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DETERMINANTS OF WILLINGNESS TO ENTER PROFESSIONAL PRACTICE: AN EXAMINATION OF UNDERGRADUATE QUANTITY SURVEYING STUDENTS' INTENTIONS AT ABUBAKAR TAFAWA BALEWA UNIVERSITY, NIGERIA

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ABSTRACT

Purpose*: This study explores the drivers influencing undergraduate Quantity Surveying students at Abubakar Tafawa Balewa University (ATBU), Nigeria, to pursue professional practice upon graduation. The research aims to understand the professional intentions of students from Years 1 through 5, who are expected to demonstrate an inclination toward entering this regulated profession post-degree.*

Design/methodology/approach*: The study adopted a stratified random sampling technique to survey Quantity Surveying undergraduates across all levels at ATBU. Data were collected via questionnaires; of the 255 instruments distributed, 219 were returned, representing an 85.88% response rate. Analysis was conducted using frequencies, percentages, and mean scores to identify demographic patterns and primary motivational determinants.*

Findings*: The sample was predominantly male, with Year 5 students and the 24–26 age brackets representing the largest demographics. Key factors influencing the initial choice of Quantity Surveying included familial pressure toward traditional professions, relatives already in the field, and peer or role model influences. Motivators for entering professional practice were ranked as follows: passion for the field (1st), job availability and demand (2nd), career advancement (3rd), and financial stability/good salaries (4th). Supporting elements from their studies were practical sessions (1st), SIWES (industrial training) experiences (2nd), and seminars/symposia (3rd).* ***The Research limitations/implications****: Since the study focused on a single Nigerian public university, the results may not be broadly generalisable without further replication. These findings underscore the need for future research into gender dynamics and regional variations in student motivations. Theoretically, the study illustrates how personal, familial, and academic factors intersect to shape professional intentions within built environment disciplines.*

The Practical implications*: Institutions like ATBU should prioritise practical training, robust SIWES coordination, and career symposia to strengthen students' professional resolve. Additionally, professional bodies should engage in outreach targeting families and peers to mitigate external*

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pressures, while policymakers should address job creation and competitive remuneration to sustain interest in the profession.

***Originality/value**: This research is among the first in Nigeria to quantitatively examine undergraduate intentions for Quantity Surveying practice through a significant single-institution sample. It provides fresh insights into the tension between intrinsic drivers (passion) and extrinsic motivators (employment/salary), offering actionable data for educators and professional stakeholders in a developing economy.*

Keywords: Willingness, Professional Practice, Undergraduate, Quantity Surveying Students, Intentions

1.0 INTRODUCTION

Quantity surveying is a profession dedicated to managing construction costs, ensuring projects are completed within budget, and providing expert advice on cost management and procurement (Ashworth & Hogg, 2007; Cartlidge, 2018). This role encompasses a wide range of responsibilities, including estimating project costs, managing procurement processes, and ensuring that financial resources are utilized effectively throughout the project lifecycle (Alli & Dada, 2023; Shonwa & Matawal, 2025). As Nigeria continues to invest in infrastructure development, the relevance of trained quantity surveyors has become increasingly critical, highlighting their role in promoting efficiency and accountability in construction projects.

Abubakar Tafawa Balewa University (ATBU), Bauchi, positions itself as a foremost technological institution in Northeastern Nigeria, providing robust academic programs that emphasize science and technology. The institution’s strong focus on engineering and related disciplines is tailored to meet national development aspirations, particularly in fields contributing to infrastructure improvement (Usman & Wali, 2023; Oladokun, Adeyemo & Ajayi, 2024). The university's Quantity Surveying program is designed to equip students with the skills necessary to manage construction costs and provide expert advisory services (Oladapo, 2018; Afolabi, Yusuf & Okemakinde, 2020). Through this curriculum, students gain a balanced educational experience that integrates theoretical learning with practical exposure, effectively preparing them for careers in quantity surveying and allied professions.

Several factors motivate students to enrol in quantity surveying programs. Most significantly, the lucrative nature of the profession attracts candidates who are keen on establishing financially secure careers (Adeyemi & Ojo, 2019; Oladapo, 2018). Researches of Oladapo (2018), Adeyemi and Ojo (2019) revealed that students are drawn to quantity surveying courses due to the potential for lucrative career paths and the opportunity to work on diverse projects. Quantity surveyors can earn a living in various areas, including construction industry, private practice, government agencies, property development, and banking and finance (Cartlidge, 2018; RICS, 2019). Specifically, quantity surveyors can work as cost consultants, project managers, or contracts managers in construction companies (Ashworth & Hogg, 2007; Davis & Skelmore, 2018).

Graduates in quantity surveying can expect competitive salaries and job stability, particularly within a country like Nigeria, where ongoing infrastructural projects necessitate the expertise of qualified professionals (Doğan, Akbıyık & Does 2023; Lim, Wong & Aziz, 2023). As these students navigate their educational paths, the potential for financial rewards significantly influences their willingness to pursue this career, as does the prospect of contributing to the country's economic development through effective resource management in construction. Students' awareness about the discipline of quantity

surveying course remains paramount in influencing and shaping their decision to pursue a career in the profession (Adeyemi & Ojo, 2019; Oladapo, 2018). Increased participation in curriculum-enhancing activities such as career fairs, workshops, and guest lectures helps foster understanding regarding the scope and expectations of the profession (Mohammed & Gwarzo, 2023; Aliyu, Abdulkarim& Gimba 2024) become inevitable. The more students are informed about the profession's intricacies—such as the critical role quantity surveyors play in balancing cost with quality during construction—the more prepared they feel to commit to this trajectory. Awareness not only informs career choices but also empowers students to envision their future roles in a dynamic industry that promises both challenges and rewards. Other factors highlighted that can drive students into quantity surveying courses as job security, career advancement opportunities, financial rewards and variety of project (Cartlidge, 2018; Adeyemi & Ojo, 2019).

As Nigeria construction industry experiences rapid growth there is an increase in demand for skilled quantity surveyors (Oladapo, 2018; Adeyemi & Ojo, 2019), however the white/blue collar jobs, different forms of online businesses and migration of younger Nigerian (especially) younger school graduates is dwindling the employable youths in Nigeria construction industry. Understanding the factors that influence undergraduate students' willingness to practice quantity surveying after graduation is essential in addressing the challenges facing the profession and ensuring a steady supply of skilled quantity surveyors in Nigeria. Carrying out this study among undergraduate students at Abubakar Tafawa Balewa University, Bauchi, Nigeria is an essential inquiry given the growing significance of this field within the construction industry.

2.0 LITERATURE REVIEW 2.1 Brief overview of the quantity surveying profession

The quantity surveying profession is a specialized field that provides expertise in construction cost management, procurement and contract administration (Cartlidge, 2018; Ashworth & Hogg, 2007). Through working in collaboration with other construction professionals to ensure successful project delivery (Oluwatayo & Omirin, 2020; Afolabi et al., 2020), quantity surveyors play a vital role in ensuring that construction projects are delivered within budget and on schedule, while maintaining quality and adhering to regulatory requirements (Oladapo, 2018; Adeyemi & Ojo, 2019).

Quantity surveyors are responsible for cost planning, tendering, contract management, and final account settlement, among other duties (Cartlidge, 2018; Ashworth & Hogg, 2007).

The quantity surveying requires strong technical knowledge, analytical skills, and effective communication (Adeyemi & Ojo, 2019; Oladapo, 2018). Quantity surveyors must stay up-to-date with industry developments, regulations, and best practices to provide expert advice and services (Cartlidge, 2018; Ashworth & Hogg, 2007).

2.2 Importance of understanding undergraduate students' willingness to engage in quantity surveying practices

The willingness of undergraduate students to engage in quantity surveying practices post-graduation is vital for many reasons. The profession of quantity surveying is essential for the efficient management of construction costs and resources, playing a pivotal role in ensuring the financial success of construction projects (Ebekozien & Aigbavboa, 2023; Zhang, Ma, Sun& Zhao, 2024). As the construction industry continues to grow, fostering a new generation of quantity surveyors is necessary to meet the increasing demand for qualified professionals who can navigate complex financial environments within projects (Dupras, Lee, Kim & Thompson, 2023). However, the industry faces challenges in attracting and retaining talented individuals, particularly among undergraduate students (Love, Simpson, I., Hill, & Standing, 2020; Raiden & King, 2022).

Several factors motivate undergraduate students' willingness to engage in quantity surveying practices. One of the primary factors is the perception of the profession (Kagioglou, Cooper, Aouad & Sexton;

2020; Dainty, Ison, & Root 2021). Students who perceive quantity surveying as a profession that requires strong analytical and problem-solving skills are more likely to be interested in pursuing a career in the field (Sears & Sears, 2020; McAleenan & McAleenan, 2021). Additionally, students' attitudes towards the industry, including their perceptions of job security, career advancement opportunities, and salary prospects, also influence their willingness to engage in quantity surveying practices (Akinsiku & Akashe, 2020; Olanrewaju, Idris & Anigbogu, 2021).

Another significant factor is the level of awareness and understanding of quantity surveying practices among undergraduate students (Love et al., 2020; Raiden & King, 2022). Students who are exposed to quantity surveying practices and have a clear understanding of the profession's roles and responsibilities are more likely to be interested in pursuing a career in the field (Kagioglou et al., 2020; Dainty et al., 2021). Furthermore, the influence of industry professionals, including quantity surveyors and construction managers, can also shape students' perceptions and attitudes towards the profession (Sears & Sears, 2020; McAleenan & McAleenan, 2021).

The willingness of undergraduate students to engage in quantity surveying practices is also influenced by their personal interests and skills (Akinsiku & Akashe, 2020; Olanrewaju et al., 2021). Students who possess strong analytical and problem-solving skills, and have an interest in construction and project management, are more likely to be drawn to quantity surveying practices (Smith & Jaggar, 2020; Cartlidge, 2022). Additionally, students' career aspirations and expectations, including their desire for job security, career advancement opportunities, and competitive salaries, also play a significant role in shaping their willingness to engage in quantity surveying practices (Love et al., 2020; Raiden & King, 2022).

2.3 Quantity Surveying as a Course of study at Abubakar Tafawa Balewa University Bauchi, Nigeria

Quantity Surveying as a course of study in Abubakar Tafawa Balewa University (A. T. B. U), Bauchi, has gained significant recognition and accreditation over the years. According to the A. T. B. U's registry, Quantity Surveying was introduced as a course of study in A. T. B. U in the 2005/2006 academic session (Abubakar Tafawa Balewa University, 2020). The course is designed to equip students with the necessary skills and knowledge to manage construction projects effectively, focusing on cost management, procurement, and contract administration. The Quantity Surveying program in A. T. B. U is accredited by the Nigeria Universities Commission (NUC), which ensures that the program meets the required standards and benchmarks for university education in Nigeria (Nigeria Universities Commission, 2019). Quantity surveying program in A. T. B. U also received professional accreditation from the Nigerian Institute of Quantity Surveyors (NIQS), which is the professional body responsible for regulating the practice of quantity surveying in Nigeria. This accreditation ensures that graduates of the program are eligible to practice as quantity surveyors upon graduation (Nigerian Institute of Quantity Surveyors, 2020).

To ensure that students are motivated to study quantity surveying and professionally practice postgraduation, the ATBU management made significant efforts. One of these efforts is the implementation of the Students' Industrial Work Experience Scheme (SIWES). SIWES is a program designed to provide students with practical experience in their field of study, and in the case of quantity surveying students, they are placed in construction companies, quantity surveying firms, and other related organizations (Industrial Training Fund, 2017). Similar to every other Universities and fields of endeavour, SIWES provides quantity surveying students in ATBU are numerous opportunities to appreciate and acclimatise themselves to the rudiments of the profession prior to graduation so as to be versatile with quantity surveying and be motivated towards the postgraduation practice. According to

Okechukwu and Okolie (2018), SIWES provides students with hands-on experience, exposure to industry practices, and the opportunity to network with professionals in the field: a benefit tailored towards motivating students to practice quantity surveying post-graduation.

Furthermore, the ATBU management has also ensured that the Quantity Surveying program is designed to meet the needs of the industry. The program's curriculum is regularly reviewed and updated to reflect current industry trends and practices (Abubakar Tafawa Balewa University, 2020). A. T B. U also establishes partnerships with industry stakeholders to provide students with opportunities for practical training, research, and employment after graduation. The buttressed the opinion of Mohammed, Ibrahim and Mahmud (2020) on the essentiality of industry-academia partnerships to foster employability of quantity surveying graduates with possess requisite skills and knowledge required by the industry.

3.0 METHODOLOGY 3.1 Design and setting

The research design was survey research and the primary sources of data were employed. A set of questionnaires (with close-ended, open-ended and Likert-scale questions) was the instrument for data collection. Stratified random sampling technique was employed because population in getting undergraduate students of Quantity Surveying in A. T. B. U. Bauchi, Nigeria. The undergraduate students were stratified along their levels of study (i.e. year 1, year 2, year 3, year 4 and year 5 of the studies) at the Quantity Surveying Department, A. T. B. U. Bauchi, Nigeria, which gave 5 (five strata). This was done in ensuring overall representativeness (each level of the study is adequately represented) in the sample and reduces sampling bias (Cochran, 2023). In each stratum, simple random sampling method was used to pick the sample units, which reduces sampling error by minimizing the difference between the sample statistics and the population parameters (Cochran, 1977; Thompson, 2012). Adoption of random sampling in each stratum also minimizes selection bias by giving every student in the population (undergraduate Quantity Surveying students) an equal chance of being selected (Saunders, Lewis & Thornhill, 2012; Thomas, 2023).

3.2 Sample/participants

The population for the study is undergraduate students of Quantity Surveying Department at Abubakar Tafawa Balewa University Bauchi, Bauchi State, Nigeria. According Student Affairs Department of A. T. B. U (2025), Quantity Surveying Department has 758 registered undergraduate students (i.e. 500 level – 135, 400 level – 143, 300 level – 150, 200 level – 140 and 100 level – 190). These 758 registered undergraduate students are the sample frame and 255 is the sample unit (Krejcie & Morgan, 1970) for the study. This is 33.64% of the sample frame.

Table 1 shows that 255 questionnaires were administered to undergraduate students in academic in Quantity Surveying Department at Abubakar Tafawa Balewa University Bauchi, Bauchi State, Nigeria while 219 questionnaires that is 85.88% were retrieved.

Table 1: Administered and retrieved questionnaires

Questionnaire	Frequency	Percentage (%)
Administered	255	100.00
Retrieved	219	85.88
Non-Retrieved	36	14.12

Stratified random sampling method was adopted to administered questionnaires to sample drawn from the studied population. The ratio of students in each academic year in the sample frame was used in having the number of questionnaires administered at each academic level. The inclusion criteria encompassed male and female undergraduate students in academic Year I, Year II, Year III, Year IV and Year V in Quantity Surveying Department at Abubakar Tafawa Balewa University Bauchi, Bauchi State, Nigeria.

3.3 Data collection

Pilot survey was conducted to ensure data reliability and data validity. Data reliability was conducted using retest method of 30 questionnaires in all. In this retest method, fifteen (15) questionnaires were first administered to Year I, Year II, Year III, Year IV and Year V students of Quantity Surveying Department at Abubakar Tafawa Balewa University Bauchi, Bauchi State, Nigeria and retrieved, while the same fifteen (15) Year I, Year II, Year III, Year IV and Year V students of Quantity Surveying Department at Abubakar Tafawa Balewa University Bauchi, Bauchi State, Nigeria and retrieved were re-administered the same set of questionnaires after 20days of retrieving those earlier administered. Meanwhile, content validity was carried out for the validity test. The researchers made four (4) copies of the proposed questionnaire available to four (4) academics in the field of Quantity Surveying to assess the worthiness of the questionnaire before pilot survey and research survey. All the observations were corrected before the questionnaire was administered for the pilot and field survey.

Data collection was performed using a two-section questionnaire. The first section collected the participants' demographic characteristics including the gender of the respondents, ages of the respondents and the year/level of academic in Quantity Surveying Department at Abubakar Tafawa Balewa University Bauchi, Bauchi State, Nigeria. The second section was on factors (such as motivations, education, symposiums, practical, SIWES) that motivate undergraduate students to willingness practice Quantity Surveying after graduation.

Ethical concern was also given a priority by avoidance of ambiguous questions and none of the questionnaires has means of identity. The respondents remain confidential and anonymous throughout to avoid any problem that may be detrimental to these undergraduate Quantity Surveying students in ATBU Bauchi, Bauchi State, Nigeria.

3.4 Statistical analysis

Data were analysed via Statistical Packages for Social Sciences (SPSS) version 25 using descriptive statistics (frequency, percentage, mean and standard deviation).

4.0 PRESENTATION AND DISCUSSION OF RESULTS 4.1 Presentation of Results

Table 2: Demography of the Respondents

Variables	Options	Frequency	Percentages (%)
Gender	Male	171	78.08
	Female	48	21.92
	Total	219	100.00
Level of Education	Year I	39	17.81
	Year II	41	18.72
	Year III	43	19.64

	Year IV	41	18.72
	Year V	55	25.11
	Total	219	100.00
Age of respondents	16 Years and below	11	5.02
	17-20years	52	23.74
	21-23years	48	21.92
	24-26years	57	26.03
	27-29years	27	12.33
	30 and above	24	10.96
	Total	219	100.00

Source: Field Survey (2025).

Table 2 presents the demographic characteristics of the respondents. The male respondents are 171, which is 78.08% while the female respondents are 48, which is 21.92%. This signifies that the majority of the respondents are male gender. The level of education of the respondents indicates that undergraduate Quantity Surveying students in ATBU Bauchi in Year I are 31, those in Year II are 41 respondents, Year III are 43 respondents, Year IV are 41 respondents and Year V are 55 respondents which is 17.81%, 18.72%, 19.64%, 18.72% and 25.11% respectively. This signifies that majority of the respondents are Principal partners in Quanty Surveying firms.

The age of the respondents reveals that undergraduate Quantity Surveying students in ATBU Bauchi of age of 16 years and below are 11; signifying 5.02%, 17 – 20 years are 52, which is 23.74%, 21 – 23 years has 48 respondents, which is 21.92%, 24 – 26 years has 57 respondents, which is 26.03%, 27 – 29 years has 27 respondents, which is 12.33% and 30 years and above has 24 respondents, which is 10.96%. This revealed that age group of 24 – 26years dominated the respondents sampled.

Table 3: Factors Influenced Students' decision to study Quantity Surveying in A. T. B. U Bauchi, Bauchi State, Nigeria

Factors	Mean Score	Standard Deviation	Rank
Relatives Studied/Studying the course	3.6788	0.85094	1st
Family members' pressure to pursue traditional or respected professions	3.5765	1.08506	2nd
A peer group influence and/or role models	3.5471	1.10311	3rd
I have great interest and passion for the course	3.4265	0.55493	4th
I have over sought for admission	3.3235	1.11223	5th
Job security and guaranteed employment after graduation	3.0000	0.94632	6th
Potential for high salary and financial stability	2.8529	1.10986	7th
Perceived prestige or status associated with Quantity surveying	2.6471	0.85979	8th

Availability of scholarships or bursaries for Quantity surveying	2.6029	1.12156	9th
Quantity Surveying is our family business-related courses	2.3824	0.86438	10th
Opportunities for self-employment or entrepreneurship	2.2609	0.94949	11th
Government job opportunities or quota systems	1.8676	0.92888	12th
Reputation of Quantity surveying from ATBU, Bauchi	1.8088	0.65237	13th
The need for solve problem(s) in construction industry	1.5735	0.73943	14th
Opportunities for further studies in Quantity surveying or specialisation abroad	1.4511	0.33861	15th
Flexibility and work-life balance	1.3225	0.42134	16th

Source: Field Survey (2025).

Table 3 analysed factors that influenced Students' decision to study Quantity Surveying in ATBU, Bauchi, Nigeria. Relatives Studied/Studying the course has a mean score of 3.6788 with a standard deviation of 0.85094; Family members' pressure to pursue traditional or respected professions has a mean score of 3.5765 with a standard deviation of 1.08506; a peer group influence and/or role models has a mean score of 3.5471 with a standard deviation of 1.10311; I have over sought for admission has a mean score of 3.3235 with a standard deviation of 1.11223; and perceived job security and guaranteed employment after graduation has a mean score of 3.0000 with a standard deviation of 0.94632.

Also, Potential for high salary and financial stability has a mean score of 2.8529 with a standard deviation of 1.10986; perceived prestige or status associated with Quantity surveying has a mean score of 2.6471 with a standard deviation of 0.85979; availability of scholarships or bursaries for Quantity surveying has a mean score of 2.6029 with a standard deviation of 1.12156; Quantity Surveying is our family business-related courses has a mean score of 2.3824 with a standard deviation of 0.86438; Opportunities for self-employment or entrepreneurship has a mean score of 2.2609 with a standard deviation of 0.94949 and Government job opportunities or quota systems has a mean score of 1.8676 with a standard deviation of 0.92888.

Similarly, reputation of Quantity surveying from ATBU, Bauchi has a mean score of 1.8088 with a standard deviation of 0.65237; the need for solve problem(s) in construction industry has a mean score of 1.5735 with a standard deviation of 0.73943; opportunities for further studies in Quantity surveying or specialisation abroad has a mean score of 1.4511with a standard deviation of 0.33861; and flexibility and work-life balance has a mean score of 1.3225 with a standard deviation of 0.42134.

Table 4: Factors motivating undergraduate students of A. T. B. U Bauchi to willingly to carry

Construction Estimates Method	Mean Score		Rank **on**
professional practices of quantity surveying after graduation			
		Standard Deviation	
Passion for the field	4.1159	1.57682	1st
Job availability and demand	3.7826	1.37059	2nd
Career advancement opportunities	3.7681	1.39479	3rd
Financial stability and good salary prospects	3.5217	1.42053	4th
Personal fulfilment and making a difference	3.4928	1.10644	5th
Influence of mentors or role models	3.2174	1.31585	6th

Opportunities for entrepreneurship and self-employment	3.0870	1.40104	7th
Government initiatives or policies supporting the field	2.8986	1.35196	8th
Opportunities for further studies or specialization	2.8406	1.44123	9th
Societal needs and impact (e.g., healthcare, education, infrastructure)	2.7681	1.44655	10th
Professional certification or licensing requirements	2.7101	1.36232	11th
Networking opportunities and industry connections	2.6377	1.54321	12th
Flexibility and work-life balance	2.6232	1.37308	13th
Prestige or recognition associated with the profession	2.5942	1.36467	14th
Alignment with personal values or goals	2.5072	1.36794	15th

Source: Field Survey (2025)

Table 4 revealed factors motivating willingness of undergraduate students of A. T. B. U Bauchi, willingness to carry on professional practices of quantity surveying after graduation. Passion for the field has a mean score of 4.1159 with a standard deviation of 1.57682; Job availability and demand has a mean score of 3.7826 with a standard deviation of 1.37059; Career advancement opportunities has a mean score of 3.7681 with a standard deviation of 1.39479; Financial stability and good salary prospects has a mean score of 3.5217 with a standard deviation of 1.42053; and personal fulfilment and making a difference has a mean score of 3.4928 with a standard deviation of 1.10644.

Also, influence of mentors or role models has a mean score of 3.2174 with a standard deviation of 1.31585; opportunities for entrepreneurship and self-employment has a mean score of 3.0870 with a standard deviation of 1.40104; Government initiatives or policies supporting the field has a mean score of 2.8986 with a standard deviation of 1.35196; opportunities for further studies or specialization has a mean score of 2.8406 with a standard deviation of 1.44123; societal needs and impact (e.g., healthcare, education, infrastructure) has a mean score of 2.7681 with a standard deviation of 1.44655; and professional certification or licensing requirements has a mean score of 2.7101 with a standard deviation of 1.36232.

Similarly, networking opportunities and industry connections has a mean score of 2.6377 with a standard deviation of 1.54321; flexibility and work-life balance have a mean score of 2.6232 with a standard deviation of 1.37308; prestige or recognition associated with the profession has a mean score of 2.5942 with a standard deviation of 1.36467; and alignment with personal values or goals has a mean score of 2.5072 with a standard deviation of 1.36794.

Table 5: Aspects of your undergraduate studies that support students' willingness to practice to carry out professional practices after graduation

Source	Mean Score	Standard Deviation	Rank
Practical carried out by students	3.4145	1.433387	1st
SIWES experiences	3.2385	1.32003	2nd
Seminars/Symposiums	2.8116	1.29420	3rd
Lectures/teachings	2.6812	1.28901	4th
After the SIWES experiences	2.4058	1.04767	5th

Source: Field Survey (2025)

From Table 5, the rating of aspects of undergraduate studies that support students' willingness to practice to carry out professional practices after graduation were revealed. Practical carried out by students has a mean score of 3.4145 with a standard deviation of 1.433387; SIWES experiences has a mean score of 3.2385 with a standard deviation of 1.32003; Seminars/Symposiums has a mean score of 2.8116 with a standard deviation of 1.29420; lectures/teachings has a mean score of 2.6812 with a standard deviation of 1.28901; and After the SIWES has a mean score of 2.4058 with a standard deviation of 1.04767.

4.2 Discussion of Results a) Factors Influenced Students' decision to study Quantity Surveying

The study conducted revealed that the major factors influenced students' decision to study Quantity Surveying in ATBU, Bauchi, Nigeria are Relatives Studied/Studying the course; Family members' pressure to pursue traditional or respected professions; A peer group influence and/or role models; I have great interest and passion for the course; and Students have over sought for admission into Universities, which were ranked 1st, 2nd, 3rd, 4th and 5th respectively. This finding does not conform with the findings of Oloyede, Oladokun and Akinradewo (2016), Adegoke (2016), Oladapo (2018) and Isa, Ibrahim and Shamsuddin (2019) that the factors influencings students seeking admission to study Quantity Surveying in are Career prospects and job security, Salary and financial rewards, Industry demand and job opportunities, Personal interest and aptitude, Parental influence and career guidance. However, the findings of this this research is uphold.

b) Factors motivating of A. T. B. U Bauchi undergraduate university students to willingly to carry on professional practices of quantity surveying after graduation

The factors found that motivate of Quantity Surveying A. T. B. U Bauchi undergraduate students to willingly to carry on professional practices of quantity surveying after graduation are the passion for the field of quantity surveying; job availability and demand; career advancement opportunities; financial stability and good salary prospects and Personal fulfilment and making a difference. They were ranked 1st, 2nd, 3rd, 4th and 5th respectively. The passion for the field of quantity surveying is similar to the findings of Perera and Pearson, (2018) that students who enjoy problem-solving, analytical work, and mathematics are more likely to choose quantity surveying as a career. Job availability and demand concurs with the findings of Oladapo (2018) that found that students are drawn to quantity surveying due to its strong job prospects and career advancement opportunities. Also, the financial stability and good salary prospects conform with the University of Portsmouth (n. d.) that Quantity surveying graduates can earn competitive salaries, with starting salaries ranging from £31,000 to £35,000 and experienced professionals earning up to £80,000 or more. This makes the findings of this study to be upheld.

c) Aspects of your undergraduate studies that support students' willingness to practice to carry out professional practices after graduation.

The Aspects of your undergraduate studies that support students' willingness to practice to carry out professional practices after graduation were ranked. Practical carried out by students was ranked 1st, SIWES experiences was ranked 2nd, Seminars/Symposiums was ranked 3rd, Lectures/teachings was ranked 4th and After the SIWES experiences 5th.

5.0 CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

This study examined the determinants of willingness to enter professional practice among undergraduate Quantity Surveying students at Abubakar Tafawa Balewa University (ATBU). The

findings clearly highlight the pivotal role of social context, personal passion, and experiential learning in shaping both the initial entry into the programme and the long-term intention to remain in the profession. The evidence suggests that a dominant cluster of factors including relatives within the profession, family pressure to pursue "prestige" careers, peer and role-model influences, and intrinsic interest drives the decision to study Quantity Surveying. Notably, the experience of repeated university admission attempts also emerged as a significant factor. These findings diverge from traditional narratives in existing literature, which often emphasize salary prospects and industry demand as primary motivators. This shift suggests that, at ATBU, the choice to study Quantity Surveying often emerges as a negotiated outcome of family and peer dynamics within a competitive admissions environment. However, despite these external pressures, the study further indicates that many students eventually develop a genuine enthusiasm for the discipline as they progress.

The study further revealed that students' willingness to pursue professional practice after graduation is strongly underpinned by passion for the field, perceptions of job availability and demand, expectations of career advancement, the prospect of financial stability and good salary, and the desire for personal fulfilment and to make a difference in the built environment. These motivations resonate with international and regional findings that link quantity surveying aspirations to enjoyment of problem-solving and analytical work, perceived labour-market demand and competitive earnings, but the emphasis on passion and personal meaning in the ATBU context also indicates that students' emerging professional identities are anchored in more than purely instrumental calculations about pay. The analysis of programme experiences showed that practical work, SIWES placements, seminars and symposiums, and, to a lesser extent, lectures and post-SIWES reflections are the aspects of undergraduate study that most strongly support students' willingness to enter professional practice, implying that hands-on exposure to real projects, industry environments and applied problem-solving plays a decisive role in consolidating commitment to the profession. Taken together, these findings suggest that, for ATBU quantity surveying undergraduates, willingness to practice is not driven by a single factor but arises from an interplay of social background, intrinsic interest and structured experiential learning, and that strategic enhancement of these domains can strengthen the profession's future pipeline.

5.2 Recommendations

In the light of these conclusions, the recommendations are:

- Strengthen industry-university partnerships – Develop formal links with construction firms, the Nigerian Institute of Quantity Surveyors and alumni networks to increase high-quality practical placements and guest-lecture series.
- Promote role-model initiatives – Establish a "QS Ambassadors" scheme so that former students who have progressed in the profession can inspire current cohorts during orientation and career fairs.
- Integrate career-development modules – Embed a dedicated unit on professional practice, ethics and lifelong learning to give students clear information about career pathways and salary progression.
- Expand SIWES opportunities – Work with a broader range of employers to secure more placement slots and ensure each placement includes structured learning outcomes.
- Enhance seminars and symposiums – Organise regular, topic-focused events (e.g., on sustainability, BIM, value engineering) that attract industry speakers and provide networking opportunities.

- Conduct longitudinal tracer studies – Follow up with graduates at one-, three- and five-year intervals to assess whether the factors that drive initial enrolment continue to influence professional commitment and to inform curriculum adjustments.
- Explore the social-economic mismatch – Further qualitative research could investigate why social influences outweigh economic ones at ATBU, helping other institutions tailor their recruitment strategies.

By acting on these recommendations, ATBU can nurture a cohort of quantity-surveying graduates who are not only academically competent but also highly motivated to contribute to the profession and to the development of Nigeria's construction industry.

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