

## An Appraisal of Real Estate Training on Polytechnic Graduates (Case Study of Rufus Giwa Polytechnic, Owo, Nigeria)

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### Abstract

The relationship between the academics and practice has always elicited attention from researchers and practitioners. It is always good to understand if the students are getting the best training by examining the effect training has on graduates produced by such Institutions. This study examined the effect of real estate training on graduates of Rufus Giwa Polytechnic, Owo, Nigeria with a view to improving on the delivery and reception of lectures being taught in the classrooms. The objectives were to determine the techniques used in teaching of real estate management, the teaching environment itself, the motivation enjoyed by the lecturers teaching in tertiary institution and the opinion of the graduates on the applicability of their training to practice. Questionnaires were administered on 60 graduates of the Institution practicing in Ondo State based on five point likert scale and the questionnaires were analysed using frequency table and mean score. It was discovered that virtually all the courses taught was useful in professional practice but Property Valuation ranked highest with a mean of 4.43 followed by Property management ( $\bar{x}=4.18$ ) while some of the graduates were not conversant with Facility management. It was also found that convenience and internet facilities were not adequate for the use of both lecturers and students in the Institution. It was therefore suggested that the graduates should acquaint themselves with all aspects of the profession while

convenience and Internet facilities be made available in the institution for both lecturers and students.

## **Introduction**

Real estate industry has evolved today to a huge industry employing millions of professionals such as architects, builders, estate surveyors and valuers, land surveyors, quantity surveyors and town planners among others. The activities in the industry have moved from the initial simple process to a complicated one which makes it mandatory for the actors to require a measure of specialization and expertise (Bello, 2011).

Real estate training plays a big role in the production of the professionals needed to meet the yearnings of the society. This has become necessary in order to fill the gaps between academics and practice. Opinion abound about how young graduates are ill equipped for the industry, unable to meet the expectations of their employers and are unemployable (Akomoledé, 2007 and Atoyebi, 2014). This casts doubt on the quality of graduates being produced and the understanding of their courses of study.

Techniques employed in real estate training have become subject of debate among academics and professionals in the field. A summary of the debate has been concentrated on the need for proper training in the various fields. Estate Surveyors and Valuers usually begin their training in Nigerian Polytechnics by passing the required ordinary level academic qualifications like the Senior Secondary School Certificate of Examination, (SSCE) or National Examination Council (NECO) and National Board for Technical Examination (NABTEB). They then gain admission into any Polytechnic of choice where they obtain National Diploma (ND) after two years study and one year Industrial training. Successful students then apply for Higher National Diploma (HND) in Estate Management where they study for another two years. In addition, the trainee is expected to pass relevant professional examinations and go ahead to seat for election interview and registration with the Estate Surveyors and Valuers Registration Board of Nigeria (ESVARBON).

The Estate Surveyors and Valuers' (Registration, etc.) Act No. 24 of 1975, otherwise referred to as Cap E13 Laws of the Federation of Nigeria 2007 empowers registered estate surveyors and valuers to carry out functions including property valuation, property management, property development, Securing the optimal use of land in the Country, financial appraisal, Selling, buying or letting as agent, real or personal property or any interest therein. They are therefore expected to be so trained.

However, Black, Carn, Diaz, Rabianski (1996) was of the opinion that basic skills and knowledge needed for negotiation, information gathering and processing, client management and problem solving in real estate practice are not usually learnt in school but on the job. The question is how are the graduates adapting to the practice? It is important to know which of the courses really benefitted the graduates while they were

in school and which of the courses taught in school is still relevant to practice. This study is to assess the impact of real estate study on polytechnic graduates.

### **Literature Review**

Real estate practice is broad based with practitioners handling property valuation, estate agency, property management and investment appraisal among others but Valuation has been described as the core area of real estate practice in Nigeria (Ashaolu, 2012). This is notwithstanding that a good number of Estate Surveyors and Valuers end up in the public service and assume the role of land administrators (Falana and Ataguba, 2011).

It is interesting to note that the number of years spent to study real estate differ from country to country in Africa. Students in the Universities in Nigeria spend five years to study the course while their colleagues in Uganda only spend four years (Wesonga, Kaweesi, Acheng, Kibwami and Manga, 2022). Even at that, some authors are of the opinion that the curriculum is broad and may be difficult to cover within the time allotted (Ashaolu, 2015; Ezema, Adedapo, Adewale and Aderonmu, 2014)

The number of graduates of Estate management is on the increase and may later outgrow the vacancy for job that is available. This explains the need for graduates of estate management to be able to gain mastery of the job to be employable in the job market within and outside the profession. A study by Huang and Ho (2017) revealed that many graduates find themselves in a difficult spot in their search for jobs

Various authors have written about different aspects of real estate study. Some examined the effectiveness of the curricula of real estate education. Kampamba, Nkwae and Tembo (2015) examined the curricula of real estate education in Botswana. The population for the study was 42 countries offering real estate education and the universal figure was adopted as sampling frame. The sample size was 30 countries at 90% confidence level. 43.33% response rate was achieved as only 13 countries responded to the survey by providing their curricula. The study revealed that only 6% of the degree courses that were being offered by the thirteen (13) universities were similar while the remaining 94% differed considerably. When compared with Botswana, the degree programme showed a difference of 61% in the curricula offered by these universities while Diploma programme showed a difference of 68% in courses offered at the two institutions and 73% difference at certificate level. The study concluded that the standardisation of real estate education curricula worldwide might not be possible since accreditation was being done at national level.

Wesonga, Kaweesi, Acheng, Kibwami and Manga (2022) examined the training of real estate practitioners otherwise called Valuation Surveyors in Uganda to determine the gaps in training. Questionnaire survey was adopted for valuation practitioners and students based on a 5-point Likert scale. About half of the respondents suggested the

need for constant review of the curriculum and use practical approach to learning in order to bridge the gap between training and practice.

Ashaolu (2015) did a worldview of property valuation as an aspect of real estate education by examining the standard set by the International Valuation Standards Council (IVSC) on real estate valuation as well as studies conducted all over the world on the subject. The study saw a gap in the curricula offered for the valuation training and found that the training in plant and machinery valuation to be inadequate as valuers rely on on-the-job training and experience. It also advocated a paradigm shift from the traditional rural and urban land economics to a more robust study of the economics of land, agriculture, manufacturing, mineral exploitation and other sectors. The paper proposed a broad-based real estate background as entry route to a degree programme with specialization in either real estate management or valuation in the last 2 years of study

Oloyede and Adegoke (2014) examined the complaints over the quality of estate management graduates the inadequacy of the curriculum being used and the efficacy of the teaching techniques employed. The target population captured practicing estate surveyors, lecturers and final year students in the Department of Estate Management of three foremost tertiary institutions using questionnaire survey and interviews. The study revealed that the respondents were deficient in valuation, agency, feasibility and viability appraisal, and property management and preferred a distributed learning approach where students separated by time and space could learn unhindered and recommended 24 hours computer based internet teaching technique and a review of academic curriculum every four years.

Ezema, Adedapo, Adewale and Aderonmu (2014), examined the adequacy of professional education of real estate students by comparing the curricula of three Universities in South-West Nigeria with the requirements of Nigerian Universities Commission and the Nigerian Institution of Estate Surveyors and Valuers (NIESV). The results revealed a measure of disparity in the curricula with Infrastructure and facility management, Oil and gas valuation, and aviation installation valuation not given required attention. The study found the discipline of estate management to be very broad in the core areas to be covered at undergraduate level and suggested a review of the curricula, the need for specialization and continuous professional training.

Some studies narrowed down to the study of property valuation as an aspect of real estate profession. The study by Chiwuzie, Ibrahim, Prince, Aiyepada and Olawuyi (2021) examined students' perception of property valuation techniques in selected tertiary institutions in Nigeria with a view to identifying the palpable knowledge gaps. 114 graduating estate management students from two Universities and two Polytechnics in South-west, Nigeria were selected using purposive sampling. The data

was analysed using descriptive statistics to examine the students' level of awareness and understanding of both conventional and contemporary property valuation techniques. It was found the students had more awareness and understanding for conventional valuation techniques with group mean scores of 3.96 and 3.80, respectively. When the analysis of the students' views on the teaching and learning of property valuation techniques was conducted, it was found that the respondents strongly agreed that practical-based training would promote a better understanding of property valuation techniques.

For some researchers, gender study of real estate education was studied. Efobi, Odimegwu and Ifediora (2020) studied the challenges faced by female Estate Surveyors and Valuers (ESV) in the public and private sectors of the industry in Anambra State and found that female ESVs had difficulty in balancing work and family lives, would not like to work outside the town at short notice and lacked marital support.

Competency assessment was also carried out in terms of basic requirements for real estate graduates by various researchers and classified into areas of knowledge, skills and attributes. Poon, Hoxley and Fuchs (2011) in the study of how universities perceived the contents of professional real estate courses in the UK adopted 31 knowledge areas, 20 skills and 21 attributes. Adama, Dugeri and Anule (2018) examined how stakeholders' perceived the competency attained by real estate graduates in Nigeria. Questionnaire survey was carried out on 357 Estate Surveying and Valuation Firms in Lagos and 105 in Abuja, Nigeria. The questionnaire was centred on competence areas like knowledge, skills and attributes attained by real estate graduates in the industry by ranking 24 knowledge areas, 10 skills and 10 attributes on a 7-point Likert scale. When the responses were analysed using frequency distribution and mean rating, it was found that practitioners were positive on only three (3) identified knowledge areas including real estate agency, property management and property valuation. They were also positive on skills and attributes such as ICT, communication, Personal/Professional development and Honesty. It suggested that stakeholders should urgently work towards bridging the gap between the knowledge need of practitioners and the knowledge gained by graduates from school.

From the foregoing, it can be seen that researchers have examined the real estate training from the worldview and within the continents of Africa but they only examined the adequacy of the curriculum (Kampamba, Nkwae and Tembo, 2015; Wesonga, Kaweesi, Acheng, Kibwami and Manga 2022 and Ashaolu, 2015). Some who dared to narrow down to Nigeria considered it within University communities (Ezema, Adedapo, Adewale and Aderonmu 2014). Chiwuzie, Ibrahim, Prince, Aiyepada and Olawuyi (2021) who studied 2 Universities and 2 Polytechnics only examined the understanding of valuation training. Adama, Dugeri and Anule (2018)

had a broad study of competency assessment among practitioners in Lagos and Abuja without considering where the practitioners had their education. This study therefore considered the gap by strictly examining Polytechnic graduates who were subjected to the same condition of learning.

### Research Method

The population of this study comprises of selected graduates from the Department of Estate Management Rufus Giwa Polytechnic, Owo. The target population was the two hundred and ninety nine (299) students that have so far graduated from HND programme in the Department. A total number of sixty (60) graduates over a period of ten years (2013-2022) was adopted as the sample size. The instrument used for the study was a well-structured questionnaire developed by the researcher based on five point likert scale model. The data collected from the field were analysed, using frequency table with simple percentage and means. Mean score above 3.0 was accepted while less than 3.0 were rejected as decision rule.

### Findings and Discussion

The data gathered from the respondents through the structured questionnaire are analysed in this chapter. The entire Sixty (60) questionnaires administered on the respondents were duly completed and returned which constitute 100% of the sample size. Below are the analyses of response rate.

TABLE 1: Sex Distribution of Respondents

Sex	Frequency	Percentage (%)
Male	42	70
Female	18	30
<b>Total</b>	<b>60</b>	<b>100</b>

Source: Field Survey, 2023

The table above shows that 70% of the respondents were males while only 30% were females. This implies that majority of the respondents were males. This could be because most of the graduates practicing in Ondo State are males.

Table 2: Marital Status of the Respondents.

Marital Status	Frequency	Percentage (%)
Single	12	20
Married	48	80
<b>Total</b>	<b>60</b>	<b>100</b>

Source: Filed Survey 2023

Table 2 shows that 20% of the respondents were single while 80% were married. This implies that many of the respondents were married and so could be seen as responsible and reliable people.

Table 3: Age Group of Respondents

Age	Frequency	Percentage (%)
<b>20-30years</b>	11	<b>18.33</b>
<b>31-40years</b>	35	<b>58.33</b>
<b>41-50years</b>	14	<b>23.34</b>
<b>51 years and above</b>	Nil	<b>Nil</b>
<b>Total</b>	<b>60</b>	<b>100</b>

Source: Filed Survey, 2023

Table 3 shows that 18.33% of the respondents were between the ages of 20-30years; 58.33% were between 31- 40years while 23.34% were 41-50years. This implies that majority of the respondents were mature people whose opinions could be relied upon.

Table 4: Educational Qualification of Respondents

Qualification	Frequency	Percentage (%)
<b>ND</b>	Nil	<b>Nil</b>
<b>HND</b>	60	<b>100</b>
<b>Total</b>	<b>60</b>	<b>100</b>

Source: Filed Survey, 2023

Table 4 shows that all the respondents (100%) were Higher National Diploma (HND) holders. This shows that they were all mature academically and could respond intelligently to the questions poised at them.

Table 5: Professional Qualification of Respondents

Qualification	Frequency	Percentage (%)
<b>FNIVS</b>	Nil	<b>Nil</b>
<b>ANIVS</b>	4	<b>6.67</b>
<b>Probationer/Graduate</b>	56	<b>93.33</b>
<b>Total</b>	<b>60</b>	<b>100</b>

Source: Filed Survey, 2023

Table 5 shows that 6.67% the respondents were Associate Members of NIESV while the remaining 93.33% were probationers/Graduate members of the Institution. This



shows that they were all already practising the profession and could respond intelligently to the questions poised at them.

### Techniques used in Teaching Estate Management Students

The graduates felt all their lecturers were friendly with them while delivering lectures. This can be seen in Table 6 below. The point was confirmed with mean scores ranging from 3.87 to 4.40 which had Property Taxation lecturers as the most friendly (4.40), followed by Property valuation (4.37), Property Management (4.18), Building Construction (4.12), Investment Appraisal (4.10) and Real Estate Marketing (4.03). Facility Management (3.95) and Property Law (3.87) were the least respectively. This is purely a factor of individual's differences and has nothing to do with the courses being taught. On the whole, it could be seen that the lecturers were not hostile to the students and the students were exposed to an atmosphere that allowed them to learn and interact freely with the lecturers. From the findings it could be seen that the graduates felt at home with the techniques used to train them particularly property taxation and property valuation.

**Table 6: Assessment of the Techniques used in teaching Estate Management Students in the tertiary institution**

S/N	COURSE	VH (%)	H (%)	I (%)	F (%)	VF (%)	X	Rank
1	Property Valuation	-	-	-	38 (63.7)	22 (36.7)	4.27	2 <sup>nd</sup>
2	Investment Appraisal	-	-	2 (3.3)	50 (83.3)	8 (13.3)	4.10	5 <sup>th</sup>
3	Property Taxation	-	-	-	36 (60.0)	24 (40.0)	4.40	1 <sup>st</sup>
	Building construction	-	-	2 (3.3)	49 (81.7)	9 (15.0)	4.12	4 <sup>th</sup>
5	Real Estate Marketing	-	1 (1.7)	1 (1.7)	53 (88.3)	5 (8.3)	4.03	6 <sup>th</sup>
6	Property Management	-	-	2 (3.3)	49 (75.0)	13 (21.7)	4.18	3 <sup>rd</sup>
7	Facility Management	-	-	7 (11.7)	49 (81.7)	4 (6.7)	3.95	7 <sup>th</sup>
8	Property Law	-	1 (1.7)	10 (16.7)	45 (75.0)	4 (6.7)	3.87	8 <sup>th</sup>

Source: Field Survey, 2023

### Teaching Environment for estate Management

The teaching environment was examined as can be seen in Table 7. and the graduates were of the opinion that their lecture rooms were well ventilated, furnished and well lit. This is not unexpected considering the fact that it is a higher Institution sponsored by the State. A lower standard would have been disappointing. However, the assessment of the facilities in Table 8 shows that Magnetic/white board ranked highest in the facility provided with a mean score of 3.82. This is more so since lectures are



done onsite and manually; there would have been no other means of teaching the students without the lecturers having to write on the Board. It is followed by spacious lecture rooms (3.77), and Library (3.77), access road (3.73), Furniture (3.68) and Green area (3.52). The facilities provided were considered adequate by the students and it is understandable if such had influenced their understanding of the lectures. However, Convenience provided for the students were grossly inadequate and considered poor (1.88). This shows that the students were either not expected to use the conveniences while in school or the toilet facilities were not well managed by the students and the staffs posted to maintain them. This could also be because students were not having access to the few conveniences provided in the lecture area. The graduates felt their teaching environment was conducive enough though not very conducive. The Classrooms, white board, library, access road and furniture were considered conducive. However, they were of the opinion that the convenience provided for them was not adequate. It is therefore recommended that the academics in the Nigerian tertiary institutions need to place a greater emphasis on the use of computer based teachings in line with the world's best practice.

**Table 7 Table showing the Teaching Environment**

Teaching Environment	Frequency	Percentage (%)
<b>Ventilated Classrooms</b>	59	<b>98.3</b>
<b>Without Ventilation</b>	1	<b>1.7</b>
<b>Total</b>	60	<b>100</b>
<b>Tiled Classrooms</b>	60	<b>100</b>
<b>Classrooms not Tiled</b>	Nil	<b>0</b>
<b>Total</b>	60	<b>100</b>
<b>Fan in Classroom</b>	60	<b>100</b>
<b>Fan not in Classroom</b>	Nil	<b>0</b>
<b>Total</b>	60	<b>100</b>
<b>Light in Classroom</b>	60	<b>100</b>
<b>Light not in Classroom</b>	Nil	<b>0</b>
<b>Total</b>	<b>60</b>	<b>100</b>

Source: Field Survey, 2023

**Table 8 Assessing the Teaching Environment for Estate Management**

S/N	ENVIRONMENT	VP (%)	P (%)	M (%)	C(%)	VC (%)	X	Rank
1	Classrooms	-	3 (5.0)	8 (13.3)	49 (81.7)	-	3.77	2 <sup>nd</sup>
2	Furniture	-	3 (5.0)	13 (21.7)	44 (73.3)	-	3.68	5 <sup>th</sup>
3	Brary	-	1 (1.7)	12 (20.0)	47 (78.3)	-	3.77	2 <sup>nd</sup>
4	Access road	-	2 (3.3)	12 (20.0)	46 (76.7)	-	3.73	4 <sup>th</sup>

5	Green Area	-	5 (8.3)	19 (31.7)	36 (60.0)	-	3.52	6 <sup>th</sup>
6	Conveniences	16 (26.7)	35 (58.3)	9 (15.0)	-	-	1.88	7 <sup>th</sup>
7	Magnetic Board	-	-	12 (20.0)	47 (78.3)	1 (1.7)	3.82	1 <sup>st</sup>

Source: Field Survey, 2023

### Motivational factors enjoyed by Lecturers

The motivations available to the lecturers were found to include ventilation, furniture, office space, and parking space. When the factors were examined in table 9, it was found out that Ventilation of the offices ranked highest with a mean score of 3.93 followed by furniture (3.89), the office space provided (3.80) and parking space (3.02). This could be as a result of the fact that virtually all the lecturers were provided office space to use when they resume for work and could have accounted for the reason why the lecturers were friendly with the students and gave their best in imparting knowledge on them. However, the shelf provided were not adequate (2.27), Internet facility was not adequate and convenience was almost non-existent (2.07). These could have been because of paucity of fund to provide all the needed facilities considering the fund available to the management of the Institution. The study found that the lecturers were motivated for work but more could still be done. The offices were ventilated, provided with furniture while they had places they could park their cars. It was however found out those shelves, refrigerator and convenience might not be adequate. It is recommended that Internet facility should be provided on the campus with 24 hours wifi to allow both students and lecturers have unhindered access to the internet. This will make research works, term papers and assignments easier to do. The management of the institution should also provide enabling environment for the teaching of Estate management for both lecturers and students most especially by making toilet facilities available for all while at the same time making refrigerator and book shelves available and within the reach of the lecturers.

**Table 9 Assessment of the Motivational factors enjoyed by Lecturers**

S/N	FACTORS	VP (%)	P (%)	M (%)	C (%)	VC (%)	X	Rank
1	Office space	-	-	12 (20.0)	48 (80.0)	-	3.80	3 <sup>rd</sup>
2	Furniture	-	1 (1.7)	6 (10.0)	53 (88.3)	-	3.87	2 <sup>nd</sup>
3	Ventilation	-	1 (1.7)	4 (6.7)	53 (88.3)	2 (3.3)	3.93	1 <sup>st</sup>
4	Shelf	2 (3.3)	42 (70.0)	14 (23.3)	2 (3.3)	-	2.27	5 <sup>th</sup>
5	Internet Facility	2 (3.3)	47 (78.3)	11 (18.3)	-	-	2.15	6 <sup>th</sup>
6	Conveniences	1 (1.7)	54 (90.0)	5 (8.3)	-	-	2.07	7 <sup>th</sup>
7	Parking space	-	16 (26.7)	27 (45.0)	17 (28.3)	-	3.02	4 <sup>th</sup>

Source: Field Survey, 2023

### Relevance of Courses taught to Practice

The respondents also considered the applicability of the courses taught them in school to real life practice and found that virtually all the courses taught was useful in professional practice. Table 10 reveals that Property Valuation ranked highest with a mean of 4.43 followed by Property management ( $x=4.18$ ), Real estate marketing (4.13), Property Taxation and Building Construction ( $x=4.03$ ). Others include Investment appraisal ( $x=3.88$ ), Property law ( $x=3.78$ ) and lastly Facility management ( $x=3.68$ ). The reason is not farfetched as Property valuation, Property management and Real estate marketing are the commonest functions of Estate Surveyors and valuers and they are the first set of functions estate surveyors and valuers are exposed to on the job with almost all firms actively involved. This aligns with the findings of Adama, Dugeri and Anule (2018) where the knowledge of real estate agency, property valuation and property management ranked highest. On the other hand, facility management is still fresh in the Country and many practitioners may not be acquainted with it. The findings therefore revealed that virtually all the courses taught them could be applied into practice. For the practitioners and students whose training is devoid of requisite skill, a post graduate course to acquire the art is a necessity. The Graduates should try to acquaint themselves with all aspects of the practice to enable them compete favourably with colleagues from other institutions

**Table 10 Assessment of Courses taught in relation to Practice**

S/N	COURSE	VI (%)	IR (%)	IN (%)	R (%)	VR (%)	X	Rank
1	Property Valuation	-	-	2 (3.3)	30 (50.0)	28 (46.7)	4.43	1st
2	Investment Appraisal	-	1 (1.7)	6 (10.0)	52 (86.7)	1 (1.7)	3.88	5th
3	Property Taxation	-	-	5 (8.3)	48 (80.0)	7 (11.7)	4.03	4th
4	Building construction	-	-	4 (6.7)	50 (83.3)	6 (10.0)	4.03	4th
5	Real Estate Marketing	-	-	1 (1.7)	50 (83.3)	9 (15.0)	4.13	3rd
6	Property Management	-	-	1 (1.7)	46 (76.7)	13 (21.7)	4.18	2nd
7	Facility Management	-	3 (5.0)	13 (21.7)	44 (73.3)	-	3.68	8th
8	Property Law	-	3 (5.0)	8 (13.3)	48 (80.0)	1 (1.7)	3.78	7th

**Source: Field Survey, 2023**

### Conclusion

The study focused on the effect of real estate training on graduates of Rufus Giwa polytechnic. The objectives were to determine the techniques used in teaching of real estate management, the teaching environment itself, the motivation enjoyed by the lecturers teaching in tertiary institution and the opinion of the graduates on the applicability of their training to practice.

Likert scale was adopted to find out the opinion of some of the graduates of the Institution resident in Ondo State. The graduates were at home with the technique used in teaching them even though it appears to be elementary. The world is a global village hence real estate education and practice in Nigeria must be such that can cross regional and national boundaries. In line with this assertion, the Nigerian Institution of Estate Surveyors and Valuers need to fine tune real estate practice in line with international best practices. The Institution should be provided with 24 hour internet services that would allow instructions from lecturers and the institutions to be accessible at times outside scheduled class meetings.

At the same time, lecturers should be encouraged to put their lectures on the internet for students to view as a continuous way of enhancing their performance. The graduates had been exposed to the commonest areas of practice like property valuation, property management and real estate marketing but were not conversant with facility management.

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