

# GENDER AND LEARNING IN THE ARCHITECTURAL DESIGN STUDIO

O. Fulani<sup>1</sup>, D. Amole<sup>2</sup>

<sup>1</sup>*Covenant University (NIGERIA)*

<sup>2</sup>*Obafemi Awolowo University (NIGERIA)*

## Abstract

This study aimed at gaining a better understanding of the link between the learning characteristics of students of architecture and their gender. The Learning combination inventory was administered to both undergraduate and post graduate architecture students from the second to sixth year in a private university in Nigeria. Using Parametric and non-parametric statistical tests, it was found that out of four processing patterns, (Sequential, Precise, Technical and Confluent) there were sex differences in Technical and CP with the male students scoring significantly higher than their female colleagues in both cases. Gender identity differences were also investigated based on Bem's gender schema and the masculine students were found to be more proficient than the feminine students in both technical and CP. These findings suggested that male and masculine students were more creative than female and feminine students. The implications of these findings as well as positive steps that can be taken to ginger higher levels of creativity in the female students were fully discussed.

Keywords: Gender, Gender Identity, Architectural education, learning patterns.