

Perception of various performance criteria by stakeholders in the construction se...

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Annotated Bibliography Annotated Bibliography Lai, I., & Lam, F. . Perception of various performance criteria by stakeholders in the construction sector in Hong Kong. *Construction Management and Economics*, Volume 28, 377-391. The authors proffered pertinent issues relative to evaluating the performance of participants in the construction industry in Hong Kong through identification of nine performance criteria: (1) profit; (2) time; (3) no claims or contractual disputes; (4) job satisfaction; (5) quality; (6) safety; (7) environment; (8) generation of innovative ideas; and (9) effectiveness. As indicate, the hypothesis was premised on determining the importance of performance criteria as influencing the level of performance outcomes within the industry. Through the participation of 324 construction companies and the use of repeated measures of analysis of variance (ANOVA), the data gathered through conducting a questionnaire was evaluated using the Statistical Package for Social Sciences (SPSS). The findings from the study revealed that from among the nine criteria, stakeholders in the construction industry in Hong Kong have considered the following most important criteria according to relevance: time, profit, environmental protection, and quality. As noted, the diversity in perceiving variations in performance criteria depended on three factors, to wit: (1) disparities of practitioners within the construction industry; (2) difference in project types; and (3) the divergence in functional roles identified for partnering organizations. The implications revealed in the study pursue commendable efforts to improve the overall performance of construction industry in Hong Kong through validating the performance criteria deemed crucial by various stakeholders. Through the

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use of primary research as supported through extensive sources of secondary and authoritative information on the subject, the authors have instrumentally contributed towards providing enhanced awareness and recognition to the areas in the construction industry that need to be improved: job satisfaction, effectiveness in the construction process, and fair treatment when claims emerge. Kozub, R. (2010). An ANOVA Analysis Of The Relationships Between Business Students' Learning Styles and Effectiveness Of Web Based Instruction. American Journal of Business Education, Volume 3, Number 3, 89-98. The study focused on determining whether differences in learning styles of students affect or influence the instructional materials used in web-based learning modules and was measured through the results of students' final grades in identified course modules. The theoretical framework used for the research was based on Kolb's experiential learning theory through Kolb's Learning Styles Inventory (LSI-IIa), in conjunction with the web-based instruction course Taxes and Personal Finance. The learning modes and styles were clearly depicted to represent classifications ranging from accommodator, diverger, converger, assimilator; and, participants were categorized according to gender. The study was participated by a total of 178 undergraduate students enrolled in the identified course in the Lubar School of Business at the University of Wisconsin-Milwaukee who completed the LSI-IIa and a total of 159 completing the course module and the post-course survey. The findings indicated that there were no significant relationships between the variables noted: learning styles of students or online course module version and the students' final grades. The rationale

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for the results were attributed to the contention that “ any impact on learning style suggests that web based instruction...provides a learning environment in which students with varying learning styles learn at comparable levels” (Kozub, 2010, p. 96). The implications of the results could be evaluated in terms of exposing the need for future research studies that could validate the consistency of the outcomes using other course modules and expanding the sample size. The arguments that focus on defining the effectiveness of web design through limiting text-only web programs as contrasted to the use of more ‘ flashy’ multimedia options should be further validated in terms of their applicability to any potential disparities in results with other web based courses and students’ learning styles to increase validity and credibility. References Kozub, R. (2010). An ANOVA Analysis Of The Relationships Between Business Students' Learning Styles and Effectiveness Of Web Based Instruction. American Journal of Business Education, Volume 3, Number 3, 89-98. Lai, I., & Lam, F. (2010). Perception of various performance criteria by stakeholders in the construction sector in Hong Kong. Construction Management and Economics, Volume 28, 377-391.

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