affect their academic performance in M.Sc. Construction Management Programme in University of Lagos and to determine whether there could be ways in which this problem of poor academic performance can be reduced. From the findings in the data gathered from the research work, it can be concluded that the postgraduate students of M.Sc. Construction Management in University of Lagos are being affected in their academic performance by factors such as Academic Competence, Test Competence and Strategic Studying, also factors like Teaching Style and Time Management somehow affect their academic performance. The study also revealed that the implication of these affecting factors on postgraduate students of M.Sc. Construction Management can lead to continuous poor academic performance of the postgraduate students of M.Sc. Construction Management, continuous recording of poor results by the department offering the programme, the dream for furthering education (i.e. Ph.D.) by the postgraduate students of M.Sc. Construction Management will be shattered and negative thought on the Department of Building which offers the M.Sc. Construction Management by students who is studying or intend studying M.Sc. Construction Management in University of Lagos will be on the increase. The result of this study also shows that there is agreement between the perceived problems of postgraduate students whose academic period falls between the year 2007 and 2010 and their academic performance in M.Sc. Construction Management Programme in University of Lagos.

In order to reduce the above-mentioned effects or implications, it is strongly recommended that postgraduate students who is studying or intend studying M.Sc. Construction Management in University of Lagos should first see the programme as academic in nature, a full-time programme and avoid if possible completely the combining of full-time work and a full-time course so as to create more time for study in order to achieve a successful academic performance.

The preliminary/introductory segments of Construction Management course be taught as a course module at 400 or 500 level in all courses under Environmental Sciences Faculty of the University of Lagos as compulsory course at First Degree level to equip the students for the programme at Master Degree level since all Environmental Course graduates dabble into

  

construction works when practicing their professions. The study also recommended that Lecturers in the Department of Building should acknowledge that, the total output of their students is based on what they have received in class, therefore, they should take the class time-table seriously and be regular too in order to deliver quality lecture and deliver it in a manner the students will understand. Finally, since the scope of this research covers the perception of students as to factors affecting their academic performance in M.Sc. Construction Management Programme, it would be necessary to carry out a future study to evaluate the academic performance and quality of University of Lagos Masters in Construction Management. Also, to study the effects of a teaching method on academic performance of postgraduate students in M.Sc. Construction Management class.

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