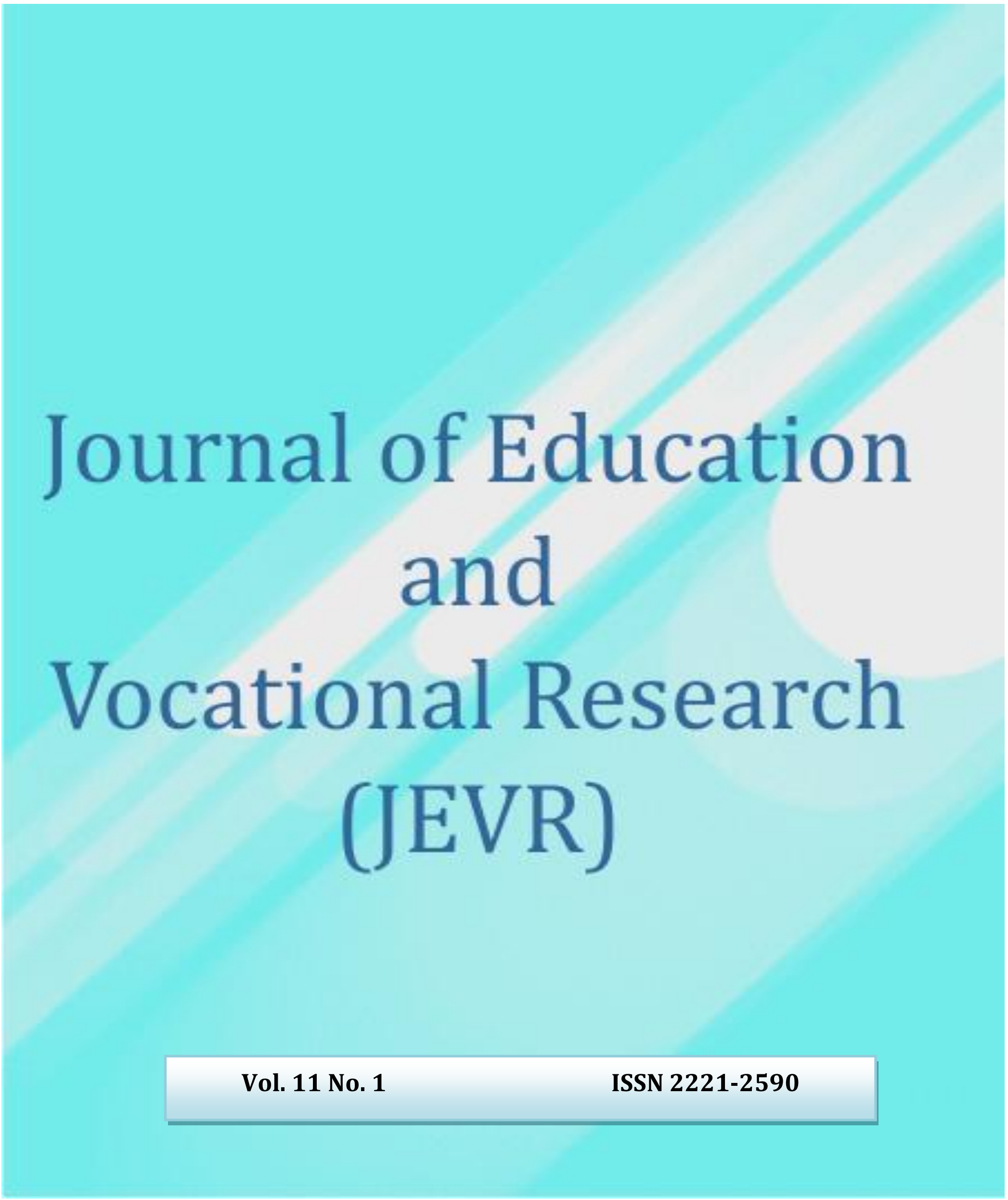
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Editorial

Journal of Education and Vocational Research (JEVR) provides an avenue for quality research in the ever-changing fields of Education and Vocational Research and related disciplines. Work submitted for publication consideration should not be limited by any narrow conceptualization of education and vocational research but comprises interdisciplinary and multi-facet approaches to education and vocational theories and practices as well as general transformations in the fields. The scope of the JEVR includes: subjects of educational technology, educational administration, educational planning, measurement and evaluation in education, developmental psychology, special education, distance learning, vocational education, technology-based learning, environmental education, business education, educational psychology, physical education, innovation, vocational training, knowledge management. Author(s) should declare that work submitted to the journal is original, not under consideration for publication by another journal and that all listed authors approve its submission to JEVR. It is JEVR policy to welcome submissions for consideration, which are original, and not under consideration for publication by another journal at the same time. Author (s) can submit: Research Paper, Conceptual Paper, Case Studies and Book Review. The current issue of JEVR comprises of papers of scholars from Pakistan, UK, Uganda, South Africa, Nigeria and China. Systematic review of covid spillover and online education pedagogy, loyalty programs for the passenger transportation industry, integration of general education in the academic programme to enhance the self-efficacy of accounting students, impact of cross-cultural differences on project performance and effects of the use of documentary videos in teaching setting-out in secondary schools are some of the major practices and concepts examined in these studies. Journal received research submission related to all aspects of major themes and tracks. All the submitted papers were first assessed by the editorial team for relevance and originality of the work and blindly peer-reviewed by the external reviewers depending on the subject matter of the paper. After the rigorous peer-review process, the submitted papers were selected based on originality, significance, and clarity for the purpose. The current issue will, therefore, be a unique offer, where scholars will be able to appreciate the latest results in their field of expertise and to acquire additional knowledge in other relevant fields.

Editor In Chief

Prof Dr Alexandra Trifu

Editorial Board

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Systematic Review of COVID Spillover and Online Education Pedagogy

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Abstract: This paper has touched one of the most critical area affected due to pandemic situation created by the COVID-19 and its powerful spillover effect on education sector by customizing education pedagogy. Earlier researchers have studied online education separately, whereas this paper discussed the natural transition and systematic review of upsurge of e-learning. The objective of this paper is to make the systematic review of COVID spillover and transition towards e-learning education pedagogy through theoretical framework. The study makes systematic review of switchover towards e-learning and spillover effect of COVID-19 and customization of the education pedagogy. In this study, past literature has been utilized to make critical analysis of spillover effect of COVID-19 and impact on education pedagogy by creation of prepositions. The findings of the study reveal that in the exceptional circumstances of COVID-19, e-learning transition has taken place from conventional to e-learning modules. All over the world, countries have shifted towards online education by schooling out but classes in campaign ignited by Chinese government. The same has also been replicated in other countries of the world during COVID-19.

Keywords: *COVID spillover, online education, pedagogy.*

1. Introduction

WHO affirmed the outburst of the pandemic Corona virus disease 2019 (COVID-19) on March 12,2020 (Ghebreyesus, 2020). It has closed doors of economies and has led to worst ever crises. The proliferation of pandemic disease has severely affected financial markets, business, organizations as well as education sector (Ozili et al., 2020). UNESCO Director General Audrey Azoulay said that we have never witnessed such educational disruption on such a mega scale. Most of the educational schools, universities as well as other educational institutes have shut their doors and students have to revert back to their parents and have quarantined themselves with their family. Moreover; convocations and graduation ceremonies have also been postponed. Education sector is the backbone of any economy. Moreover, Education is one of the most significant pillars wh0ich ameliorate economic growth. In the exceptional circumstances, stringent measures for emergency e-learning protocols and transition from conventional face to face classes to e-learning modules have started (Murphy, 2020). Chinese government has launched online education campaign by schooling out but classes in (Zhou, Wu, Zhou, & Li, 2020). The same has also been replicated in other countries of the world during COVID-19. This situation has compelled academicians to switch over to e-learning mode of getting education at most every level of education.

Which has also uplifted collaboration as well as social interaction (Shlossberg & Cunningham, 2016; Wang, Pi, & Hu, 2019). The COVID-19 has created an extremely challenging situation for education systems. The only way out is switching towards e-learning with customized models through the collaboration of teachers, students as well as educational institutions so that damage caused due to pandemic situation gets normalized (Daniel, 2020). E-learning also has created some challenges including familiarity with new e-learning applications, technical and cultural constraints (Shahmoradi et al., 2018). The main purpose of this research study is to examine the change in learning pedagogy in terms of switching over from conventional face to face classes towards e-learning. More specifically, this qualitative research study makes systematic review of COVID spillover and transition towards e-learning education pedagogy through theoretical framework. This research study integrates literature in the area in the following ways: Firstly, this study makes systematic review of transition towards e-learning. Secondly, this research study also studies the spillover effect of COVID on e-learning. Lastly, online collaborative learning (OCL) has been integrated in existing education modules for e-learning to avoid further damage to the education sector.

2. Theoretical Framework

In order to deal with COVID-19 pandemic situation, the major tools that can be used are isolation, social distancing and community containment. Further, on the basis of theoretical framework prepositions have been developed:-

Community Transmission: In community transmission the virus spreads quite speedily all over the world. It can take the form of community transmission especially in schools, universities and community places. This can be countered through social distancing and by following the standard operating procedures conveyed from time to time (Preiser, Van Zyl, & Dramowski, 2020). The results of the study carried out on the association among school holidays and transmission of influenza also showed that school closure has positive impact on reduction of transmission especially influenza outbreaks (Jackson, Vynnycky, & Mangtani, 2016).

Social Distancing: Social distancing is beneficial where chances of community transmission are on higher side. Closure of educational institutions, offices, markets and public places are the classical examples of social distancing (Wilder-Smith & Freedman, 2020). In this critical situation; social distancing is the only way out by exclusion of functions, gatherings, closure of schools and universities. Further, with the blend of self-quarantine of travelers from high risk areas and self-isolation of symptomatic persons can reduce further transmissions (Preiser et al., 2020). Off course, the SOPs and e-learning modules do not change the pandemic situation but facilitate in attaining the objective of consistent level of education.

Securitization of Education Sector: The pandemic situation signifies the importance of Copenhagen securitization theory for education sector. In this critical situation, there is dire requirement to embed Copenhagen school securitization theory in education system. Furthermore, it is also required to do desecuritization of conventional schooling system. The same is also revealed by (Preiser et al., 2020).

Online Collaborative Learning (OCL): Online collaborative learning is among theories used for online learning by using internet. This theory was proposed by the Linda Haraism. It facilitates student as well educational institutions by using technology for collaboration and building knowledge base. It has reshaped methods of imparting formal as well as informal education (Harasim, 2017). The collaborative learning concept has advanced over the decades. Many programs have already switched to collaborative learning for group problem solving including education, management sciences and social sciences. Earlier logistics as well as time issues created problems, which are now addressed through internet and other forms of electronic communication. Moreover, wikis have also gained popularity and becoming quite famous vehicle for knowledge and content sharing (Fredericksen, 2015). In the critical pandemic situation online collaborative learning (OCL) has been used for e-learning to avoid further damage to the education sector.

3. Propositions

On the basis of theoretical framework, following prepositions have been developed:-

Assimilation of Technology and Education through E-Learning: Based on the literature and experiences, online teaching has become integral part of the forthcoming teaching methodology. Since the start of online learning in 2013, it has not become popular method not even in China. But during pandemic situation it has become quite popular. Moreover, online teaching has become quite useful tool for better understanding of concepts. Moreover, Professor Dehuan Liu of Chinese of Peking University also commented that the online classroom is the largest experiment in the history of forty years. Moreover, major universities are also collaborating with Ali Baba, Tencent education and other educational institutions to achieve assimilation of technology with the education (Zhou et al., 2020). Furthermore, it is also foreseeable that after commencement of normal routine face to face classes, the internet shall become an important medium for attaining education and clarity of concepts (Zhou et al., 2020). Therefore, internet usage has assimilated technology and education.

Up Surging of Online Education Pedagogy during Pandemic Scenario: Based on experiences during pandemic, situation, it is prepositioned that e-learning has up surged especially during pandemic situation.

Moreover, the trend of e-learning is on increase especially after pandemic situation (Demuyakor, 2020). Moreover, the same is also witnessed that higher (Wilder-Smith & Freedman, 2020)education has been pushed towards e-learning at a mega scale (UNESCO, 2020). It was also forecasted that technology as well as pandemic situation shall reshape the universities by 2030. The same has been experienced now a days and online education is considered effective method of teaching. The US department of education also revealed that students who take their classes online outperform conventional class room students in most of the subjects(Murphy, 2020). This situation has also compelled academicians to switch over to e-learning mode of getting education, which has also uplifted collaboration as well as social interaction (Shlossberg & Cunningham, 2016; Wang et al., 2019). Before, the onset of pandemic situation in developing country like Pakistan, there were some e-learning applications designed to promote better concept building in students which includes Punjab e-learning, Sabaq foundation lectures and practice tests. Utilization of this facility requires provision of computer along with internet facility, which obviously is affected with the interruption in electric supply. They have proved as life line in engaging students without further waste of time. Therefore, based on above theoretical mechanisms we propose that upsurge of online education pedagogy has taken place especially during pandemic scenario.

4. Conclusion and Recommendations

This study has touched and highlighted the most critical education sector which has been severely affected due to pandemic situation created by the COVID-19 and its powerful spillover effect on education sector by customizing education pedagogy. This study makes systematic review of e-learning and spillover effect of COVID-19 and customization of the education pedagogy towards e-learning. In the exceptional circumstances of COVID-19, e-learning transition has taken place from conventional to e-learning modules. The result of the study shows that virus spreads quite speedily especially in community places including schools and universities. In this critical situation; social distancing is the only way out. This critical situation arise dire requirement to embed Copenhagen school securitization theory in education system. Likewise, (Murphy, 2020) also mentioned that securitization is significant tool for observation as well as understanding the phenomenon of emergency learning especially in COVID regime and desecuritization of schooling in post COVID crises period.

Online collaborative learning (OCL) has been used for e-learning to avoid further damage to the education sector. The study also reveals that assimilation of technology along with education sector has taken place in the shape of e-learning. All over the world, countries have also shifted towards online education by schooling out but classes in campaign ignited by Chinese government. The same has also been replicated in other countries of the world during COVID-19. The findings of this study also shows that pandemic situation has compelled academicians to switch over to e-learning model of getting education, which has also uplifted collaboration as well as social interaction. The study also shows that e-learning has also surged up at a mega scale especially during pandemic situation. The study provides insightful results for not only academicians as well as for students. This study also highlights that there is dire need to adopt counter checking of students getting online education, so that higher education standards can be maintained.

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Loyalty Programs for the Passenger Transportation Industry: A Study of Zimbabwean Companies

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Abstract: The paper examined firstly whether companies in the passenger transportation industry have utilised loyalty programs and then ascertained how much value the companies have drawn from them in enhancing market share, operational efficiency and financial benefit. Specifically, the study assessed the influence of loyalty program on customer relationship management, operational efficiency and profitability. The research was undertaken on ten companies who have implemented some form of loyalty programs through applied research's in-depth interviews with the top executives. The qualitative methodology was utilised to simplify and manage the collection of data without affecting the environment and context. Data collected were further analysed via Chi-square statistics and the three hypotheses were tested at 5% level of significance. The results indicate that companies have begun to utilise loyalty programs in their operations, though not entirely sweating the programs to attain the best possible value from them. Most importantly, the study concluded on the positive significant relationship between loyalty program and customer relationship management, operational efficiency and profitability in the Zimbabwe loyalty program. Both filled a few highlighted gaps in the literature. Research for the road passenger transportation sub-sector offers useful theoretical and managerial implications as few studies have been conducted for the airline industry, which has successfully implemented loyalty programs through frequent flier schemes. It is recommended that companies should ascertain passenger behaviour through passenger registration, thereby enhancing the sustainability of the relationship. This study provides theoretical support for the importance of loyalty programs as passenger relationship management tools if appropriately applied and implemented. Loyalty programs offer companies across industrial sectors with useful benefits such as brand loyalty, business efficiency due to enhanced planning and profitability due to increase in patronage from passengers who are less sensitive to the marketing efforts of competing brands. This knowledge should, therefore, enable transporters to ascertain the value of adopting and using loyalty programs appropriately thereby enhancing their competitive advantage in a fast-paced world economy.

Keywords: *Loyalty program, operational efficiency, profitability, Transportation Industry, Zimbabwe.*

1. Introduction

Economic concepts in the modern era expect businesses to develop more scientific approaches to attaining positive organisational performance by using innovation. Customer loyalty programs world-over allow companies to retain patronage by encouraging repeat purchases (Jang & Mattila, 2005). Loyalty programs as a tool for relationship management are structured marketing processes meant introduce rewards as a system to instil buying behaviour that is loyal thereby enhancing the opportunities for businesses to retain customers (Sharp & Sharp, 1997). As competition for customers is not peculiar to the passenger transportation sector or Zimbabwe in general, it is imperative to appreciate that the same fate befalls all other companies and industrial sectors world over. Critical to this realisation is that passenger transportation companies in the country have had to find over the past ten years the value of encouraging repeat business as it is cheaper to keep an existing passenger (Jang & Mattila, 2005). Before the adoption of a multi-currency system for the country in January 2009.

There was virtually no incentive on offer for passengers in the industry and loyalty was more attained due to employee-passenger relations or general brand association through subjective value (Temporal, 2000). However, after January 2009, the adoption of the multi-currency regime with the United States Dollar and the South African Rand being the most favoured currencies. In 2010, the Government of Zimbabwe promulgated the Indigenisation and Empowerment Act which identified the passenger transportation industry a sector reserved for local indigenous people (Basera, 2014). The enactment of the Act witnessed an influx of new entrants into the road passenger transportation industry with the majority of players fitting into the operational matrix that was in existence over the years. Resultantly, increasing the number of alternative modes that has resulted in a higher number of options for the passengers and forcing firms to undercut fares. As a way to remain competitive but ultimately reducing switching costs for passengers (Thompson & Chmura, 2015), on the positive, the challenges introduced by the reservation of the industry saw innovative companies in the sector identifying that the need to continuously acquire passengers creates an increase in marketing costs thereby reducing profitability. Leading them to introduce essential rewards and incentives, the companies have been able to retain passengers (Vilkaite-Vaitone & Papsiene, 2016) and create what has essentially become a distinct market segment. Increasing passengers switching costs will remain difficult for bus companies due to the high supply of alternative modes of transportation, players have had to introduce modern coaches and buses with varying exclusive services and products to enhance safety and comfort.

Problem Statement: The research is meant to determine the extent to which the use of loyalty programs by a selected group of passenger transportation companies in Zimbabwe have influenced their ability to enhance brand management, customer-company relations and loyalty to the brand. Creating a sustainable customer-company identity has been a significant challenge in the Zimbabwean passenger transportation sector due to an abundance of alternative modes of transport both formal and informal. Managing passenger relationship marketing has thus become almost impossible due to the unsustainable availability of alternatives (Basera, 2014). Though, some industry leaders are coming up with different innovations to improve brand management as well as patronage, passenger loyalty programs that in main offer discounts and incentives have gradually found their way into the Zimbabwean industry leading to their adoption by companies. The qualitative study to be undertaken will focus firstly on ascertain the influence that current loyalty programs have had for the companies in improving relationship marketing. Secondly, the study will verify the value the programs bring towards improving the overall company performance. The data collected during this study will provide the Zimbabwean passenger transportation industry leaders with ammunition to enhance the adoption of loyalty programs as well as come up with the necessary designs and implementation processes for the programs to attain maximum value.

For the industry players though, there is currently more than sufficient research on the necessity of customer loyalty programs and the attached importance they bring to business enterprises world over (Beck et al., 2015; Magatef & Tomalieh, 2015; Sharp & Sharp, 1997; Jang & Mattila, 2005; Vilkaite-Vaitone & Papsiene, 2016). Using loyalty programs to manage customer-company relations has been a master-stroke in enhancing the former's retention thereby reducing marketing costs which is something the passenger transportation sector in the country will be well advised to embrace (Kang et al., 2015). In Zimbabwe, loyalty programs have been predominantly utilised in the retail sector and have not been applied aggressively in the passenger transportation sector. It is paramount for a study to be conducted that focuses on highlighting the success and need for loyalty programs to be embraced in the passenger transportation sector of the country thereby assessing the value of continuous patronage to the efficiency of businesses. In a country with more than two hundred bus companies, it is puzzling that less than ten per cent of these have put in place a form of incentives or loyalty programs for passengers, while the rest rely heavily on undercutting fares to attract passengers. This exercise has resulted in a high turnover of companies in the industry which has resultantly kept the sector fragile. Companies in the developed world have registered tremendous success by initiating programs that enhance retention of passengers through improving the passengers' behaviour in preferring their services (Tao et al., 2016).

Public transport operators in Zimbabwe incorrectly assume that when passengers frequent their services, this highlights their loyalty to the brand. However, it is imperative to for this study also to evaluate this thinking as it has been proven elsewhere that this may not necessarily be the case as passenger frequency may be due to lack of alternative transport or having a phobia for driving long distances. The underlying factors that have created success in the retention of passengers for the few companies in the sector that have adopted the use of customer loyalty programs will be investigated during this study. Even though there has been insight from previous studies on passenger loyalty programs, these studies have not been explicitly applied to ascertain the value of loyalty programs in a developing economy like Zimbabwe and especially to an industry such as the road passenger transportation sector. The focus in the passenger transport sector has mainly focused on air travel (Vilkaite-Vaitone & Papsiene, 2016). Paramount to the success of the road passenger transportation business is enhancing the desire of passengers to continue patronising the same brand over a long-term period (Lovelock & Wirtz, 2007). Understanding that passenger preferences go beyond their behaviour towards a bus company becomes significant thereby allowing for the incorporation of likes, preferences and future requirements (Hossain et al., 2017). Most importantly is that research on all these factors in the past has focused on retail, air travel, hospitality industries and the identified sub-sector has very little work undertaken on it thereby providing a gap.

Research Objectives: This study aims to assess the value proposition of loyalty programs on customer relationship marketing in the Zimbabwean passenger transportation industry. Loyalty programs are proving to be invaluable in enhancing the retention of passengers (Jang & Mattila, 2005) which inevitably allows for the improvement of organisational performance through repeat purchase. Marketing management has profoundly benefited from understanding that it is cheaper to keep an existing customer than to acquire a new one. Hence the importance now is being placed on retaining customers by marketing departments across the globe. The research was necessitated by the desire to ascertain how customer retention has become increasingly paramount to all industrial sectors including passenger transportation. Businesses in Zimbabwe have the unfortunate tendency to copy and paste procedures.

Applications and processes in use throughout the world without applying the necessary rationale for adoption. Loyalty programs in the passenger transportation industry may have come into effect accidentally and therefore, require research to understand more profoundly the value attached to them and their practical use in the country. The study will not be limited to evaluating the programs already in use but also to ascertain the value that the companies attain from to them in enhancing their organisational performance. By capacitating the passenger transportation companies' understanding of the utilisation of loyalty programs as a tool in customer relationship management, this study will establish a value for local businesses to improve efficiency. Therefore, the research shall be premised on the following questions.

Evaluating why Customer Loyalty Programs Necessary for the Business: It has been proven that it is by far cheaper to retain an existing customer than to pursue a new one (Jang & Mattila, 2005). This notion rings true to the passenger transportation industry as well. By retaining passengers, companies improve their efficiency by reducing operational costs thereby developing sustainable brands. Furthermore, it is imperative for any business in a competitive environment to increase switching costs for customers by the introduction of loyalty programs that inhibit passengers from switching to alternative transporters (Singh & Imran, 2012).

How are the Passenger Transportation Companies' Efficiently Utilising Loyalty Programs in Zimbabwe? In the context of the industry, there has been a weak uptake in the use of loyalty programs as a critical customer relationship management tool. Less than ten per cent of the companies in this sector have implemented an effective passenger loyalty program. Therefore, this study is essential in ascertaining how effective companies with these programs are in utilising them to gain a competitive advantage in an oversubscribed industry where passengers have an unlimited number of alternatives both legal and illegal.

What the Types of Loyalty Programs the Companies in Zimbabwe are using? Berman (2006) introduces us to the four broad-based categories of loyalty programs which provide incentives as follows;

Type 1	discounts are processed immediately as customers make purchases;
Type 2	customers are proved with immediate gifts as extra for excess spending;
Type 3	customers accumulate points which are redeemable at a certain point for specific incentives;
Type 4	Customers are placed into varying segments and get offered to vary individualised offers through direct contact;

Predominantly, Zimbabwean companies utilise Berman's Type One category. However, there has been a small percentage of companies that have moved into divisions two, three and four, which has generated an advantage in the market for them. Similarly, it becomes essential therefore in the designing of these loyalty programs to make them create the necessary positive perception from passengers (Furinto et al., 2009). Lastly, due to an influx of the types of loyalty programs on the market, there has been a resultant enthusiasm for them from customers (Ferguson & Hlavinka, 2007). The Zimbabwean economy has gone through several challenges over the years which have not spared the passenger transportation sector. Adopting modern techniques in increasing and sustaining patronages become imperative for the various brands in the market. It has to be noted that the information availed to us through the different research in the past on loyalty programs; we can identify the value they bring to our businesses. Players have had to introduce modern coaches and buses with different distinct services and products to enhance the safety and comfort of passengers. By encouraging repeat passenger patronage in the buses companies in the country are therefore improving the management of relationship marketing within the sector (Jang & Mattila, 2005).

2. Review of Related Literature

Many of the literature reviewed spent much of their focus on how loyalty programs enhance organisational performance through customer retention. Measuring of competitive advantage and measuring their effects of financial performance (Magatef & Tomalieh, 2015; Beck et al., 2015; Basera, 2014; Liu & Yang, 2009; Vilkaite-Vaitone & Papsiene, 2016). However, Berman (2006) and Furinto et al. (2009) introduced contrasting views that focus on how loyalty programs are designed as being the most valuable process in their success. McCall and McMahon (2016), however, present a different dimension of understanding what customers find useful. That notwithstanding, this study looked at the two angles in assessing the value loyalty programs bring both regarding organisational performance enhancement and the design structure of these. More scientific approaches are required for the modern business to attain positive organisational performance, which is achievable through innovation. Repeat purchases globally are now encouraged through incentives and rewards promoted in the majority of cases by using structured and systematic pattern analysis tools such as customer loyalty programs (Jang & Mattila, 2005). In any line of business competition for customers is intense, which is no different for the passenger transportation sector.

It, therefore, follows that initiatives, especially over the past ten years, had to be put in place by transporters to manage to retain patronage while reducing operational costs (Jang & Mattila, 2005). However, after January 2009, the country adopted the use of a multi-currency regime with the United States Dollar and the South African Rand being the most favoured currencies for trading. The Government of Zimbabwe also promulgated the Indigenisation and Economic Empowerment Act (2010) which reserved the passenger transportation industry for locals (Basera, 2014). This process witnessed the sudden influx of new players into the industry with the majority of players fitting into the existing traditional operational matrix. The number of transportation modes increased for the passengers which ultimately reduced switching costs for passengers (Thompson & Chmura, 2015). Innovative transporters took the opportunity to introduce essential rewards and incentives, which has enhanced its competitiveness in retaining their passengers (Vilkaite-Vaitone & Papsiene, 2016) while creating a niche market. However, it is still a herculean task for companies to increase switching costs for passengers due to the high supply of alternative transportation (both compliant and non-compliant). Positively though, the use of personal private vehicles for inter-city and inter-country travel has been drastically reduced.

Literature Review of Customer Loyalty Programs

Customer Loyalty Programs on Customer Retention: Magatef and Tomalieh (2015) focused on highlighting loyalty programs as essential tools for providing valuable benefits to both consumer and company. They portrayed consumer loyalty as being pivotal in ensuring companies attain both financial and operational success (Magatef & Tomalieh, 2015). Relationship marketing management endears itself to creating a long-term bond between a company and its customers which enables the later to narrow their views on products (Singh & Imran, 2012). Magatef and Tomalieh (2015) further expanded their research by evaluating retention which they emphasised plays a critical role in achieving healthy business growth. Customer loyalty programs are systematically structured marketing processes that initiate rewards as a mechanism to instigate repeat purchase (Sharp & Sharp, 1997). The authors used the study to establish a critical understanding of the effects that loyalty programs have in retaining customers while explicitly focusing on Jordanian consumers. The authors applied the quantitative methodology by carrying out sampling using questionnaires. Interestingly, the authors used inferential surveying with the dependent variable being customer retention and independent variable loyalty programs (Easterby-Smith et al., 2012: 43). The research approach was that of creating cross-sectional samples addressing social, educational and occupational backgrounds to include varying their age range.

Relationship Marketing and Loyalty Programs in the Global Markets: The study of Beck et al. (2015) focused on evaluating how different countries should apply customer relationships and loyalty to economic development and local culture. The authors expanded that customer relationship, and loyalty programs play a developmental role in enhancing sales and profits over time. The study introduces us to mechanisms on seller performance as listed below;

A) Inertia-Based – increases the advantages of previous consumer behaviour over new ones;
B) Comparison-Based – which assess what competitors are offering as a basis to measure existing programs.
C) Identify-Based – which focused more on individual customer characteristics being the source of customer-company relationships.
D) Communal-Based – focuses predominantly on the norms and set rules of exchange between companies and customers. Beck et al. (2015) wanted to create a clear understanding of how relationship marketing and loyalty programs may be affected by other factors that create a distinction on global markets. The authors used a research approach that was archival with the desire being to establish a grounded theory (Easterby-Smith et al., 2012: 58). The research, however, only managed to connect theory on multiple disciplines on the strategies that companies should have in place to address relationship marketing and loyalty programs. The authors did not, however, discuss the negative aspects of the different international strategy of loyalty programs as a tool of relationship marketing.

Types of Loyalty Programs: Berman (2006) developed four broad categories of loyalty programs which provide incentives as follows;

Type 1	discounts are processed immediately as customers make purchases;
Type 2	customers are proved with immediate gifts as extra for excess spending;
Type 3	customers accumulate points which are redeemable at a certain point for specific incentives;
Type 4	Customers are placed into varying segments and get offered to vary individualised offers through direct contact;

Berman (2006) in this research focuses on issues that are pertinent in the industry whereby all operators with frequent traveller schemes are pursuing Type Three Loyalty Programs that make passengers accumulate a certain number of tickets before being legible for discounts. The research was predominantly premised on a grounded theory which was meant to ascertain the level of effective loyalty programs have in addressing the needs and requirements of customers. The study, however, left a gap in that the designing of loyalty programs should vitally address the needs of the consumer thereby increasing loyalty.

Designing Competitive Loyalty Programs: Furinto et al. (2009) highlights that loyalty programs are a marketing action that is meant to enhance customer retention. The authors also identify a need for loyalty programs to be designed and structured in such a way that they draw positive perceptions from consumers. Furinto et al. (2009) therefore introduce the value of using forecasts in the designing of loyalty programs. The authors applied two simultaneous quantitative methodologies to derive the value of monetary-based rewards and special treatment-based rewards, in an attempt to link the perceived effects of loyalty program designs to projected customer profitability (Furinto et al., 2009). The research discarded the notion that loyalty programs are of one static nature by indicating the differences brought about by the varying types of design having ardently different effects on consumers. However, there is still a gap created as the research was mainly experimental and lacked empirical testing and validation. Since the use of loyalty programs in the transportation industry is still relatively new, it would be prudent to introduce programs that are designed to attain the set objective of increasing passenger patronage.

Maximizing Customer Retention Through Loyalty Programs: Basera (2014) focuses on the fast food retail industry of Masvingo in Zimbabwe which has witnessed mushrooming of new entrants in an industry with well-established companies. The author also highlighted the need for the establishment of specific loyalty programs to enhance customer retention. The focus was made on the assertions of Jang and Mattila (2005) that retaining existing customers is far cheaper than acquiring new ones. The research intended to introduce an understanding of how non-monetary loyalty programs are being utilised by fast food retailers to enhance repeat purchase. The quantitative methodology was used to sample 120 consumers at three major fast food outlets to get a balanced understanding of the participants' perception of loyalty programs on offer. The author used the research to ascertain what incentive-based customer loyalty programs were on offered at the three most visited fast food outlets. The two issues that were not attended to by this study are; why the outlets have failed to find value in having loyalty programs and the outlets' patronage is affected by lack of loyalty program?

Competing Loyalty Programs: Liu and Yang (2009) focused their study on the increase in the number of loyalty programs on the market because of increasing competition, demanding and highly intelligent consumers. They highlight that companies need to improve relationship marketing continuously. The continued increase in loyalty programs in all the sectors of the economy has resulted in customers' enthusiasm for them increasing (Ferguson & Hlavinka, 2007). The authors used the research to ascertain the performance of loyalty programs through assessing enabling and inhibiting factors to their success in improving companies' performance. They achieved this by focusing on the actual loyalty programs, the consumers and the competition (Liu & Yang, 2009). The authors applied the archival research for the first study to ascertain the grounded theory (Easterby-Smith et al., 2012). A quantitative methodology was utilised for the second study by conducting factual surveys of airline customers (Easterby-Smith et al., 2012). Loyalty programs have a more positive effect if the companies providing them are dominant in the market (Liu & Yang 2009). Market saturation was indicated as having relatively little impact on the reduction of the effectiveness of loyalty programs. The study relates well to the road passenger transportation industry. However, Liu and Yang (2009) did not cover the causes of the effects of loyalty programs as ascertained from the airline industry.

Customer Loyalty Programs on Organizational Performance: Vilkaite-Vaitone and Papsiene (2016) in their research proposed understanding how customer loyalty programs affect the performance of the organisation thereby determining the creation of relevant loyalty programs specific to the airline industry. They premised their research on the introduction by airlines of frequent flier miles in trying to enhance the retention of travellers (Jang & Mattila, 2005). An archival research methodology was undertaken with systemic analysis of scientific literature and comparative analysis (Vilkaite-Vaitone & Papsiene, 2016) which was seeking to empirically substantiate the theoretical framework for the airline industry. The authors focused on developing a narrative on the existence of a precise relationship between loyalty programs and organisational performance explicitly focusing on the Baltic States. The authors found that in relation to Baltic States airlines no significant link could be found between organisational performance and loyalty programs. Interestingly, the authors focused their sample on the one region, and that success of airlines does not only depend on loyalty programs but also on the relevance of services on offer.

Cultural Values on Loyalty Program Choice: Thompson and Chmura (2015) introduced a different dimension to our understanding of loyalty programs by making assertions that multinational corporations (MNCs) have to understand the role of cultural values in determining the choice of programs. Their findings highlighted that cultural values have a crucial role in influencing loyalty program choice by organisations while indicating that loyalty programs do not work similarly in all countries. The influence of cultural values needed to be understood in relating to consumer participation thereby becoming a strategy in enhancing the profitability of multinational corporations when they expand into new territories. Thompson and Chmura (2015) utilised the quantitative methodology through random experimental design (Easterby-Smith et al., 2012: 40) to manipulate the control group, therefore, producing accurate results. The study found that loyalty programs are context-specific; however, gaps were opened as not all cultural values were covered during the research. A high-involvement service like a coach or bus ticket may expand the choice of loyalty programs by varying cultures (Thompson & Chmura, 2015).

What Matters to the Customer: Similarly, McCall and McMahon (2016) highlight in their research that customers have come to expect rewards in return for their patronage. In essence, customers, especially in the hospitality industry, show great resistance if their normally expected reward is altered forcing industry players to be innovative to keep customers engaged (McCall & McMahon, 2016). The authors emphasise the need to appreciate that customers are adaptive and reactive regarding their expectation on the level of services, quality of products and their delivery. It, therefore, becomes paramount in their view for companies in the hospitality industry to adopt the use of loyalty programs that not only create attitudinal loyalty to the firm but also allow for an improvement in relationships (McCall & McMahon, 2016). The authors utilised a quantitative methodology through an online survey of consumers (Easterby-Smith et al., 2012). One key finding of the study highlights that loyalty programs have become obligatory in the service and hospitality industries, gaps were found in need to examine the costs of varying loyalty member segments (McCall & McMahon, 2016). Interestingly, for the passenger transportation industry understands how passengers (customers) level of loyalty is aligned with the management of the loyalty scheme is use (McCall & McMahon, 2016).

Do Loyalty Programs Really Work: Hossain et al. (2017) use their research to ascertain how well customer loyalty programs work in an airline business explicitly focusing on Air Berlin, the success of Air Berlin in passenger retention was highlighted as being premised on essential services such as timing and pricing, which would be an exciting proposition for players in the road passenger transportation sub-sector (Hossain et al., 2017). The study was conducted using archival research methodology through secondary information collection from Air Berlin's official website and their annual reports for 2015 (Hossain et al., 2017) by seeking to empirically substantiate the theoretical framework in the case of the airline industry. Key findings of the study highlight that the airline through continuous innovation has managed to make the customer more loyal (Hossain et al., 2017). Moreover, success in retaining patronage is achievable by creating a competitive advantage over other players.

Theoretical and Empirical Reviews: Passengers just as with any other customer or consumer are adaptive and reactive to the services being rendered (McCall & McMahon, 2016). Passengers have an expectation of comfort, safety, reliability and efficiency of service from transport operators, which therefore make an effort to keep them loyal to one brand that much more difficult to achieve. Highly contentious, however, is whether the companies understand the value of having loyal passengers through the various reward programs to attain the ability to draw both compliments and criticism to attain a high pedigree of services as espoused by their passengers. The companies are dolling out discounts that are just an unaccountable cost due to lacking the infrastructure to harness passenger retention and measure company performance (Beck et al., 2015; Magatef & Tomalieh, 2015). In essence, the uptake of the use of multi-currencies in Zimbabwe (Basera, 2014) introduced the need for transporters to enhance relationship marketing management by adopting the use of loyalty programs as a tool.

However, extensive improvements both in the design of the programs and application are required to attain the set objectives of enhancing competitiveness (efficiency) and brand loyalty (Vilkaite-Vaitone & Papsiene, 2016; Liu & Young, 2009; Hossain et al., 2017). The literature review was undertaken to indicate how important firms feel loyalty programs are in firstly understanding the requirements of their customers and secondly in coming up with mechanisms to reward them for their loyalty. Our country seeks to develop a modern passenger transportation system; it will become essential to understand the value of passenger retention in enhancing organisational performance. Basera (2014) highlights that the deficiency in the country is mainly due to the implementation of loyalty programs that should encourage loyalty as the influx of new players continue to make it easy for passengers to switch providers. In the long run, investigations will highlight that it is important to design loyalty programs that increase customer-company relationships (Kang et al., 2015).

Table 1: Summary of Literature

Authors (Date)	Research Topic	Theoretical Framework	Methodology	Main Findings	Research Gap
Magatef & Tomalieh (2015)	Impact of Customer Loyalty Programs on Customer Retention	How customer retention improves the performance of the organisations	Quantitative	Loyalty programs are essential tools in CRM	The sample was in one country hence challenging to generalise.

Beck et al. (2015)	Understanding RM and Loyalty Programs Effectiveness in Global Markets	Introduce mechanisms that measure company performance	Archival	Multi-faceted understanding of strategies that companies need for relationship marketing.	Cultural factors affecting RM were not adequately investigated
Berman (2006)	Developing effective customer loyalty programs	Identification of broad-based categories of loyalty programs	Grounded Theory	Assessing the effectiveness of loyalty programs in meeting the needs of customers.	Need for the creation of unique loyalty programs
Furinto et al. (2009)	Designing of loyalty programs: How types of programs affect customer equity	The effects of monetary-based rewards against special treatment rewards	Quantitative	Program utility is higher in banks because incentives are monetary.	Use of alternative methods to improve on generalisation.
Basera (2014)	Maximizing Customer Retention through Loyalty Programs	Understanding how loyalty programs are being used for customer retention.	Quantitative (Descriptive Research)	Incentive-based loyalty programs not being used as a tool for customer retention.	Use of loyalty programs would increase customers switching.
Liu & Young (2009)	Impact of Market Saturation, Share and Category Expandability on Competing Loyalty Programs	How the firm's loyalty programs are affected by its competitive positioning and market saturation.	Quantitative	Loyalty programs are an essential CRM tool.	Other factors such as the degree of marketing, the existence of switching costs were not properly taken into account
Vilkaite-Vaitone & Papsiene (2016)	Customer Loyalty Program on Organisational Performance	What influence loyalty programs have on the organisational performance of airlines	Archival Research	No significant link was found between organisational performance and use of loyalty programs	Organisational performance is dependent on other factors
Thompson & Chmura (2015)	Loyalty Programs in Emerging and Developing Markets	MNCs need to understand the role of cultural values in developing appropriate loyalty programs	Quantitative (random experiment)	Loyalty programs are context-specific	More cultural values were omitted in the study

Hossain et al. (2017)	Do Customer Loyalty Programs Really Work in Airlines	Ascertain how Air Berlin has attained success through loyalty programs	Archival Research	Loyalty Programs enhance competitive advantage if correctly utilised	More cross-selling offers need to be adopted
McCall & McMahon (2016)	What Matters to the Customers	Assess how the hospitality industry has applied the use of loyalty programs	Quantitative	Changes to the loyalty programs increase defection from the firm	It is imperative to analyse the costs associated with varying loyalty segments

3. Methodology

This study aims to investigate whether the companies in the passenger transportation sector in Zimbabwe are doing well in utilising loyalty programs as a tool for managing relationship marketing. Though loyalty programs in other industry have proven valuable in enhancing customer retention (Jang & Mattila, 2005) which inevitably improves organisational performance through repeat purchase, this needs to be investigated by the chosen industry. Zimbabwe is a developing country, which also applies that the economic environment is still in the developmental stage hence most concepts are still in their infancy including the use of loyalty programs. Though, the use of loyalty programs in the road passenger transportation industry may seem at this stage to have come about accidentally, assessing their value in attaining the objective of passenger retention is still essential.

Research Design and Methodology: The capacity of passenger transportation companies' understanding of the utilisation of loyalty programs needs to be enhanced for them to be appreciated as critical tools in customer relationship management, this study was aimed at establishing values for local businesses to improve efficiency. To comprehensively ascertain the value of passenger loyalty programs in Zimbabwe, the study adopted the underlying constructivist philosophy of assuming that there are no absolute truths and therefore necessitating an investigation to establish my claim to the truth (Awolusi, 2014; Awolusi, Magaji, & Odunlami, 2015). Thus one of the primary research approaches for my study will be action (co-operative inquiry) by interviewing the leaders of my targeted companies who by role have the responsibility and authority to affect or implement the necessary changes (Easterby-Smith et al., 2012). The qualitative methodology is the most appropriate for this research. Qualitative research is different in that it arrives at its findings by incorporating reality instead of using quantification means (Strauss & Corbin, 1990).

The present study intends to establish an understanding of the perception of companies regarding the value created by using loyalty programs. In this regard, the purpose, size of the group to be studied, the expectancy of subjectivity since I am known to the respondents prescribe that this research uses qualitative research. In concluding the study, the intention is to generate valuable findings from a written report showing the connection between business growth and loyalty programs' ability to retain patronage (Lichtman, 2006). Furthermore, the present study also used in-depth interviews to draw out the views, interpretation, and mindset of the senior executives of the ten identified bus companies thereby evaluating the role loyalty programs in their organisations (Easterby-Smith et al., 2012: 126). Since only people with specific knowledge of the institutions were deemed capable of giving valuable opinion about the subject matter, a one on one interview was most ideal. However, since the present study intends to satisfy and meet a specific criterion, hence purposive homogeneous sampling technique was adopted (Easterby-Smith et al., 2012).

Data Collection and Analysis: In assessing the benefits of passenger loyalty programs, the study appled the qualitative methodology. The method accessed the views, interpretation, and mindset of senior executives of the identified companies to evaluate the role loyalty programs within their firms (Easterby-Smith et al., 2012). Furthermore, to enhance data collection method's objectivity, the study utilised semi-structured types of interviews which was guided but still open to provide a higher degree of confidentiality to the participants

(Easterby-Smith et al., 2012). It is vital for the qualitative data to be condensable into a format that allows simple presentation of results, findings and recommendations in a manner that convinces others (Easterby-Smith et al., 2012). In that regard, the study utilised the grounded analysis which offers broader approaches to data analysis with theory developing from the data collection to analysis (Easterby-Smith et al., 2012). The approach remain inductive to compliment the grounded analysis by ensuring that no predetermined theory, structure or framework is in place but only by using the actual data collected to institute the structure of report (Burnard et al., 2008). All relevant data were labelled according to its possible relevance to the study thereby building a theory that intimately highlights the evidence of the importance of loyalty programs in the passenger transportation sub-sector (Lawrence & Tar, 2013).

Validity Analysis, Practical and Ethical Challenge Mitigation: As qualitative research involves human beings understanding human beings, which from the initial stage provides a necessary subjective practice. The first four questions of the interviews established a reasonable level of validity. In ascertaining how valuable the chosen companies' loyalty programs are to their passengers, the study was able to attain efficacy. For example, qualitative research prescribes a researcher-participant relationship to be established which bring apparent ethical concerns namely; respect for privacy, need for developing transparent, open and honest interviews and avoiding both misinterpretation and misrepresentation (Warusznski, 2002). The data collected through interviews were, therefore, kept confidential at all times by securing data storage methods, removal of identifier components where necessary (Orb et al., 2001). In addition, qualitative research entails the investigation of the situation in a real-life context (Yin, 2003), which bring about a lack of control for researchers. Consideration has to be given to participants as they are the primary data source. Hence, selecting and recruiting participants will become imperative regarding their willingness and ability to expunge their time for the study (Wicks & Whiteford, 2006).

Presentation of Data Collected: As highlighted by Easterby-Smith et al. (2012), the present study adopted the seven main stages of the grounded analysis, namely: Familiarization – sticking to the focus of the study and what the data is inferring through assessing the views expressed by my respondents; Reflection – making sure that the data supports existing knowledge and the effects it has on this knowledge; Conceptualization – precise and straightforward open coding of respondents' ideas; Cataloguing concepts – transferring the respondents' thoughts through manual methods into a database; Re-coding – identify matching properties by reassessing the original data against the synthesised data; Linking – enhance the emerging patterns between concepts by developing theoretical codes that establish the analytical framework and explanations; and Re-evaluation – it is imperative for any process to assess any areas that need tweaking or improvement (Blazi & Awolusi, 2020; Matira & Awolusi, 2020). It remains essential to establish a tabular presentation of collected data that enhances the understanding of others by highlighting the central units of analysis. The preferred approach reports significant discovery under each central theme (Burnard, 2004).

Data Presentation Format and Design: The data was presented both in tabular and text form. Tables are much easier because of their ability to indicate the presence or absence of specific characteristics. Text, as the data was not be complicated, therefore, will be readily incorporated into my research. The categorisation is pivotal in the presenting data subjectively as its epistemological position (Bergman & Coxon, 2005). It is important to validate data against the research question as this influence the types of categories to be used as well as the sorting rules (Bergman & Coxon, 2005). Sorting was undertaken to assign empirical observations about their similarities or lack thereof. As the research has been undertaken to ascertain the value of loyalty programs, to avoid misinterpretation, the data was then sorted along with the following variables – loyalty programs, incentives, customer relationship management, marketing and brand management. However, that socio-cultural influences categorisation processes in two varying ways; shared values – values, norms and ideologies, and through the actual immediate context (Bergman & Coxon, 2005) which ultimately plays a pivotal role in influencing the interpretation of the research. Relating the categories to the Zimbabwean context was, therefore, important in reducing the effects of misinterpretation.

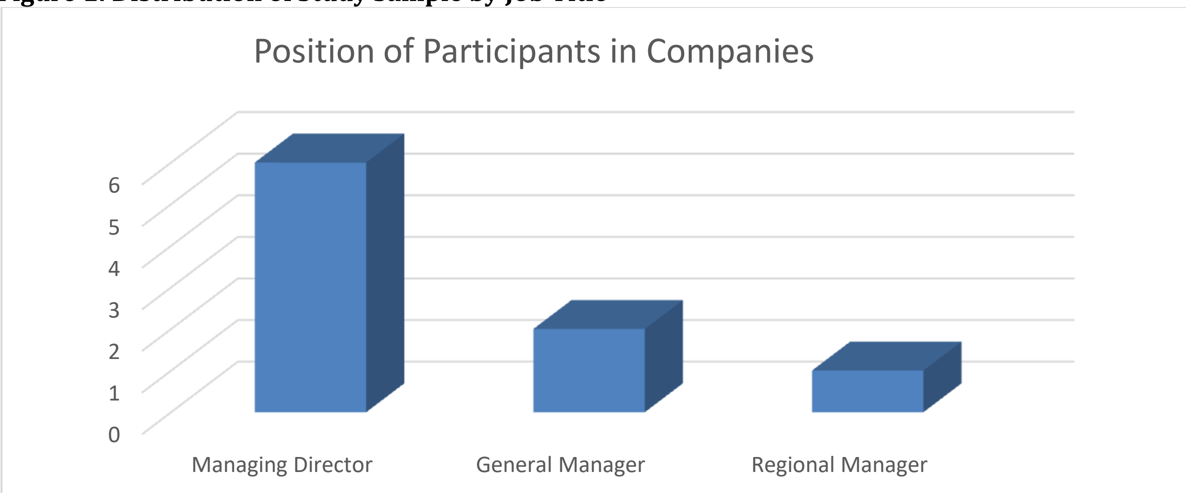
4. Results and Discussion of Findings

This section highlights the data analysis and findings from ten questionnaires completed by Managing Directors, General Managers and Regional Managers of the nine leading bus companies operating in

Zimbabwe. The in-depth interviews were conducted through physical visits to the chosen operator's offices throughout Zimbabwe. The purpose of the study was to understand the extent to which the use of loyalty programs by a selected group of passenger transportation companies have influenced their relationship marketing and operational efficiency. The collected data was analysed to identify, describe and explore the relationship between enhanced organisational performance (both financial and operational) and efficient use of loyalty programs by passenger transporting companies in Zimbabwe.

Description of Study Sample: Data was obtained from self-administered questionnaires, completed by nine executives (e=9), a ninety per cent (90%) response rate.

Figure 1: Distribution of Study Sample by Job Title



The majority of the participants (67%) are the actual decision-makers in the selected companies on the tools that should be used in relationship marketing. Eighty-nine per cent (89%) the respondents highlighted the use of what Berman (2006) described as category type three loyalty program concept, which necessitates that passengers accumulate and produce between five and ten tickets to attain either a fifty (50%) or hundred (100%) discount on next travel. Only eleven per cent (11%) of the respondents utilised type one of Berman's four broad-based categories of loyalty programs which provides an immediate discount as passengers' purchase travel tickets. However, only twenty-two per cent (22%) of the sample highlighted that they provide passengers with a specific window period of twelve (12) months within which the accumulation and product of tickets need to occur. The rest of the respondents (78%) highlighted that as long as tickets are produced within a reasonable period even beyond a year passenger will be eligible for discount. Forty-four per cent (44%) of respondents highlighted that they have an established database of passengers, with the booking system calculating the level of discount to be given automatically. The rest of the participants do not have a database of their passengers, therefore, depending solely on the passenger returning out of their own volition for repeat business.

Testing the Hypotheses: Ha. The first hypothesis claims that the majority of modern businesses utilise loyalty programs as a tool for relationship management. The claim stems from the observations of Kang and Mattila (2005) that it is three times cheaper to keep an existing passenger against acquiring a new one. Therefore, the assumption would have been companies in the transportation industry in Zimbabwe would find it necessary to introduce a passenger relationship management tool such as loyalty programs to attain this saving. However, in this situation, we are obliged to accept a null hypothesis, meaning that though the respondents felt it was vital to retain passengers, their approach is mainly centred on the alteration downwards of the passenger fare. **Hb**. The second hypothesis deals with loyalty programs helping in improving the company's operational efficiency through the effective application. Furthermore, it is a necessity for the research to maintain high ethical standards by making sure that all gathered information remains anonymous. This was achieved by making sure that we sustained the trust of all participants whose confidence we already enjoyed (Easterby-Smith et al., 2012). Secondly, the research plays a vital role.

In developing an understanding of the value drawn from loyalty programs in the sector, therefore, defining the participant ability to trust the intentions and objectivity of the interviews was attained through our already existing social interaction (Easterby-Smith et al., 2012). The question is in fact whether loyalty programs increase market share, therefore, increasing the number of passengers for the selected companies. On the sampled group, however, the coefficient is not high enough to highlight any correlation mainly due to the use of tools that cannot be related to loyalty programs by the majority of respondents (56%). **Hc.** The last hypothesis is aimed at discovering whether how much loyalty programs influence the financial performance of selected passenger transportation companies in Zimbabwe. Similarly, the use of discounts, fare reduction is more predominant in Zimbabwe hence we cannot safely identify the correlation between improved financial performance and loyalty programs of the sampled companies. It is inevitably apparent that what the majority of companies are using in Zimbabwe as customer relationship management tools cannot be safely be identified as loyalty programs. The results of the data indicate the distribution of discount to passengers per company (Table 2).

Table 2: Distribution of Discount to Passengers per Company

Company	Name of Scheme	Program Principle	No of Tickets to Qualify	No of Passengers on the Scheme as %	Percentage Discount	Moment of Reward's Usage
Intercape Mainliner	Nil	Frequency reward	10	87%	100%	Immediate
Eagleliner Coaches	Mahala Travellers Club (MTC)	Frequency reward	10	75%	50%	Immediate
Intercity Xpress	Mahala Travellers Club (MTC)	Frequency reward	10	80%	50	Delayed
Revival Motorways	Free Ticket Club	Frequency reward	5	65%	100%	Immediate
Munenzwa Bus Service	Nil	Frequency reward	5	50%	100%	Immediate
King Lion Motorways	KL Frequent Traveller	Frequency reward	10	100%	100%	Immediate
Chichewa Tours	Frequent Traveller	Frequency reward	6	30%	100%	Immediate
Delta Coaches	Frequent Traveller	Frequency reward	6	10%	100%	Immediate
Tombs Motors	Frequent Traveller	Frequency reward	6	60%	100%	Immediate
Pioneer Coaches	Nil	Nil	Nil	Nil	Nil	Nil

To assess whether having an established loyalty program has positive effects on passenger transport companies' market share (customer relationship management) **(Ha)**, operational efficiency **(Hb)** and profitability **(Hc)** the above data was extrapolated. The data indicate that all sampled companies though, providing some sought of a loyalty scheme, this cannot easily be reduced to being a loyalty program. Vilkaite-Vaitone and Papsiene (2016) correctly highlight that there is little proof that organisational performance is directly affected by loyalty programs. Similarly, in the case of Zimbabwean companies sampled the findings are that the frequent traveller programs currently in use do not exert any positive influence on the financial performance of the company. Neither does it improve operational efficiency through increasing repeat business or monitoring the travel patterns of passengers.

Table 3: Chi-Square of the Relationship between Loyalty Program and Customer Relationship Management (Ha), Operational Efficiency (Hb) and Profitability (Hc)

Loyalty Program and Customer Relationship Management			
Low		4(33.3)	8(66.7)
Moderate		2(20.0)	8(80.0)
High		4(34.2)	7(45.2)
Statistic	**DF=** 1,	χ^2= 0.4889	$p > 0.05$
Loyalty program and operational efficiency			
Low		4(28.6)	10(71.4)
Moderate		4(18.2)	18(81.8)
High		8(23.5)	26(76.5)
Statistic	**DF=** 4,	χ^2= 2.3481	$p > 0.05$
Loyalty program and profitability			
Low		6(22.5)	55(77.5)
Moderate		2(15.4)	11(84.6)
High		4(13.4)	10(76.2)
Statistic	**DF=** 1,	χ^2= 0.3337	$p > 0.05$

The Chi-square results in table 3 clearly validated the three null hypotheses at a 5% level of significance. Hence, we can conclude based on the Chi-Square results of a positive significant relationship between loyalty program and customer relationship management (Ha), operational efficiency (Hb) and profitability (Hc). However, all respondents to the research indicate having adopted the current discount programs in use over the last five (5) years. In summary, the significant relationship can be said to exist between the passengers and the companies providing them with transport services due to the use of loyalty programs namely the frequent traveller scheme. The manner in which the scheme is currently administered through the production of previous tickets indicates a well-established relationship between the selected companies and their passengers. However, regarding business efficiency and profitability, no significant correlation can directly be shown. The table below highlights the results of the hypotheses of the study.

Table 4: Results of Hypotheses of the Study

Company	**Ha – use of loyalty programs as a tool for RM**	**H_b – the value of loyalty programs in enhancing operational efficiency**	**Hc – the Financial influence of loyalty programs**
Intercape Mainliner	High	Low	Low
Eagleliner Coaches	High	High	Moderate
Intercity Xpress	High	High	Moderate
Revival Motorways	Moderate	Low	Low
Munenzwa Bus Service	Moderate	Low	Low
King Lion Motorways	High	Low	Low
Chichewa Tours	Low	Low	Low
Delta Coaches	Low	Low	Low
Tombs Motors	High	Moderate	Low
Pioneer Coaches	Nil	Nil	Nil

Interpretation and Discussion of Findings: The loyalty programs in use do not adequately play the role of a passenger relationship management tool as the application serves no purpose other than to appreciate repeat business hence they do not conform to the narrative introduced to us by Basera (2014) of applying loyalty programs to harness customer retention. All nine companies interviewed draw very little information on the travelling patterns of the beneficiaries of the discount as the process is done manually and no data is collated for future use. Interestingly one of the facets of loyalty programs is to measure the performance of the company using them (Beck et al., 2015) which is lost to the transporters. The operators are utilising Berman's type three discount programs which allow passengers to accumulate tickets before accessing discounts. The transporters, unfortunately, are not taking advantage of all four broad-based categories of loyalty programs, which could improve the cross-selling of services thereby enhancing business efficiency as espoused by Berman (2006). Thereby enhancing passenger-company identification and improve loyalty to the brand. It has to be noted that the companies have already achieved half of the work of attaining the retention of passengers as there is consistent use by passengers of the same respective companies. Therefore, obtaining cost-cutting measures of keeping old passengers is achievable (Magatef & Tomalieh, 2015).

All nine companies utilise the frequent traveller discount systems which in the majority of cases is applicable through passengers keeping and presenting to the company a certain number of tickets to enjoy either a fifty (50%) or hundred (100%) per cent on their next travel. This aspect of providing discounts fits perfectly into the narrative of being a monetary-based rewards scheme (Furinto et al., 2009). The influx of new operators has forced the hand of traditional players in adopting loyalty program initiatives as a way of safeguarding their traditional market share. Though, there is room for further improvements what has been essential is the start. In all the interviews though, respondents highlighted lack of significant linkage between the use of loyalty programs and their ability to create a distinct competitive advantage of the rival companies which agree with the findings of Vilkaite-Vaitone and Papsiene (2016), with other factors being highlighted as being paramount for achieving desired advantages. Travel in Zimbabwe has been reduced to a necessity due to economic challenges, which has cut the market by more than half over the past couple of years. The remaining half wants to pay as little as possible which has resulted in undercutting of fares which links to the need of understanding the economic and cultural values of the target market as envisaged by Thompson and Chmura (2015) when they highlighted that loyalty programs should ideally be context-specific.

Operators could utilise this knowledge when crafting loyalty schemes that not only address specific competitive edge requirements but also allowing their companies to attain a higher percentage of passenger retention. All nine companies have however managed to attain one aspect of loyalty programs that of brand loyalty (Magatef & Tomalieh, 2015), but unfortunately, have not enhanced it to a point where it addresses growth in profitability and improvement of operational efficiency. Lastly, there is a worrying trend within the companies of not being sure if the passengers' perception of the schemes in operation is positive or negative. Furthermore, research indicates that all the participating companies use a monetary-based reward system, which their passengers prefer (Furinto et al., 2009). Critically, respondents all highlighted the need to improve the current loyalty programs in use. In the majority of cases (ninety per cent) their passengers were requesting for the reduction in the number of tickets required for them to qualify for a discount. This knowledge should, therefore, enable transporters to ascertain the value of adopting and using loyalty programs appropriately thereby enhancing their competitive advantage in a fast-paced world economy. However, it has to be noted that altering reward tier requirements both positive and negative depending on the perception of the recipient may increase the defection of passengers from the company (McCall & McMahon, 2016).

5. Conclusion, Implications and Recommendations

Summary and Conclusion: The study observed the current utilisation of tools that the selected companies deem to be loyalty programs. The literature review concentrated on the role of loyalty programs in all facets of the economy and did not specifically focus on the transportation industry. Qualitative research was undertaken initially targeting ten (10) of the leading passenger transportation companies in Zimbabwe. However, only nine (9) were successfully interviewed. Six of the nine respondents were managing directors (principal officers of their respective companies); two were general managers and the final a regional manager. Permission to undertake interviews was granted by the Coach and Bus Operators Association (CBOA), an organisation made up of bus operators operating in the Southern African Development Community (SADC) headquartered in Harare, Zimbabwe. Prior, to conducting interviews respondents were asked to sign a Participant Consent Form.

The research intended to understand the use of loyalty programs in the daily operation of the selected companies while identifying their value both in attaining passenger loyalty, improving business efficiency and lastly enhancing profitability. The value of loyalty programs was therefore observed using in-depth interviews within the parameters of the case study (i.e. identification of existing scheme, type of programs in place, the overall value generated in market share, ability to stifle competition), codified and hypotheses tested via Chi-square inferential method. The study provides support for the importance of loyalty programs as passenger relationship management tools if appropriately applied and implemented. Loyalty programs offer companies across industrial sectors with useful benefits such as brand loyalty, business efficiency due to enhanced planning and profitability due to increase in patronage from passengers who are less sensitive to the marketing efforts of competing brands (Aaker, 1992).

Recommendations: Based on the Chi-Square results, the study concluded of a positive significant relationship between loyalty program and customer relationship management, operational efficiency and profitability in the Zimbabwe transportation loyalty programs. Transporters need to know how to initiate loyalty programs that not only reflect the passengers' preferences and travel patterns but also competitive enough to scare away rivals while providing passengers with sufficient motivation to remain loyal to them. To attain this goal here are the recommendations: Our research has already indicated that passengers prefer monetary-based incentives to special treatment-based ones. Implementing and administering loyalty programs involves high costs and risks (Furinto et al., 2009) hence the need for companies to understand the relationship modes as they affect their passengers. Though, carrying the risk of being labelled as promotional programs (Yi & Jeon, 2003), monetary rewards can be designed in a manner that they do not provide instant rewards (Furinto et al., 2009) as is already the case in the industry with free tickets only accruing after several tickets. Lastly, the loyalty programs must be designed in a manner that nurtures a long-term fruitful relationship between the company and its passengers (Morgan & Hunt, 1994). It, therefore, becomes imperative for passenger transportation companies in the country to develop passenger databases which will store information while allowing for ease of extraction. It is encouraged for companies in the industry to maintain a non-contractual relationship with the passengers (though having lower or no switching costs).

It forces the company to maintain a high level of service delivery. Companies do not want passengers to utilise their services just because it is convenient as this would be spurious loyalty (Dick & Basu, 1994). It is becoming imperative that companies start looking at introducing a different type of rewards scheme. Achievable by creating an exclusive club of passengers who are upgraded to special treatment rewards which are designed to provide comfort and peace of mind (Furinto et al., 2009). In the context of the industry, this could be achieved by upgrading passengers from a semi-luxury coach to a luxury one where companies have two different services. One of the significant developments that need to occur in the market is the issuance of loyalty program cards to passengers, similar to those found in airlines and retail industries. The card would also increase the efficiency of redeeming points while strengthening the monitoring of passenger travel patterns (Magatef & Tomalieh, 2015). The card may also be used to segment status of the passenger (i.e. students, professionals, pensioners etc). Critical to any business growth understands the needs of customers through creating avenues for their views and suggestions to be heard. The industry should adopt the use of transparent feedback systems that not only address lodging of complaints but also of ideas (Magatef & Tomalieh, 2015). The loyalty program in use should award points to existing passengers when they refer new passengers to the company. Adopting referrals enables companies to both keep existing customers while acquiring new ones far cheaper than initiating a capital-intensive marketing program.

In summary, relationship marketing management has grown globally over the last couple of decades. Success has been constructed by making sure that companies can manage and improvement in income generation while reducing operational costs. Jang and Mattila (2005) correctly assert that loyalty programs should encourage customer's behaviour toward repeat purchase which is fundamental to enhancing customer retention. In the context of the road passenger transport industry and the country in general, it should therefore also apply that the use of loyalty programs should improve business performance in all facets. However, the use of loyalty programs in the industry is relatively in its infancy and has a long way to develop. Regardless, the value of loyalty programs in enhancing competitive advantage and improving operational efficiency due to the increase in income and profitability is proven (Vilkaite-Vaitone & Papsiene, 2016; Singh & Imran, 2012).

Companies need to understand the use and effectiveness of loyalty programs in the industry by initiating correctly designed programs that address the passengers' needs to increase patronage (Furinto et al., 2009). The hope is that the research will unearth the basis of the various loyalty schemes in place in the industry thereby understanding the direction the executives intend to take in the future to enhance the programs' appeal to the market. The qualitative research by using semi-structured in-depth interviews was deemed valuable in collecting sufficient evidence the loyalty program has in unlocking competitive advantages for bus companies. Numbered are the days of the sector operating in a silo where marketing tools for business performance enhancement are unique to the industry. Technological and financial advancement prescribes that uniformity brings about effectiveness and efficiency.

Implications and Contribution to Knowledge: While the study acknowledges the implementation of loyalty programs in road passenger transportation industry of Zimbabwe, it also indicates how there are gaps in its application which would have different characteristics produced both by internal and external intervention. The study highlighted the contextual use of loyalty schemes by the participating companies but most importantly the characteristics not in use compared to other industrial sub-sectors. Passenger transportation sub-sector has not fully comprehended the value of loyalty programs as they become obligatory in most industrial sectors (McCall & McMahon, 2016). Globally, loyalty programs have moved from just being tools to enhance the customer-company relationship to allowing companies to view patterns of purchase in the transport industry's case of travel thereby extracting the highest possible financial value in the process. This study contributes to knowledge in the following regard.

Theoretical and Managerial Implications: Although there is a proliferation of loyalty programs in the industry, there is little being done to make this specific and valuable to the companies in the same manner airlines adopted varying programs over the past few decades. Similarly, it is my view that loyalty programs in the industry be cross-sectional to include special treatment rewards thereby enhancing benefits for passengers. There are virtually no value is derived from the current programs in place towards either developing plans to address passenger travel plans. The industry needs to adopt schemes similar to those being used in the airline industry thereby improving on the collection of passenger information for purposes of ascertaining their consumers' purchase behaviour and service requirements. However, the present study has limitations consisting firstly of the sample size which may not necessarily have produced results that allow for inference onto the populations of passenger transportation companies in the country.

Secondly, the research focused on companies providing inter-country services mainly as they have the highest possibility of generating repeat business that would make loyalty programs function efficiently. Possibly investigating companies providing inter-city and rural transport services may produce varying results, which creates room for further studies. Thirdly, though the majority of respondents (67%) are responsible for making the decisions on what loyalty programs should be in place, the remainder of the sample does not have the influence to make such choices hence may have polarised the survey. Further studies may be necessary for a larger pool of decision-makers to assess how they value loyalty programs in their businesses. Lastly, there has not been an undertaking, especially in the road passenger transportation sub-sector to ascertain the perception of passengers towards the use of loyalty programs as a tool of relationship management, which proffers an opportunity for further study.

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The Integration of General Education in the Academic Programme to Enhance the Self-Efficacy of Accounting Students at a South African University

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Abstract: The purpose of this paper is to investigate the impact of General Education in enhancing the Self-efficacy of Cost and Management Accounting (CMA) students to assess whether Self-efficacy, is having any positive influence on the students' academic performance. The research design for this paper was descriptive, longitudinal and a mixed-methods approach. The nature of the quasi-experimental approach that was used in the current paper is a non-equivalent pre-test and post-test control group design. The target population was CMA students. A census survey was conducted. Findings, which were analysed with the aid of descriptive statistics, indicate a significant correlation in the post-test (Self-efficacy) scores of the group that undertook the General Education Modules and not the group that did not undertake the General Education Modules. This paper recommends the implementation of General Education skills into the curriculum and a model to measure Self-efficacy of students. Moreover, these skills appear to be very poor amongst current learners and respondents believed that Self-efficacy could have a positive effect on the academic performance of learners.

Keywords: *Management Accounting, Financial Accounting, General Education Skills, Critical Thinking Skills, Self-efficacy.*

1. Introduction

Skills in General Education, including written communication, oral communication, critical thinking, quantitative analysis, science, information and computer literacy, amongst higher education learners are crucial for success at the tertiary levels in general and Accounting levels in particular. A low level of General Education skills affects the performance of learners and creates an obstacle for promotion prospects at the workplace. It usually affects their ability to learn and prosper in the workplace environment. De Villiers (2010: 17) emphasises the need for Accounting professionals and advisors to business, to possess both technical and soft skills, which include communication skills, in order for these individuals to be successful, effective and for continued growth of individual. The Department of Basic Education (2014) reports that between 2011 and 2013, the number of passes obtained by learners in Mathematics has increased. There was also a sharp drop in the pass rate in 2014. The percentage of those candidates who passed Mathematics at 40 percent increased from 30.1 percent to 40.5 percent between the years 2011 and 2013. There was also a decrease in the year 2014 to 35.1 percent for candidates who passed Mathematics at 40 percent. Moreover, the number of candidates writing Mathematics decreased from 241 509 in 2013 to 225 458 in 2014. The 5.4 percent drop in candidates who passed Mathematics at 40 percent and the declining number of 16 051 learners writing Mathematics in 2014 remains a great concern.

Similar scenarios persisted in Mathematical Literacy. According to Taylor, Van der Berg and Mabogoane (2012), grade six language teachers did not perform well on the SACMEQ reading test. The National Education Evaluation and Development Unit (NEEDU) (2013) states that the most notable aspect identified is that 72 percent of the three best learners in each class studied were reading below the average grade two student level, and 22 percent were on or below the 'bad' norm. Ramos (2010: 31) points out that reading strategies and writing skills have a strong connection. The results indicated by NEEDU (2013) and Ramos (2010) show that reading strategies are valuable predictors of writing abilities. The Centre for Development and Enterprise (CDE) (2011) indicated that many existing teachers are not teaching well in Maths, Science, Commerce and Technology, and are poorly managed. Problems arise when a majority of these teachers are improperly trained. In one study, researchers found that of 73 matric Physical Science teachers from Dinaledi schools in South Africa (with extra Mathematics and Science resources) who were tested on basic problem-solving skills, only 60 percent were able to solve the problems (CDE 2011) over the last 20 years. Research has shown that South African teachers have insufficient awareness of the subject matter. Two sections of research thirteen years apart suggest that the problem has persisted.

Carlsen (1999) suggests that teacher knowledge should consist of five main areas of knowledge namely, (i) General Education Context, (ii) Relevant Education Context, (iii) General Pedagogical Knowledge, (iv) Knowledge of Subject Matter and (v) Knowledge of Pedagogical Content. The studies indicate that most teachers lack knowledge in these key areas. These low levels of communication skills affect the academic performance of learners, not just in the field of Accounting, but also professionally. Communication skills also affect oral communication skills. Research confirms that Accounting professionals and lecturers believe that oral and written communication is pivotal for success in the Accounting profession. Wessels (2005) argues that professional accountancy bodies attach critical importance to communication and problem-solving skills. Newly appointed graduates with poor communication skills will lead to unproductive work, poor teamwork, inefficient control and eventually, failure in management. The question is due to different personal experiences and different educational styles. Gray (2010) points out that 91% of all Accounting professionals indicate that oral communication skills are important for new graduates and 74.5% indicate that new graduates rarely have the skills needed.

The Financial and Accounting Services Sector Education and Training Authority (FASSET) (2011) points out that the number of people needed in the occupational category regarding the financial sector is 78 percent for professionals, which includes Accounting and Auditing trainees and 13 percent of people required in the clerical and administrative fields. The South African Institute of Chartered Accountants (SAICA) (2008b) indicates that 24,444 students passed the Higher Grade version in 2006 for the Accounting Higher Grade subject. Furthermore, in higher education, graduates increased from 3,142 to 4,978 in 2006 for the first three-year degree. The number of new labour market entrants in 2006 was 5752, nearly a thousand more than the graduates generated in the same year, as highlighted by SAICA (2008b). SAICA points out that higher education does not generate enough graduates to meet the need for new entrants into the market. The demand at post-graduate level, based on the realistic scenario, shows that there would be a deficit of 35 percent in 2018, and if the economy were to grow at a higher rate, the deficit would be 65 percent in 2018 (SAICA 2008b). Clearly, from these figures, the supply is not in keeping with the demand in the South African labour market.

2. The General Education Prerequisites of Professional Accounting Bodies

The present section addresses the aspect of General Education skill requirements of accounting learners from the point of view of professional Accounting bodies. The study discusses the international education skill requirements standards as set out by the International Federation of Accountants (IFAC). The current section also reports on communication, technical and soft skills for accounting graduates to be successful and effective and for continued growth by professional bodies.

International Federation of Accountants: IFAC is a worldwide body for the Accounting profession, committed to serving the community interest by improving the disciple and assisting in the development of strong foreign economies. Deloitte Global Services (2019) highlight, that IFAC comprises more than 179 associates and has members in 130 countries and territories, comprising nearly 2.5 million accountants in public Accounting, education, government, business and trade.

Purpose and Scope of International Education Standards (IES): International Education Standards 3 recommends a mixture of skills that applicants need in order to be suitable as qualified Accountants, according to IFAC (2008a). IFAC (2008a) asserts that the objective of IES 3 is to ensure that applicants for affiliation to an IFAC member body are fully prepared with the correct mixture of skills, such as academic, personal, technical, interpersonal and organizational, to perform as proficient Accountants. Such skills would enable accountants to work as competent professionals in an ever more dynamic and challenging environment during their careers.

Fawcett (2015) believes that the soft skills and General Education skills that professional accountants require are the following:

- Intellectual skills (knowledge, understanding, analysis, application, synthesis and evaluation);

- Technical and functional competencies (numeracy, measurement, reporting, decision making, compliance);
- Personal competencies (self-management, resourcefulness, prioritize, adapt, incorporate ethical values in decision-making, career scepticism);
- Interpersonal and communication competencies (work/communicate with others); and
- Organizational and business management skills (motivation, planning, leadership). According to IES 3, the skills indicated above are important for persons on the lookout to becoming skilled accountants. IFAC (2008a) suggests that IES 3 similarly attempts to address non-business studies which encourage the development of both the prerequisite talents and may even be part of General Education learning. IES 3 does not include specialized Accounting learning, ethical standards, principles and behaviours, criteria for practical experience or professional competency evaluation.

Overview of IES 3: Talents constitute a part of a set of skills needed by competent accountants to display professionalism. IFAC (2008a) notes that competencies consist of expertise, talents, specialized standards, ethics and attitudes, and that competences are an example of future capabilities that can be applied through various surroundings. It would be important to ensure that technical Accounting training programs incorporate the above capabilities. The increased preference of employers, stakeholders and persons regarding qualified accountants who contribute to the workplace and to society have typically triggered a greater focus on professional expertise. IFAC (2008a) indicates that the qualifications requirements enable eligible accountants to effectively leverage the information acquired from General Education. IFAC further emphasises that criteria for skills requirements are not obtained from individual courses dedicated to them, but from the cumulative impact of specialized Accounting training, programming and experience in the field, developed further through lifelong personal learning. IES 3 classifies the skills as: **(I)** Intellectual; **(II)** Technological and Functional; **(III)** Personal; **(IV)** Interpersonal and Communication. **(V)** Skills in Organizational and Business Management (IFAC 2008b).

According to IES 3, the acquisition of the aforementioned skills is crucial for learners owing to be specialized accountants. In addition, the above-mentioned skills will give qualified accountants a competitive edge in the market place, according to IFAC (2008b), and are useful throughout the career of the accountant. However, IFAC (2008b) adds that at the point of qualification, not all of those skills will be completely developed. Many of these skills may be the subject of the continued growth of the profession. While not an end in itself, a strong base in General Education is one way of helping people become wide and diverse-minded individuals who can understand and interact effectively and who has the framework for conducting investigations, carrying out rational thought and performing critical evaluation (IFAC 2008b). IFAC (2008b) highlights that the foundation would allow candidates to take decisions in a broader sense of society; employ sound judgement and professional skills; help connect with different groups of people; encourage them to think collectively; and start the cycle of professional development.

International Skills Requirements of Accountants: As indicated by IES 3 in an earlier paragraph, learners in search of becoming specialized accountants ought to equip themselves with the following:

- Intellectual;
- Technical and functional;
- Personal;
- Interpersonal and communication; and
- Organizational and corporate management talents and General Education requirements.

Intellectual Skills: Bloom's Taxonomy (1956) highlights that intellectual talents are often distributed into six levels, as indicated in the section titled 'Models and Theories Section on Quality of Learning'. Up to that time, professional accountants' position may well have been limited to the collection of data used by everyone but, nowadays, qualified accountants also form the backbone of the judgment-making team. The six stages are Information, Comprehension, Implementation, Analysis, Synthesis (combining knowledge from a number of areas, predicting and drawing conclusions) and Evaluation. IFAC also reaffirms the skills. IFAC (2008b) is of the opinion that the analytical skills needed should include:

- The aptitude to find, collect, organize and understand evidence from human, print and electronic sources; aptitude to locate, acquire, organize and understand information from human, print and electronic sources;
- The aptitude to analyse; study; logical and critical thinking; rational and critical analysis ability for analysis;
- The aptitude to ascertain and solve unstructured complications that may be in unfamiliar surroundings. According to IES 3 the above-mentioned intellectual talents enable professional accountants to resolve issues, make sound decisions and implement good judgment in difficult organizational circumstances (IFAC 2008b). These intellectual skills often form part of broad General Education.

Technical and Functional Skills: Technical and organizational skills are composed of general competencies as well as Accounting skills. According to IFAC (2008b), the skills take account of:

- Numeracy and IT aptitude;
- Decision modelling and risk analysis;
- Measurement;
- Reporting; and
- Conformity regarding regulatory and legislative standards.

Personal Skills: According to SAICA (2010), personal skills include the following:

- Fully independent management;
- Self-learning, motivation and initiative;
- Resource allocation (within time limits); and
- Customizability. IES 3 notes that personal competencies are associated to qualified accountants' attitudes and behaviour (IFAC 2008b). Personal competence growth can assist with independent learning and personal advancement.

Interpersonal and Communication Skills: SAICA (2010) suggests that interactive and communication talent includes the aptitude to:

- Collaborate with people/conflict resolution;
- Diversity issues;
- Dealing with appropriate results;
- Teamwork;
- Exhibition of points of view; and
- Effectively pay attention and read. IES 3 notes that interpersonal and communication expertise enable qualified accountants to collaborate with individuals for the organization's mutual interest; obtain and communicate information; shape sound judgments; and make efficient decisions (IFAC 2008b).

Organizational and Business Management Skills: SAICA (2010) highlights that the components of organizational and business management expertise include:

- Planning, project management and people management;
- Delegation;
- Coaching and mentoring;
- Leadership; and
- Broad business outlook/political awareness/global perspective. IES 3 proscribes that skills in institutional and corporate management are becoming progressively essential to skilled accountants who are being requested to play a more pivotal role in the everyday management of companies (IFAC 2008b). Accordingly, IES 3 suggests that it is necessary for qualified accountants to comprehend all facets of how a company works and they must therefore develop a broad market view, political understanding and a global perspective (IFAC 2008b).

General Education Requirements: IFAC (2008b) claims that every specialized education curriculum should take account of a certain percentage of General Education and that this comprehensive General Education will make a significant contribution to the development of professional competences. General Education necessities vary significantly with each programme and with each country. IES 3 prescribes that General Education will focus on developing non-professional knowledge, intellectual expertise, personal expertise, interpersonal and communication expertise and management and organizational expertise. IFAC (2008b) claims that General Education will encourage lifetime education and provide groundwork for technical and accounting studies to draw on. IES 3 notes that the following may include General Education:

- Considering the movement of thoughts and activities in the past, the diverse traditions of the contemporary world, as well as a foreign outlook;
- Fundamental human behaviour awareness;
- Common sense of the world's wide range of ideas, problems and cultural, political and social forces;
- Experience of descriptive data analysis and assessment;
- Capacity to analyse and perform critical thought;
- Enable critical thinking;
- Admiration of art, literature and science;
- Knowledge of personal and social beliefs and investigation and decision practice; and
- Knowledge of making important judgments (IFAC 2008b).
  General Education can come into being through a wide variety of ways and in various conditions. IES 3 stipulates that General Education, namely accounting, financial and specific skills; corporate and business expertise; and information technology awareness can be undertaken at any point in a degree program with a combination of the qualified Accounting topics curriculum (IFAC 2008b). IES 2, in the section 'Content of Professional Accounting Education Programs', also details the aspect of General Education. IFAC (2008b) states in IES 3 that General Education can also be entirely incorporated into accounting degree curricula, allowing for the development of strategic expertise all the way through the curriculum.

Accounting Professional's Skill Requirements: Research findings confirm what Accounting professionals and lecturers have been highlighting for a long time that beyond being good with figures, learners also need oral and written communication skills to be successful in the Accounting environment. Wessels (2005) believes that communication and problem-solving expertise are fundamental and are an important requirement by professional Accounting bodies. De Villiers (2010) also highlights the need for communication, technical and soft skills for accounting graduates to be successful and effective and for continued growth in the Accounting profession. Gray (2010) highlights that 91 percent of all Accounting specialists believe that oral communication skills are indispensable in newly qualified graduates and 74.5 percent believe that newly qualified graduates seldom had the required skills.

Newly employed graduates with inadequate communication talents can lead to inefficient workforce, ineffectual control, bad teamwork and therefore a breakdown in management. The issue with weak communication skills comes from diverse personal experiences and various educational styles. Kerby and Romine (2009: 176) point out that Accounting business professional must possess strong oral communication skills and that members of the educational faculty agree that these skills play a significant role in the Accounting Programme. Interpersonal skills, for instance communication, are also vital requirements for South African trainee accountants (Barac 2009). Baker and McGregor (2000) in their study using conjoint analysis in assessing significant characteristics of accounting learners found that one of the most important factors employers expect from new graduates is communication skills.

Models and Theories on Education Skills: The models and theories under discussion in the present section are essential regarding the independent variable of the study in relation to the General Education aspect of learners within tertiary institutions. Accounting in particular is primarily quantitative by nature. However, Management accounting, even though a sub-division of this large information, is qualitative in essence. The Chartered Institute of Management Accountants (CIMA) further supports the qualitative aspect of Management Accounting. CIMA defines Management Accounting as *"the process of identification, measurement, accumulation, analysis, preparation, interpretation and communication of information (both* *financial and operating) used by management to plan, evaluate and control within an entity and to assure appropriate use of and accountability for its resources"* (CIMA 2010). Data analysis, reporting and decision-making are fundamental aspects to the subject of Management Accounting.

The Management Accounting programme requires competencies like problem-solving, analysis and decision-making. Therefore, learners should have good communication skills and be proficient in reading, interpreting and analysing questions. The superficial approach presently used by many learners for studying may not be adequate in studying the programme of Management Accounting. Learners can be successful and achieve good results in Management Accounting through quality learning. Moreover, learners can achieve sound communication expertise and a deep approach to learning through quality learning (Pickworth 2001). Quality learning incorporates factors such as critical thinking skills, decision-making abilities, Rauding Theory and Bloom's Taxonomy. The Rauding Theory and Bloom's Taxonomy indicate the skills essential for quality of learning for learners to be successful in their studies.

Critical Thinking Skills: Critical thinking consists of a logically well-organized system that involves the application of an amalgamation of aptitudes. Kurland (2000) highlights that the abilities may include the use of the following essential skills:

Rationality: Rational thinking involves thinking with reason, consistency and logic and providing reasons or logic behind every thought or idea. It provides an objective way of thinking and an analytical approach to problem-solving and decision-making.

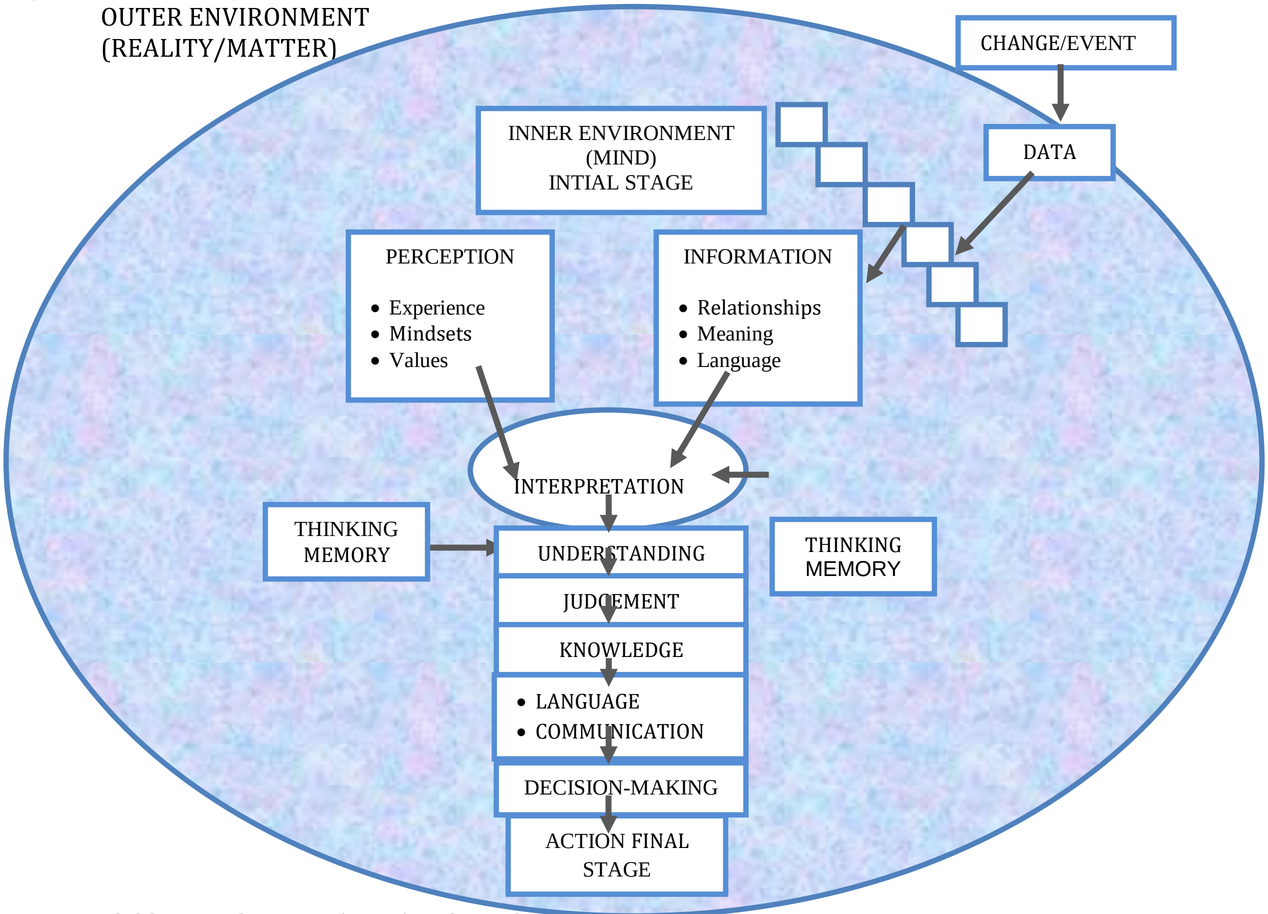
Self-Awareness: Self-awareness skill involves and requires the learner to think consciously and attentively. It also requires the learner to be alert and mindful. Self-awareness is about weighing the influences of motives and bias and recognising one's own assumptions or point of view.

Discipline: The process involves applying self-control and restraint. It is a meticulous, precise and comprehensive means of thinking. Discipline avoids impulsive judgement and provides resistance to manipulation.

Judgment: Judgement requires the learner to use opinion, reasoning and assessment in thinking. Judgement also involves recognising the significance of alternative assumptions and perspectives. As Kurland (2000) indicates above, the abilities needed for critical thinking were further supported by a panel of forty-six experts that included both men and women from throughout the United States and Canada (Facione, 2015).

Decision-Making and Problem-Solving Skills: The Knowledge Creation Model as illustrated in Figure 1 best explains the process of decision-making. Problem-solving abilities are also part of critical thinking skills and are essential aspects for studying Management Accounting owing to the structure of the programme's curriculum. Problem-solving often involves decision-making and decision-making is part of the Management Accounting curriculum. Problem-solving and decision-making are linked to each, requiring vision in identifying and developing options.

Figure 1: Knowledge Formation Model



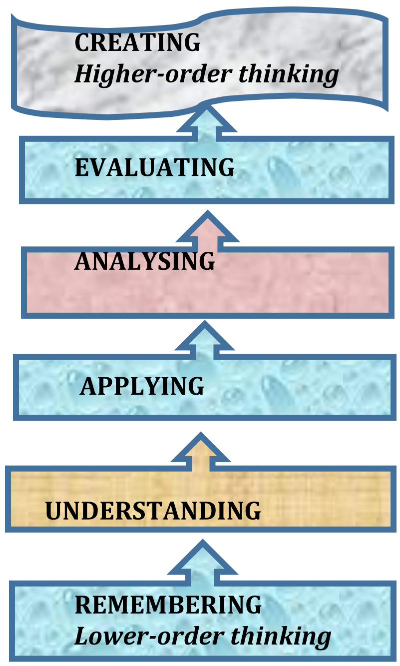
Source: Slabbert and Gouws (2006). Adapted.

Thinking memory decodes the information obtained via associations, meaning, language and perceptions acquired through experience, mind-sets and beliefs. Subsequent to interpretation and understanding of the data, a judgement is formulated, which influences knowledge. It is through language and communication that decision-making takes place, and action taken.

The Rauding Theory: The purpose of trying to read will be to grasp the substance of whatever the instructor or the problem demands, as well as to implement that information to eliminate the problem. Learners can engage various reading strategies when studying. The Rauding Theory best illustrates these reading approaches. Reading could be categorised as Scanning; Skimming; Rauding; Learning and Memorizing, according to the Rauding Principle (Carver, 1978). Rauding necessitates knowing or understanding a text, terms or sentences (Carver Learning Systems 2019). It is a mixture of reading and listening; reading by viewing written words to ascertain the context; and listening to spoken words to establish the meaning (Carver Learning Systems 2019). Especially in the science disciplines, learners will have to be able to read aggressively in order to answer essential questions, which can be accomplished through the means of the Rauding Theory. The Rauding Theory is also an appropriate method when studying the subject of Management Accounting. The common rapid and scanning methods used by learners may be more useful for reading newspaper articles (Carver, 1978). The Management Accounting programme requires learners to be proficient in reading in order to understand what is required from the question. Moreover, to be proficient, it is essential for them to acquaint themselves with the necessary skills.

Bloom's and Krathwohl's Taxonomies: The taxonomies in Figure 2 best illustrate the essential skills required for quality learning. The revised taxonomy is based on two aspects: firstly, to promote the retention of information and secondly, to transfer knowledge (Mayer, 2002). According to Mayer and Wittrock (1996 cited in Mayer, 2002), retention is the ability to maintain knowledge at a future point, whereas transition is the ability to perform that which has been acquired to solve complex problems in completely different contexts. Remembering (level one) is connected with that of the retention of knowledge from the six stages defined in the revised taxonomy shown in Figure 2, while subsequent stages of comprehension, implementation, review, assessment and development are associated with information transfer (Mayer 2002). Black and Ellis (2010 cited in Thomas 2011) emphasise that the need for learners to always be able to function at all taxonomy levels.

Figure 2: Bloom's Taxonomy (Revised)



Source: Krathwohl's Taxonomy (2002). Adapted.

Self-Efficacy: This section discusses the idea of Self-efficacy, as extended to the academic programme for Accounting learners, particularly individuals who are experiencing problems academically. The emphasis will be on the dependent variable of Self-efficacy in learners. The concern is why some learners demonstrate higher degrees of self-confidence in their aptitudes, while others seem less confident of themselves. The answer to the difference between these two extremes could be attributable to the Self-efficacy of a student's belief in his or her capacity to perform tasks. There is a growing body of research revealing an optimistic noteworthy connection between Self-efficacy beliefs and academic performance. The current chapter charts the focal enhancements, the most crucial and continuing features and claims of Self-efficacy in understanding and using the concept in a knowledgeable way.

Self-Efficacy Role: Nearly everybody can decide on objectives that they would like to achieve, aspects they would really like to improve upon and things they would really like to accomplish. Nevertheless, most people do know that it is not as easy as people think to initiate such schemes into effect. Bandura and several others investigated and found that the Self-efficacy of a person plays a critical role in the way to manage goals, tasks and challenges. Bandura and others have researched and found that an individual's Self-efficacy plays a key role as to how to manage goals, tasks and challenges. Cherry (2018) highlights that those learners who have a robust awareness of Self-efficacy:

- Vision thought-provoking difficulties as responsibilities to be grasped;
- Mature a deep sense of attention in the actions in which they take part;
- Develop a deeper understanding of their desires and behaviours; and
- Make progress speedily from hindrances and displeasures.

Cherry (2018) also believes that those learners with a fragile common sense of Self-efficacy:

- Evade thought-provoking errands;
- Assume that problem activities and circumstances are beyond their ability;
- Concentrate on moral weaknesses and negative consequences; and
- Extremely quickly run the risk of losing trust in personal skills. In addition, learners with elevated Self-efficacy tend to absorb and gain beyond persons with little Self-efficacy, even whilst the real skill rates are alike (Ormrod, 2008). The next section explains the sources of Self-efficacy.

Self-Efficacy Sources: In attempting to increase the Self-efficacy of learners, it is firstly important to identify and understand its sources. Cherry (2018) suggests that early childhood Self-efficacy continues to grow as youngsters cope with an extensive range of encounters, activities and circumstances. Nevertheless, Self-efficacy improvement did not necessarily conclude throughout early phases, but continues to expand throughout entire lives as people gain new talents, interactions and the ability to understand (Cherry, 2018). The sources of Self-efficacy stem from the learner's variety of experiences throughout their life. The primary research focus of Bandura's early work was on the tendency and ability of learners to understand and adjust their actions by vicarious interaction and social modelling, instead of by actual experience. Bandura (1994) advocates that Self-efficacy beliefs are formed according to how people perceive the feedback they receive from <u>four sources</u>: Past Performance (Bandura claims that one of the most powerful ways to build a clear sense of success would be through interactions of mastery);

- Modelled Behaviour;
- Social Persuasion or Feedback from others; and
- Physiological Responses.

Mastery Experiences: Zimmerman (2000) highlights that mastery experiences are in actual fact the most influential sources of efficacy belief for the purpose that they are produced from the outcomes of personal experiences. Mastery experience is a process whereby the learners actively engage in a task to obtain mastery over it (Bandura, 1994). If the level of task is too low or too high, then the efficacy levels can decrease (Bandura, 1994). Effectively and efficiently executing a task enhances a feeling of Self-efficacy for the learner. Failure to cope effectively with a mission or obstacle can thus compromise and severely damage the Self-efficacy of the learner (Bandura, 1994). This seems to have immediate consequences for education and training as regards the need to provide learners chances to acquire hard skills, as well as to have chances to show and encounter it as one aspect of the 'mastery' to build their personal feeling of Self-efficacy.

Modelling/Vicarious Experiences: Learners gain a great deal of knowledge concerning their abilities from learning how everyone else works. As Bandura (1977) points out, by examining others, learners acquire behaviours and then emulate or model what they have observed; develop the features of modelled behaviour; recognise the actions they wish to model; repeat those behaviours; and have the motivation/incentive to replicate such behaviours in the future. Classroom models such as teachers and peers are important sources of vicarious efficacy information. By way of observation, someone else who executes a challenging task can significantly influence Self-efficacy focusing on the source as well as the effectiveness of the participant (Bandura, 1994). Highly skilled models communicate information in addition to providing observers' valuable skills and techniques for meeting environmental challenges through all the actions and articulated ways of doing things (Bandura, 1994).

On the other hand, perceived failures could very well undermine the sense of success of learners and may actually prevent the learner from focusing on the assignment. The ensuing personal encounters repeatedly show these vicarious effects to be fraudulent. Zimmerman (2000) argues that if a model is deemed talented, then observers will underestimate for themselves the importance of the success outcomes of the model. McLeod (2014) performed a laboratory experiment similar to Bandura's 1961 experiment on bobo dolls, in which the independent variable occurred under three environments:

- Belligerent model displayed to 24 children;
- Non-aggressive model exposed to 24 children; and

- No model presented (control condition) - 24 children. The results support the theory of social learning developed by Bandura (1977) that through observing other people's behaviours, children learn social behaviours such as violence through observation learning (McLeod, 2014).

Social/Verbal Persuasion: Social or verbal encouragement boosts the confidence of learners that they already have what is required to succeed. Bandura highlights that by reducing the self-doubts of learners, their attention on personal deficiencies will be halted by verbal persuasion. Learners may be encouraged to consider that they have both the skills and expertise to achieve. Persuasive changes in perceived Self-efficacy drive learners to strive further to achieve and encourages skills growth as well as a sense of self-effectiveness (Bandura, 1994). However, social persuasion has a minimal effect on students' Self-efficacy since outcomes are described, not independently verified, and thus rely on the integrity of the persuader (Zimmerman 2000). Therefore, there is a need for constructive strengthening of different skills along with learning, in addition to some motivation to perform the tasks. If learners are confident that they have the potential to succeed, then they should put in more resources than if they possess self-doubts as well as focus on personal failures when problems occur.

Psychological States: Emotions and feelings eventually affect learners and Bandura informs that learners will also depend on their responsive states to consider their competences. The learner's individual reactions and responsive feedbacks to circumstances also play a strategic role in Self-efficacy. According to Bandura (1994), the moods of learners, emotional reactions, physical responses and levels of stress can all influence how a person thinks about his or her personal attributes in a particular circumstance. In these circumstances, a person who becomes very nervous before speaking publicly can cultivate a poor sense of Self-efficacy. Bandura (1994) indicates, 'It is not the sheer intensity of emotional and physical reactions that is important, but rather how they are perceived and interpreted'.

Self-Efficacy Dimensions: Self-efficacy judgments vary on three individual but interconnected dimensions. The measurement of Self-efficacy relates to these interrelated dimensions. The dimensions referred to are magnitude, strength and generalizability. Subsequent to highlighting the three dimensions and the measurement of Self-efficacy, the section will focus on how these three-dimensional principles affect and relate to Management Accounting.

Magnitude: Firstly, the strength of one's expectations of effectiveness may explain the degree of task complexity that an individual believes is achievable (Bandura, 1977). Learners with an elevated degree of Self-efficacy will see themselves competent to accomplish difficult tasks whereas learners with a lower degree of Self-efficacy will see themselves as being merely capable of completing modest tasks.

Strength: Secondly, Self-efficacy expectancies fluctuate in their intensity (Bandura, 1977). Low expectancies are without difficulty extinguished by disconfirming information, while high expectations exist given such information (Brief and Aldag, 1981).

Generalisability: Thirdly, Self-efficacy anticipations vary in the level of their attainable generalisability (Bandura, 1977). Many learners may think they are qualified to carry out certain actions under a given set of conditions, whereas others may think they can carry out specific actions under any condition and take an action that is to some extent different. Albert Bandura's three dimensions of Self-efficacy theory within the Accounting environment is included below. The research paper will now focus on the three dimension pointed out above as applied and essential to the discipline of Management Accounting. The application and discussion of these dimensions in relation to Management Accounting Self-efficacy follows.

Self-Efficacy Dimension Theory of Management Accounting: The current section explores the impact of these three dimensions of Self-efficacy on Management Accounting. Management accounting Self-efficacy means assessing the ability to evaluate information correlations and then use historical patterns to forecast and direct business judgments. Management Accounting is concerned with historical data or information and utilising the information to make judgments of what must transpire in the future. Moreover, it is not about not only simply collecting information or data, but rather includes formulating conclusions; defining and managing risks; evaluating information and using it for business decisions; planning and budgeting (e.g.

compiling written statements or reviewing financial information). The study will explore the dimensions of Management Accounting in the context of Self-efficacy in the section below.

Attainable: The Management Accounting Self-efficacy magnitude can point towards the level of capability expected to work under pressure, working to deadlines, working long hours and heavy responsibilities. Hence, mistakes in the Management Accounting sphere can be very costly to the organisation. Therefore, learners with a high magnitude of Self-efficacy in Management Accounting may tend to consider themselves as capable of performing more challenging management tasks compared to those with lower Self-efficacy judgments. Put another way, the magnitude of Self-efficacy in Management Accounting could be determined in terms of the levels of support needed to execute a task. Students with a higher degree of Self-efficacy in Management Accounting could consider themselves confident in functioning independently with less support and guidance than those who have less Self-efficacy judgments.

Generalisability: Self-efficacy generalizability reflects on the degree to which the judgment is limited to a particular domain of activity as indicated by Bandura. Within the Accounting context, these domains may well be considered to reflect analytical, advisory, decision-making and soft skills of trained management accountants. As a result, learners with high degree of Management Accounting Self-efficacy generalisability will be able to use a wide range of skills competently. The range of skills are namely in Identifying and Managing Risks; Analysing Information (using it to make business decisions); Planning and Budgeting. However, those with low Management Accounting Self-efficacy generalisability would perceive their capabilities as limited to particular aspects of Management Accounting.

Strength: The strength of Management Accounting Self-efficacy judgment relates to the level of trust about the decision, or the confidence that a learner has regarding their ability to perform the various tasks as discussed above. Thus, not only would learners by way of high Management Accounting Self-efficacy perceive themselves as able to accomplish more challenging tasks (high magnitude), but the learners would demonstrate better confidence about their ability to successfully perform each of the activities.

3. Methodology

Research Design: Since qualitative and quantitative methodology approaches complement each other, the current study made use of both methods.

Target Population: The target population considered for the current study were first year learners registered for Cost and Management Accounting at Mangosuthu University of Technology (MUT) and DUT and all DUT and MUT Management Accounting lecturers.

Sampling Techniques: A census survey was considered to be a more appropriate method and relevant to the present study and therefore implemented.

Sample Size: The sample size that was deemed appropriate for the study in progress are as follows:

- The control group:

  The first year learners registered for Cost and Management Accounting at MUT.
- The experimental group:

  The first year learners registered for Cost and Management Accounting at the DUT.

Data Collection Method: For the purposes of this study, the questionnaires (quantitative method) were issued to Cost and Management Accounting learners to ascertain the level of Self-efficacy. The administration of the questionnaires took place at two stages. The first stage was at the time of the learners enrolment and then a follow up took place towards the completion of the learners second year of study. The researcher carried out the dissemination and collection of the questionnaires of all the respondents.

Data Analysis: In the present research paper, the inferential statistics that was used included Cronbach Alpha, Correlation Analysis, Bar charts, Cross-tabulations, T-tests and ANOVA. The quantitative data was captured using the computer software package known as Statistical Package for Social Sciences (SPSS) under the guidance of a statistician. The quantitative data analysis was performed using Predictive Analytic Software (PASW) Statistics and Pearson Chi-Square Tests. The qualitative data was analysed according to recurring themes. Chapter 5 reports on the phase.

4. Results & Discussion

Learners' Self-Efficacy Status: The level of Self-efficacy of learners was based on the pre-test and post-test in the following areas:

- Problem-Solving and Logical Reasoning;
- Learning and Performance;
- Perceived academic control;
- Self-Learning (Note-Taking);
- Self-Learning (Studying);
- Self-Learning (Test Preparation);
- Self-Learning (Reading);
- Self-Learning (Writing).

Problem-Solving and Logical Reasoning: Table 1 illustrates the respondents' problem-solving and logical reasoning ability. Pertaining to the learners' problem-solving and logical reasoning ability, the study found that the mean values were all above three, indicating that the levels are closer to agreement with the problem-solving and logical reasoning statements in the questionnaire. A similar status quo was found to be also true for the pre-test and post-test for both institutions, as well as the overall scores where the mean values were all above three. The gaps, which refer to the difference between the pre-test and post-test, were all positive, indicating that the post-test scores were higher than the pre-test scores. The gaps for DUT were higher than MUT.

Table 1: Problem Solving and Logical Reasoning

		DUT			MUT			Overall			DUT (Pre vs Post)	MUT (Pre vs Post)	Overall (Pre vs Post)	DUT vs MUT
		Pre	Post	Gap	Pre	Post	Gap	Pre	Post	Gap	p-value	p-value	p-value	Gap Score Comparison
I always manage to solve difficult problems if I try hard enough	2.1	3.53	4.05	0.52	3.66	3.71	0.05	3.60	3.88	0.28	0.000	0.083	0.000	0.000
When I am confronted with a problem, I can usually find several solutions	2.2	3.26	3.72	0.45	3.34	3.34	0.00	3.30	3.53	0.22	0.000	1.000	0.000	0.000
If I am in trouble, I can usually think of a solution	2.3	3.61	3.97	0.36	3.63	3.66	0.03	3.62	3.81	0.19	0.000	0.157	0.000	0.000

There were significant differences observed for DUT between pre and post-test for the problem solving and logical reasoning statements as all of the p-values were 0.000 ($p < 0.001$). The pre-test vs post-test scores for MUT were similar as all of the p-values are greater than 0.05, implying that there are no significant differences. There was a significant difference in the overall scores owing to the DUT contribution. As indicated in the figure, the gap scores for DUT are significantly higher than MUT ($p < 0.001$). Although the pre-test scores for MUT are slightly higher than DUT, the post-test scores of DUT were higher than the MUT post-test scores. In all instances (pre-test, post-test and overall analysis) with both institutions, the learners' problem confrontation and finding solutions (statement 2.2) scored the lowest. Although there was an improvement in the post-test score with DUT respondents, it was still an issue.

Learning and Performance: Table 2 illustrate the respondents' of both DUT and MUT learning and performance.

Table 2: Learning and Performance

		DUT			MUT			Overall			DUT (Pre vs Post)	MUT (Pre vs Post)	Overall (Pre vs Post)	DUT vs MUT
		Pre	Post	Gap	Pre	Post	Gap	Pre	Post	Gap	p-value	p-value	p-value	Gap Score Comparison
I am certain I can understand the most difficult material presented in texts	2.4	2.93	3.27	0.34	3.08	3.13	0.05	3.01	3.20	0.19	0.000	0.083	0.000	0.000
I am confident I can understand the most complex material presented by the lecturer	2.5	3.09	3.43	0.34	3.19	3.22	0.03	3.14	3.32	0.18	0.000	0.157	0.000	0.000
I am sure I can do an excellent job on the problems and tasks assigned for this class	2.6	3.57	3.91	0.35	3.60	3.65	0.05	3.58	3.78	0.19	0.000	0.083	0.000	0.000
Considering the difficulty of this course, the teacher, and my skills, I think I will do well in this class	2.7	3.60	4.12	0.52	3.70	3.73	0.03	3.65	3.92	0.27	0.000	0.157	0.000	0.000

There was a significant difference between the pre-test and post-test scores for DUT regarding all of the statements on learning and performance ($p < 0.05$). The scoring patterns for MUT were similar between the pre-test and post-test for all statements ($p > 0.05$). There were larger gap scores for DUT than there were for MUT. There were significant differences in all the gap scores for DUT. It is noted that all of the gap scores for DUT were positive, implying that the post-test scores were higher than the pre-test scores. The scoring patterns for 2.6 and 2.7 were higher than for the remaining statements. The average scores approximating 3 (the neutral score) indicated higher levels of neutral scoring (as verified by the frequency tables). In all instances with both institutions on the subject of understanding, the most difficult material presented in texts 2.4 scored the lowest.

Perceived Academic Control: Table 3 illustrates respondents' perceived academic control of both DUT and MUT institutions. There was a significant difference in the pre-test vs post-test scores ($p < 0.05$) for both DUT and MUT, except statement Q2.10 for DUT and statement Q2.9 for MUT. The post-test scores are larger than the pre-test scores (as all of the gaps are positive). The gap scores are similar for statement Q2.10 ($p = 0.672$). The statements for Q2.9, Q2.11 and Q2.12 have large post-test means for both institutions. The DUT post-test scores (and hence the gap scores) were higher than MUT.

Table 3: Perceived Academic Control

		DUT			MUT			Overall			DUT (Pre vs Post)	MUT (Pre vs Post)	Overall (Pre vs Post)	DUT vs MUT
		Pre	Post	Gap	Pre	Post	Gap	Pre	Post	Gap	p-value	p-value	p-value	Gap Score Comparison
Thanks to my resourcefulness, I know how to handle unforeseen situations	2.8	3.00	3.54	0.54	3.09	3.17	0.08	3.05	3.35	0.30	0.000	0.025	0.000	0.000
I am interested in classes/training	2.9	3.99	4.39	0.40	3.98	3.98	0.00	3.99	4.18	0.20	0.000	1.000	0.000	0.000
I have family responsibilities	2.10	3.12	3.26	0.14	3.14	3.22	0.08	3.13	3.24	0.11	0.315	0.025	0.095	0.672
I have the necessary motivation	2.11	3.61	3.99	0.38	3.55	3.65	0.10	3.58	3.81	0.24	0.000	0.014	0.000	0.001
I am talented enough	2.12	3.11	3.74	0.63	3.33	3.40	0.07	3.22	3.57	0.34	0.000	0.046	0.000	0.000

Self-Learning (Note-Taking): Table 4 illustrates the respondents' self-learning (note-taking) abilities at both DUT and MUT. Regarding the section on self-learning in note-taking, there was a significant difference in all of the p-values ($p < 0.05$), with the exception being for the pre-test vs post-test comparison for statement Q2.16. The mean pre-test and post-test scores for DUT are all above 3, with similar patterns observed for MUT, except for statement Q2.14, which are less than 3. An inspection of the frequency tables indicates that for statement Q2.14, there was a 32.1% disagreement for the pre-test and 28.3% disagreement for post-test for MUT. The levels of disagreement were higher for MUT as compared to DUT. In all instances (pre-test, post-test and overall analysis) with both institutions, about writing an effective summary of the original notes before the next class (statement 2.14) scored the lowest. For a learner to write an effective summary of the original notes requires the ability of note-taking. Note-taking is not just about taking or scribbling notes down. Note-taking is an essential tool for understanding, learning and ultimately having a positive influence on learner performance.

Table 4: Self-Learning (Note-Taking)

		DUT			MUT			Overall			DUT (Pre vs Post)	MUT (Pre vs Post)	Overall (Pre vs Post)	DUT vs MUT
		Pre	Post	Gap	Pre	Post	Gap	Pre	Post	Gap	p-value	p-value	p-value	Gap Score Comparison
When I miss a class, I can find another student who can explain the lecture notes as clearly as my lecturer did	2.13	3.42	3.92	0.50	3.32	3.41	0.10	3.37	3.66	0.29	0.000	0.014	0.000	0.000
When my lecturer's lesson	2	3	3	0	2	2	0.1	3.0	3	0	0.000	0.008	0.000	0.000

is very complex, I can write an effective summary of the original notes before the next class	.14	.18	.57	.39	.88	.99	1	3	.28	.25				
When I have trouble studying the class notes because they are incomplete or confusing, I can revise and rewrite them clearly after every lecture	2.15	3.45	3.86	0.41	3.31	3.39	0.08	3.38	3.62	0.24	0.000	0.025	0.000	0.000
When I am taking a course covering a huge amount of material, I can condense my notes down to just the essential facts	2.16	3.34	3.84	0.50	3.35	3.40	0.05	3.35	3.61	0.27	0.000	0.083	0.000	0.000

Self-Learning (Studying): Table 5 illustrate the respondents' self-learning (studying) abilities at both DUT and MUT. On the subject of the learners' self-learning in respect of studying ability, the study found that the mean values were all above three, indicating that the levels are closer to agreement with the self-learning (studying) statements in the questionnaire. There was a significant difference in most of the values, except for statement Q2.18 and statement Q2.20 for MUT. The DUT post-test scores (and hence the gap scores) were higher and positive as compared to MUT. In all cases with both institutions on the subject of recognizing a new topic and associating new concepts with old ones, the lowest score was reasonably well to recall them (statement 2.17).

Table 5: Self-Learning (Studying)

		DUT			MUT			Overall			DUT (Pre vs Post)	MUT (Pre vs Post)	Overall (Pre vs Post)	DUT vs MUT
		Pre	Post	Gap	Pre	Post	Gap	Pre	Post	Gap	p-value	p-value	p-value	Gap Score Comparison
When I am trying to understand a new topic, I can associate new concepts with old ones sufficiently well to remember them	2.17	3.33	3.94	0.61	3.52	3.58	0.07	3.43	3.76	0.33	0.000	0.046	0.000	0.000
When another student asks me to study together for a course in which I am experiencing difficulty, I can be an effective study partner	2.18	3.65	4.04	0.39	3.71	3.76	0.05	3.68	3.90	0.21	0.000	0.083	0.000	0.005
When I find myself getting increasingly behind in a new course, I can increase my study time sufficiently to catch up	2.19	3.76	4.24	0.48	3.62	3.70	0.08	3.69	3.97	0.28	0.000	0.025	0.000	0.000
When I discover that my homework assignments for the semester are much longer than expected, I can change my other priorities to have enough time for studying	2.20	3.83	4.34	0.51	3.78	3.83	0.05	3.81	4.08	0.28	0.000	0.083	0.000	0.000

Self-Learning (Test Preparation): Table 6 illustrate the respondents' self-learning (test preparation) abilities of both DUT and MUT institutions.

Table 6: Self-Learning (Test Preparation)

		DUT			MUT			Overall			DUT (Pre vs Post)	MUT (Pre vs Post)	Overall (Pre vs Post)	DUT vs MUT
		Pre	Post	Gap	Pre	Post	Gap	Pre	Post	Gap	p-value	p-value	p-value	Gap Score Comparison
When I am feeling depressed about a forthcoming test, I can find a way to motivate myself to do well	2.21	3.65	4.20	0.55	3.56	3.61	0.05	3.60	3.90	0.29	0.000	0.083	0.000	0.000
When I am struggling to remember technical details of a concept for a test, I can find a way to associate them together that will ensure recall	2.22	3.48	3.89	0.41	3.32	3.40	0.08	3.40	3.64	0.24	0.000	0.025	0.000	0.000
When I have to take a test in a subject I dislike, I can find a way to motivate myself to earn a good grade	2.23	3.48	4.02	0.53	3.44	3.50	0.07	3.46	3.75	0.30	0.000	0.046	0.000	0.000
When I think I did poorly on a test that I just finished, I can go back to my notes and locate all the information I had forgotten	2.24	3.76	3.89	0.12	3.40	3.52	0.12	3.58	3.70	0.12	0.100	0.008	0.013	0.085

On the subject of the learners' self-learning with regard to test preparation ability, the study found that the mean values were all above three, indicating that the levels are closer to agreement with the self-learning (test preparation) statements in the questionnaire. There was a significant difference in most of the values, except for statement 2.24 for DUT and statement 2.21 regarding MUT. The post-test scores for DUT were higher than MUT post-test scores.

Self-Learning (Reading): Table 7 illustrates the respondents' self-learning (reading) abilities at both DUT and MUT. On the topic of self-learning and reading ability, the study found that the mean values were all above three, suggesting that the rates are closer to agreement on the questionnaire's self-learning (reading) claims. There was a significant difference in all the values, except for statement Q2.26 for the pre-test vs post-test for MUT. The scores for DUT were higher than MUT. The gaps, which refer to the difference between the pre-test and post-test, were all positive, indicating that the post-test scores were higher than the pre-test scores. The gaps for DUT were higher than MUT.

Table 7: Self-Learning (Reading)

		DUT			MUT			Overall			DUT (Pre vs Post)	MUT (Pre vs Post)	Overall (Pre vs Post)	DUT vs MUT
		Pre	Post	Gap	Pre	Post	Gap	Pre	Post	Gap	p-value	p-value	p-value	Gap Score Comparison
When I notice I am having trouble concentrating on a reading assignment, I can refocus my attention and learn the material	2.25	3.43	3.95	0.53	3.48	3.55	0.07	3.45	3.75	0.30	0.000	0.046	0.000	0.000
When I don't understand a paragraph I have just read, I can clarify it by careful re-reading	2.26	3.73	4.25	0.52	3.88	3.89	0.02	3.80	4.07	0.27	0.000	0.317	0.000	0.000
When I have trouble recalling key facts in a reading assignment, I can find a way to remember all of these two weeks later	2.27	3.25	3.55	0.31	3.01	3.10	0.08	3.13	3.32	0.20	0.002	0.025	0.000	0.014

Self-Learning (Writing): Table 8 illustrates the respondents' self-learning (writing) abilities.

Table 8: Self-Learning (Writing)

		DUT			MUT			Overall			DUT (Pre vs Post)	MUT (Pre vs Post)	Overall (Pre vs Post)	DUT vs MUT
		Pre	Post	Gap	Pre	Post	Gap	Pre	Post	Gap	p-value	p-value	p-value	Gap Score Comparison
When I find that my first draft of a paper is wrongly worded, ungrammatical, or confusing, I can revise it so that it is completely clear and grammatical	2.28	3.51	4.10	0.59	3.49	3.52	0.03	3.50	3.81	0.31	0.000	0.157	0.000	0.000
When I am asked to write a concise, well-organized paper overnight, I can find a way to do it	2.29	3.11	3.70	0.60	3.37	3.45	0.09	3.24	3.58	0.34	0.000	0.025	0.000	0.000
When I am asked to write a paper on an unfamiliar topic, I can find good enough information to please my lecturer	2.30	3.08	3.74	0.66	3.16	3.24	0.08	3.12	3.49	0.37	0.000	0.025	0.000	0.000

On the topic of the learners' self-learning with regard to writing ability, the study found that the mean values were all above three, indicating that the levels are closer to agreement with the self-learning (writing) statements in the questionnaire. There was a significant difference in all values except for statement Q2.28 for pre-test vs post-test for MUT. The post-test scores for DUT were higher than that for MUT. The gaps observed for DUT were larger than MUT. The overall results between the pre-test (Self-efficacy) scores and post-test (Self-efficacy) scores of the group that undertook the General Education module revealed a significant percentage difference (+ 9.1%) as indicated in Figure 3.

5. Conclusion and Recommendations

The findings indicate a significant correlation in the post-test (Self-efficacy) scores of the group that undertook the General Education Modules and not the group that did not undertake the General Education Modules.

Recommendations: The following model is recommended for assessing the impact of Self-efficacy on accounting learners' ability from year 1 to year 3.

Model Measuring Self-Efficacy: Self-Efficacy refers to the belief in one's ability to complete specific tasks.
Notes:

- Please answer questions as you actually are and not where you think you should be.
- Provide one response to each item.
- There are no right or wrong answers.
- Indicate the extent to which you agree or disagree with each of the following statements by placing a cross (X) in the appropriate box.

Strongly Disagree (SD) Disagree (D) Neutral (N) Agree (A) Strongly Agree (SA)

	SD	D	N	A	SA
Problem Solving and Logical Reasoning					
I always manage to solve difficult problems if I try hard enough.	1	2	3	4	5
When I am confronted with a problem, I can usually find several solutions.	1	2	3	4	5
If I am in trouble, I can usually think of a solution.	1	2	3	4	5
Learning and Performance					
I am certain I can understand the most difficult material presented in texts.	1	2	3	4	5
I am confident I can understand the most complex material presented by the lecturer.	1	2	3	4	5
I am sure I can do an excellent job on the problems and tasks assigned for this class.	1	2	3	4	5
Considering the difficulty of this course, the teacher, and my skills, I think I will do well in this class.	1	2	3	4	5
Perceived academic control					
Thanks to my resourcefulness, I know how to handle unforeseen situations.	1	2	3	4	5
I am interested in classes/training.	1	2	3	4	5
I have family responsibilities.	1	2	3	4	5
I have the necessary motivation.	1	2	3	4	5
I am talented enough.	1	2	3	4	5
Self-Learning (Note-Taking)					
When I miss a class, I can find another Learner who can explain the lecture notes as clearly as my lecturer did.	1	2	3	4	5
When my lecturer's lesson is very complex, I can write an effective summary of the original notes before the next class.	1	2	3	4	5
When I have trouble studying the class notes because they are incomplete or confusing, I can revise and rewrite them clearly after every lecture.	1	2	3	4	5
When I am taking a course covering a huge amount of material, I can condense my notes down to just the essential facts.	1	2	3	4	5
Self-Learning (Studying)					
When I am trying to understand a new topic, I can associate new concepts with old ones sufficiently well to remember them.	1	2	3	4	5
When another Learner asks me to study together for a course in which I am having trouble, I can be an effective study partner.	1	2	3	4	5
	SD	**D**	**N**	**A**	**SA**
When I find myself getting increasingly behind in a new course, I can increase my study time sufficiently to catch up.	1	2	3	4	5
When I discover that my homework assignments for the semester are much longer than expected, I can change my other priorities to have enough time for studying.	1	2	3	4	5
Self-Learning (Test Preparation)					
When I am feeling depressed about a forthcoming test, I can find a way to motivate myself to do well.	1	2	3	4	5
When I have to take a test in a subject I dislike, I can find a way to motivate myself to earn a good grade.					
When I am struggling to remember technical details of a concept for a test, I can find a way to associate them together that will ensure recall.	1	2	3	4	5
When I think I did poorly on a test that I just finished, I can go back to my notes and locate all the information I had forgotten.	1	2	3	4	5
Self-Learning (Reading)					
When I notice I am having trouble concentrating on a reading assignment, I can refocus my attention and learn the material.	1	2	3	4	5
When I do not understand a paragraph I have just read, I can clarify it by	1	2	3	4	5

careful rereading.					
When I have trouble recalling key facts in a reading assignment, I can find a way to remember all of these two weeks later.	1	2	3	4	5
Self-Learning (Writing)					
When I find that my first draft of a paper is wrongly worded, ungrammatical, or confusing, I can revise it so that it is completely clear and grammatical.	1	2	3	4	5
When I am asked to write a concise, well-organized paper overnight, I can find a way to do it.	1	2	3	4	5
When I am asked to write a paper on an unfamiliar topic, I can find good enough information to please my lecturer.	1	2	3	4	5

Gap Analysis between Pre-Test and Post-Test Using the Proposed Model: Figure 3 illustrates the overall gap analysis between pre-test and post-test, using the current study's proposed framework to measure the impact of Self-efficacy on Accounting learners' ability to communicate effectively from year 1 to year 3.

Figure 3: Overall Gap Analysis between Pre-Test and Post-Test

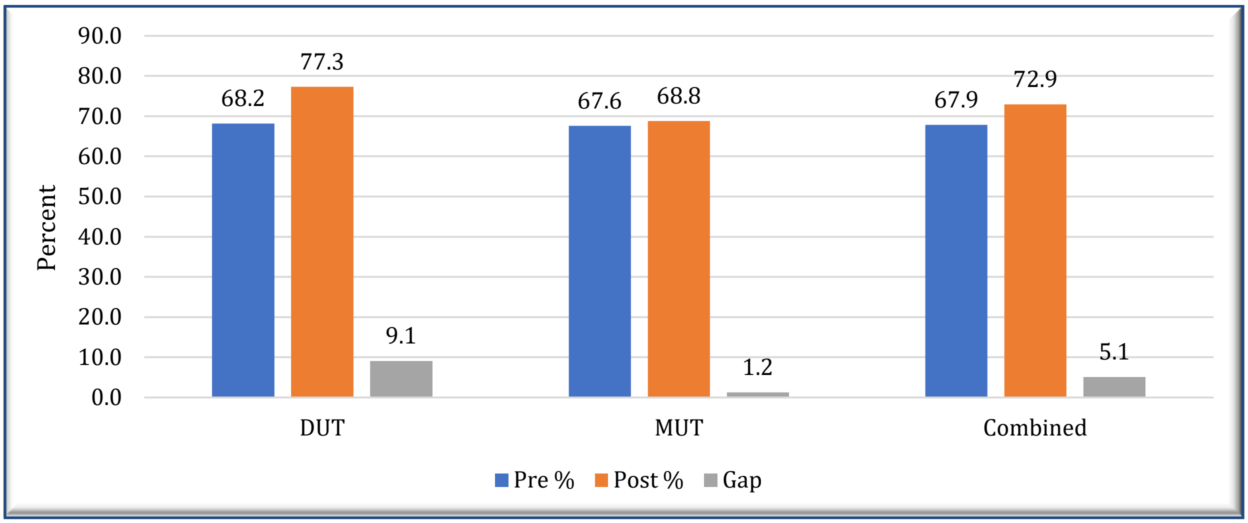


Figure 3 is a summary of the scoring patterns for the eight sections on the learners' Self-efficacy as indicated in the proposed framework of the current study (out of a maximum of 150) for the two institutions, as well as a combined score. It was noted that the pre-test scores are marginally higher for DUT, but that the post-test scores are much greater for DUT than MUT. The Wilcoxon Test was utilised to compare the pre-test score to post-test score for each institution. In both instances, there was a significant difference in the p-value ($p \leq 0.001$). The combined scores also showed the same trends with a significant difference in the p-value ($p < 0.001$). However, on comparison between both the institutions, DUT exhibited the largest positive Gap, indicating a much better post-test score than the pre-test score. The same trends were observed in the overall analysis.

Score Interpretation

Score	Comments
0-74	You need to keep working on your communication and self-learning skills. You are not expressing yourself clearly, and you may not be receiving messages or learning correctly. The good news is that, by paying attention to communication and self-learning skills, you can be much more effective at your studies, and enjoy much better performance.
75-112	You are a competent communicator with good self-learning skills, but you at times experience communication and self-learning issues. Take a moment to think about your approach to communication and self-learning, and focus on receiving messages and learning effectively. This will help you improve on your performance.

113-150	Excellent! You are familiar with your role as a communicator and self-learner, both when you send messages, and when you receive them. You expect problems, and you choose the right ways of communicating and problem solving. People acknowledge you for your ability to communicate clearly and self-learn, and they appreciate your listening and self-learning skills.

Acknowledgements: "***Matha Pitha Guru Deivam***" is a very popular phrase in Sanskrit language and often mentioned in Hinduism. When translated word for word, it means "Mother, Father, Teacher and God". The meaning of this phrase is the greatest truth, and is the order in which one should offer reverence. The phrase is a basic ideology in existence from the time of the *Vedas* and beyond and signifies the hierarchy in which one should respect these entities. I would first like to thank my mother, Velliamah Naidoo, for first holding my hand and teaching me how to write. Without her continuous support and encouragement, I never would have been able to achieve my goals. This one is for you mom! Second, a very special thank you to my late father, Kristnasamy Naidoo. You have given me the greatest gift of all, education and the freedom of choice. I would not be who I am today without your support and I hope I have made you proud. "Sri Krishna said to Arjuna: But those who always worship me with exclusive devotion, meditating on my transcendental form - to them I carry what they lack, and I preserve what they have" (Bhagwat Gita: Chapter 9 verse 22). Thank you God for giving me the strength to complete my studies even when circumstances seemed impossible.

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The Impact of Cross-Cultural Differences on Project Performance: A Study of Power Sector Development Operation and Electricity Sector Development Project in Uganda

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Abstract: The purpose of this research was to establish a relationship between people's cultural attributes, multinational project management processes, project technologies and project performance in Uganda's energy sector concerning the practice during the implementation of the Power Sector Development Operation (PSDO) and Electricity Sector Development Project (ESDP) as case studies. The study employed a comprehensive survey design which mostly quantitative thus requiring the collection and analysis of data. It tangled both analytical and descriptive research designs. The research targeted 136 project beneficiaries or 'project clients' spread across the various target areas. The simple random sampling method was employed. Data compiled was reviewed to fill any gaps for incompleteness and inconsistency. This was to make ensure the exactness of the material provided acquired from the participants, through the continued reviews and comments provided by the Supervisor. Data was re-organized and software called the Statistical package. For social scientists (SPSS) was used to enter the data and analyze it, the results indicated a strong positive correlation people's cultural attributes and project performance, multinational project management processes and project performance and between project technologies and project performance($r = .535^{**}$ $p \leq 0.01$, $r = .758^{**}$ $p \leq 0.01$ and $r = .656^{**}$ $p \leq 0.01$) correspondingly. It was concluded that people's culture attributes, multinational project management and project technologies are pre-requisites for effective project performance in the Power Sector Development Operation Project and Electricity Sector Development project in Uganda and that Project technologies are a better predictor of project performance. The suggestion or recommendation for project managers to ensure that they progress implementation of their projects, peoples culture attributes, multinational project management and project technologies need to be enhanced through training of project staff and effective involvement of the communities.

Keywords: *Cross-cultural differences; Project performance; Multinational project management processes; Project technologies; Uganda.*

1. Introduction

As the global economy continues to grow and multi-cultural/national projects become the norm across borders, it's very critical for all project managers/practitioners to be curious of the impact cultural diversity has on project performance and excellence. Project managers and beneficiaries ought to be aware of the cultural differences while at the same time focusing on attaining project goals and deliverables. Culture according to Hansen et al, (2003), corroborated by Hofstede (1997), has diverse definitions, Hansen defines culture as the decrees and duties shared by people of a specific society. Development projects in developing countries often leverage talents from a diversity of backgrounds and nations; this according to Steers, et al (2013), his recipe for misunderstandings and conflicts on projects. It has been argued that cross-cultural project teams can offer critical elements.

For active project performance (Ying et al., 2015), this is not to undermine other project performance indicators like schedules and budget performance among others. This research was, however, limited to the influence of cross-culture differences on the performance of projects. It has for instance been urged that individuals coming from different national and organizational cultures, which are enhanced by dissimilar involvements and organizational theories, through combinations of services would perceive project goals differently (Ching et al., 2014). Hofstede's (2011) study also describes culture as *"the shared programming of the observance that extricates the associates of a unique group or grouping of individuals from others".* However, the author's publication coins a more distinctive definition relevant.

To this study as "*the collective ways of acting, thinking, and feeling,*" Lima and Patah (2016), assert that the understanding of the effect of the influences of culture is vital in the execution of, global projects. PMI, (2013), also highlights that the need for multicultural competence becomes a critical factor for effective project managers this therefore calls for project performance practitioners to appreciate that diversity in culture has considerable capacity to influence project performance either negatively or positively. Culture is such a strong mitigating factor of project performance (Ying et al., 2015). Their observations about the role of culture in project-based environments guided the conceptualization of this research basing on three fundamentals of project management, which are; the People, technological Knowledge and Procedure as those involved in influencing project performance, mitigated by culture. The Power Sector Development Operation Project was a Government of Uganda Project with co-funding from the World Bank of the International Development Association (IDA) whose objective was reducing the medium-term electricity shortages, imbalances in the energy finances, and facilitates an orderly strategic span expansion of electricity services. This project had a set of investment and policy procedures intended to decrease the demand gap of the supply until the oncoming of the Hydropower plant at Bujagali and also offer financial support to Government by absorbing the high tariffs of the thermal power provided in the short term (worldbank.org, 2018). The project involved the establishment of 137 kms of 220kV Kawanda to Masaka power transmission line and the construction of the associated substations.

In addition to the resettlement the affected persons among other activities (worldbank.org, 2018). These projects were all implemented by the Ministry of Energy and Mineral Development (MEMD) in support, with other energy sector agencies. They were true cases-studies of understudying cross-cultural differences in project implementation at all phases. This was drawn from the stakeholders involved, for example, the Electricity Sector development project whose stakeholders comprised of the National Environment Management Authority (NEMA), the Uganda Electricity Transmission Company Ltd (UETCL), UMEME Ltd, the Local District Councils of Wakiso, Mpigi and Masaka, Kampala Capital City Authority, National Forestry Authority, Wetland Division of Ministry of Water and Energy, World Bank and the general public. The study assumed that all these stakeholders present cross cultures (institutional, communication protocols, socio-economic structures etc.) that have a bearing on the project implementation. However, Uganda, being an emerging economy, with several projects both ongoing and other in the pipeline, has countless of challenges related to project management both practical and non-practical which have affected the success of Internationally Funded projects (Auditor General's report 2015). Firstly, experimental papers/studies are scarce on the excellence or otherwise of projects implemented in Uganda, which has left no documents detailing the lessons learnt and or the best practices in this field. Also, though projects in overall have their trials concerning application and subsequently success, specific infrastructural projects are overwhelmed with several issues and challenges (Mansfield et al, 2015). For example, the very nature of cross-culture attributes on multi-stakeholder projects.

In Uganda postures a momentous challenge that befalls both National and Private Agencies. The government acquired the loan from the World Bank to implement the ESDP in 2011 and USD.300 Million, for implementing the Power Sector Development Operation Project as well. The general objectives were to decrease the effect of the medium-term electricity shortages and manage the imbalances in the electricity financial and enable a well-organized strategic expansion of the electricity sector as well as also enhance the access of bulk power in the Country's Southwest region (World Bank group 2018). The Projects were to run through 2017, however, by 2015, only 10% of the money had been claimed as a result of absorption challenges. At the time of the mid-term review, only 10.83% was absorbed, this was out of the entire portfolio under ESDP. That underutilization of funds that resulted from low project disbursements negatively affected project progress, this led to Government incurring needless expenses in loan commitment fees for the outstanding balances during the period, these issues were largely related to the lengthy procurements fueled by cross-cultural differences and technology differences between the donor and the local implementing agencies (Auditor General's report 2018). The project work plan review also revealed that the execution of various project activities had greatly delayed. Specifically, the implementation of lighting systems in the selected streets and Markets in Masaka Municipality, the study to understudy the power sector reforms in Uganda and the installation of a power sector information Centre, this portrayed that donor interests often put a spanner in the controls subsequent in postponements in the application.

Changes in scope, and occasionally a consequent cancellation of a project (Meng, 2011). These and many other issues in the management of projects have influenced the general quality and success of projects in

Uganda. Also, an evaluation at the energy efficiency logistics supplied under the PSDO was hardly seen, implying that the project supplies did not survive enough to create an impact among the beneficiary communities, raising questions as to where this was the need of the beneficiaries at the time (Jetu, Riedl and Roithmayr, 2010). A cross-examination of the reasons was attributed to cross-cultural challenges owing to the cultural differences between the project stakeholders. Considering the countless problems that are facing project managers in Uganda, the purpose of the research was to assess and identify the nature of people's cultural attributes, multinational project management processes, and project technologies and rank the elements that affect project performance. Information on the appropriate practices would greatly improve the match of people's cultural attributes, meet the multinational project management processes as well as project technologies and in turn the much-needed success of the project. This research adds to the information on people's cultural attributes, multinational project management processes, project technologies and project performance.

Consequently, the main aim of the present study was to investigate the relationships between cross-cultural aspects in development projects specifically financed by the International Development Association (IDA) and project implementation in Uganda using the Power Sector Development Operation Project and Electricity Sector Development project in Uganda as case studies. However, the specific objectives are as follows:

- Evaluate the relationship between people's cultural attributes and project performance
- Evaluate the relationship between multinational project management processes and the performance of projects in Uganda.
- Evaluate the relationship between project technologies and project performance.

Furthermore, based on the above specific objectives, the following research questions were construed:

- What is the relationship between people's cultural attributes and project performance?
- What is the relationship between multinational project management processes and the performance of projects in Uganda?
- What is the correlation between project technologies and project performance?

The research focused on people's cultural attributes, multinational project management processes, project technologies and project performance in Uganda. The research was conducted on various projects in the Power Sector Development Operation Project and Electricity Sector Development project in Uganda as case studies. The study aimed at helping policymakers in focusing, identifying and developing a more favorable policy environment to increase project performance in Uganda. The study acts as a platform for developing, clarifying, understanding, and facilitating cross-cultural differences in project performance. The material resulting from this research could be used to inform the organizing, planning, guiding and monitoring specific policies that would improve the success of projects in Uganda. Lastly, the research will enhance knowledge of the current literature aimed at the benefit of upcoming examiners and academicians that would be interested in this knowledge area.

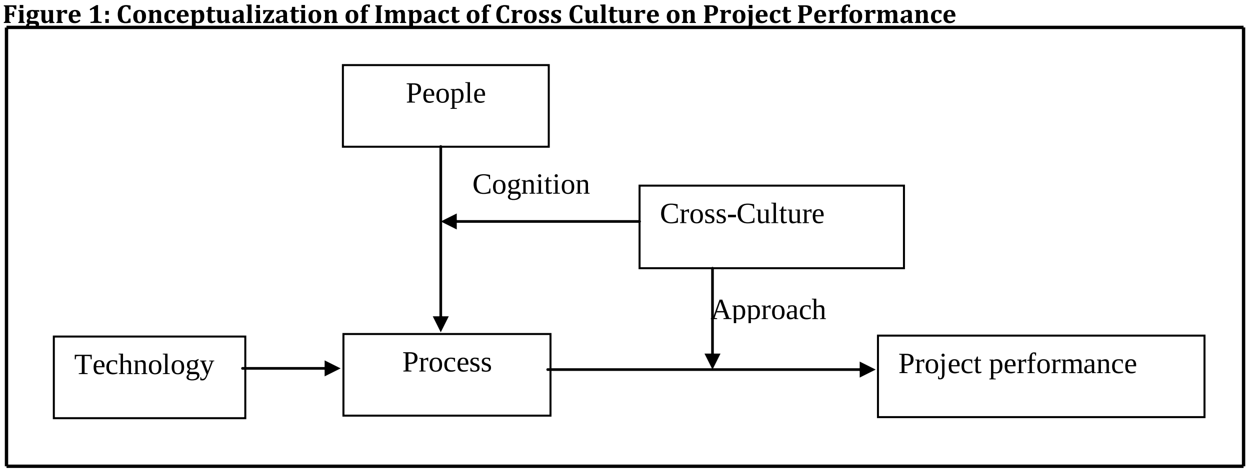
2. Review of Related Literature

Conceptual Review: A project has been explained by several scholars in dissimilar ways. This study considered Ofori (2013) reported definition by Wysocki, Beck and Crane (2000), as an arrangement of exclusive, complicated and related pieces of works aiming at a common goal or resolve that should be executed within a specific period while using controlled resources at a certain desired qualities. Ofori (2013) also agreed with Meredith and Matel, (2000) who posit that projects are categorized using general characteristics e.g. its purpose, period, exclusivity, interrelations and conflicts. To break down the meaning of project performance, Bojesson (2015) underscores project effectiveness and efficiency as practices that are ordinate towards a goal that is aimed at delivering success. Within Power Sector Development Operation Project and Electricity Sector Development project in Uganda as case studies. According to Turner and Muller (2005), the efficiency considers maximizing production for a specified level of contribution whereas Ojanen et al (2002) attribute effectiveness as the grade for which a programmed objective is reached, the grade at which the definite product matches.

The intended product (O'Donnell and Duffy, 2002), or as the degree at which client requirements are obtained (Neely et al., 1994). On the other hand, efficiency can be known as doing things correctly, while effectiveness as doing the correct things. These definitions rhyme with Crawford & Cox (2007) assertion that to be successful, the performance of infrastructural projects should mostly rely on effectiveness and efficiency in the activities undertaken. He added that infrastructural projects regularly have a planned value once a clean assembly is made between how knowledgeably and efficiently projects are performed in addition to in what way the outputs and services deliver value to the interested stakeholders. It has been urged that planning is a strong component of project performance. While dismissing ad-hoc planning in project delivery, Ofori (2013), said that part-time preparation might lead to non-achievement of the time value of projects and may result into cost increase, which in turn affects project quality. Consequently, coming out clearly on the scope of the project and the desired specifications at the inception phase enables the project funders/donors and the management team to spell out the purpose of the project, its intended outcomes, the necessary required resources and the required period of execution. His argument implied indeed project success substantially relies on the completeness of the planning stage hence its criticality. It has also been argued that in numerous circumstances, the project scope is affected since the loss in implementation time sometimes presents pressures that result in demands that require changing the scope from the original.

Ofori (2013) advises that planning for the project should be an inclusive process that involves all project stakeholders to capture all their needs/interests and to ensure harmonization on the project scope and other key requirements. He further guided that in cases of infrastructural projects which include huge investments with long implementation periods; their planning phase should embed a lot of monitoring of the process and ensuring all aspects of the execution process are well controlled. Demonstrating that effective monitoring and continuous evolution of the project process improves the accomplishment rate of the project. Literature has also highlighted critical project success factors as key development project performance indicators. Frese and Sauter (2003), corroborated by Project Management Institute - PMI (2013), agreed that these serious success issues involve a set of project influencers which are powerfully linked to the success of the project. Their growth or mitigation, are depending on whether they are favorable or negative, which will determine the project performance. These key achievement factors are the few areas where if outcomes are not satisfactory, the organization's exertions for the phase will not be desired. These have been listed to include; Decent Preparation, Strong Concern and Responsibility, plus the Plan Regulator in addition to the leadership of the Project and Governance, and relations in communications are key areas of successful projects. Hence, it can be argued that development projects with a well-pronounced project plan, a plan with a clear risk analysis, and input from shareholders will most likely be judged as having performed well.

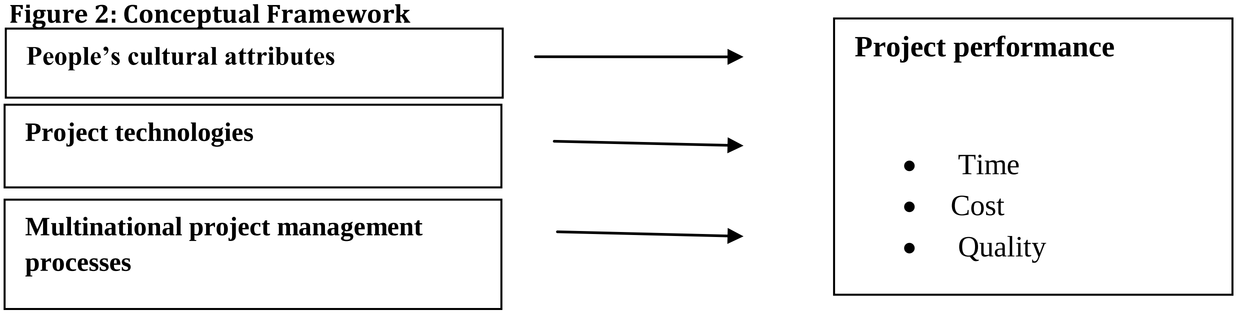
Figure 1: Conceptualization of Impact of Cross Culture on Project Performance



Source: Literature (Beardwell and Holdens (2001), and Kuen (2007)

From figure 1 above, Ying et al. (2015) posit that among the vital variables that influence project performance is culture, based on approaches appreciated by the different project participants. They also indicated that participants (people)'s perceptions depending on their cognitive capacities influenced their appreciation of the processes in project implementation. In the same reasoning, technology was depicted as having a strong influence on project processes and that it also impacted project performance. Their model was enlightened in such a way that projects carried out by persons coming from various national cultures, the technical skill which implies the target/instrument/content/ of the project perform very small influence on the ultimate project performance and process, due to its passive nature in the process of the project. They also indicated that people were more critical in influencing the project process just like they noted that culture in its completeness (irrespective of national culture, individual culture or organizational culture) showed variances in impacting on people's cognitive capacity in gripping data, problem-solving, calculating, and making decisions. And further, diverse procedures are understood by persons with diverse national cultures, who ultimately present varying project performances. For this study people's cultural attributes was an independent variable as cited in Ying et al. (2015), While Multinational project management processes was another independent variable as cited in Todorović et al. (2015), and Cheng et al., (2010), Project technologies was the last independent variable as cited by Ahimbisibwe & Nangoli (2012).

Figure 2: Conceptual Framework



Source: Review of literature

The Resource-Based View Theory: Campbell (2004) suggests that competitive advantages can be used to expound on the knowledge surrounding the resource-based. He further explains that it the theory opposes that competitive advantages are embedded in the organization's numerous resources, saying that any organization can be exposed and also utilizes and not in the capability to realize the situation. The theory conserves that formations are well gifted with numerous resources in the form of resources, assets, capabilities, procedures, and alternatives that give the organization a competitive advantage in the market. Since companies have dissimilar aspects at the various levels and different bundles of resources, variances in organizational concert are likely to be observed (Daniel & Reitsperger, 1991). The theory further asserts that firms have three types of assets that include; physical resources, immaterial resources and organizational abilities. Physical resources include the finances, physical, high-tech and administrative resources and they are easily recognized, while immaterial resources are not easily identified as they are more complex and therefore hard to reproduce.

They include key plans that a firm implements over some time and climaxes to better performance (Barney & Clark, 2006). Finally, organizational competencies are skills and capabilities that a firm combines to transform physical and immaterial resources into productivities, for example, outstanding customer service (Sink, 1985). The resource-based theory contends that organizational assets are not in themselves a basis for competitive advantage because competing companies might likewise own alike assets. Therefore, competitive advantage is embedded in the assets owning one or more of other features such as cherished alternatives. Thus a firm can only maintain a competitive advantage only if other companies are unable to replicate similar features (Sink, 1985). The theory argues that a firm needs to harness its resources using organizational repeatable knowledge that ensures it a competitive advantage. Skinner (1969) posits that achieving and developing organizational competence is paramount to achieving competitive advantage and therefore competitive advantage is obtained from the organization's capability.

Empirical Reviews

Project Technologies and Project Performance: Innovation in the way business is conducted is an aspect of technology that Bojesson (2015), poses and an alternative way to improving the hitherto narrow of improving the performance in organizations. This is premised on the assertion that innovation improves the efficiency of the projects. He argued that persistence of the "The industrial problem" suggests that creativities do not usually aim at the right areas implying that they most likely find problems in discovering solutions that may result in improved performance. Therefore, there should be requirements for improved creative/innovative thinking relating on how to prepare for projects in addition to the needs to increased comprehension of how the impact of the different situation on the performance of the project. This will enable innovative solutions to emerge. Clarkson and Eckert (2010) indicate that as result of the advancement of technologies coupled with intense struggles for the global market share among companies, organizations are compelled to be more innovative and continually create products that are better and efficient. Development projects ought to adopt this approach of designing better, faster and more efficiently.

This is likely to have a direct impact on the reduction in delivery time. Thus, saving money and ensuring time value these projects that often suffer from extensions. In arguing for technological capability as an organizational resource capable of enhancing project performance and success, it should be worth noting that both these capabilities have far likely chances of producing more value for any organization as indicated by Helfat et al. (2007). To appreciate and employ the knowledge instead of simply having the resources available. The theory further argues that competitiveness should be maintained by a culture which inspires fair distribution and swapping capacities, abilities and abilities done through organizational learning. They comprise an intricate mix of knowledge, skills, routines, technologies and values Battistuzzo and Piscopo (2015). The efficiency of any organization in developing capabilities which include those required in executing valuable projects is indeed a key determiner in the likeliness of having a good performance of these projects. This capacity is what is called a dynamic capability which mostly survives on the ability to innovate new capacities.

Crawford & Cox (2007) states that it is indeed high effectiveness levels and efficiency of the process involved that guarantee the success of the development process of a product. It is quite important to appreciate the characteristics of the specific project since it guides in the linking of the project's implementation to the economic value of the organizations. It is with no doubt that the characteristics of the project are critical to ensure effective management of the project, however, engaging new technologies will stand better chances to deliver more efficiently and effectively and therefore perform better. Some practitioners observed huge companies have increasingly employed complicated models; this has especially been in the last two decades, to improve their process management of sophisticated projects. However, this desire to improve the efficiency of projects, through increased monitoring and control in these projects has not yielded results as expected, in most cases (Marmgren and Ragnarsson, 2014). They Implied that the transformations in technology should match other key elements of production like human resource, this mitigates the risks of improvements in the procedure and abilities being incapacitated by un-matching competences of other production factors.

People's Cultural Attributes and Project Performance: Earlier studies posited that culture, be it organizational or national culture impacts to project performance. Without disagreement Turner (2009) Wiewiora (2013) and Ching et al. (2014) uphold the significance of cross cultures in project performance and success. Turner (2009) recounts the Hofstede dimensions to the different phases of the project's life cycle which to him characteristically are constituted by; the feasibility – survey whether a project is a sensible undertaking worth implementing. Feasibility studies approaches reflect cross-cultural dimensions and the decisions and reported has a lot to do with cultural dimensions of the teams involved. Design – concocting a detailed plan of activities, which include costing, the risk appraisal and the quality among others, also reflects cultures and impacts of project performance. Implementation – the real accomplishment of the plan. A lot of what happens at this stage is a reflection of the cultural dimensions of the teams. Closing-out – completion of the entire project. All the phases require independent skills sets and abilities that are strongly espoused.

Influenced by the organization or national cultures of the teams involved. Turner (2009) exemplifies this by saying that whereas innovativeness is valuable encouraged at the conceptual phase, it may not be as important during the implementation phase where procedures are followed step by step as per plan. Zeng et al. (2013) and Obikunle (2002) argued that a set of traits of a certain group of people and how they perceive communication or align towards the society can be used to categorize culture. Majority of the development projects require that different people across nationalities, education levels, administrative roles and interests constitute teams to work as one. This calls for addressing culture differences to galvanize around common interests. People have to adapt themselves to the reality of the teams in which they will work. The culture of that development project team to focus during the development of their significance in society and regulations enables them to get further identify themselves or lose the grid and weaken. This is in the end reflected in how the project performs. Pires and Macedo (2006) have argued that it is a culture that reproduces the beliefs and morals that the group and its members share. These beliefs are articulated through codes, which include rituals, myths, legends, stories, and a specific language, which influences how members that belong to a certain culture to contemplate and make verdicts. They will thus bear collective responsibility for success or failures on the project.

Referring to the important work carried out by Hofstede (1997), who stressed that national culture has a strong impact on employees (ITAP International, 2014) when he elaborated that evidence illustrates that the national cultural beliefs are adopted much earlier, held profoundly, and slowly change over the different generations. They have a strong impact on people that they are reflected on cross-culturally implemented projected (Ofori (2013). Another dimension of culture in project performance is Organizational Culture: This is the conduct of persons that belong to an organization and the connotations that these persons ascribe to their activities. This culture comprises the organization beliefs, systems working language, visions, norms, habits, symbols ITAP International (2014). Organizational culture influences several scopes of the work setting and, therefore, the main strength of the course of business. How the work packages are accomplished is reflected and the objectives are attained. The persons are focused on the attainment of objectives. Culture guides the decision-making process, the comprehension, feeling and responding to the threats and the opportunities. It is entrenched in the people and often influences their perceptions and thus affects their presentation. Culture may hurt project performance or success where management of leadership does not have adequate knowledge about the diverse cultures of the team members of that they lead or that of the beneficiaries.

Cultures may result into difficulties in relationships, misinterpretations, conflicts, communication, tensions, lack of self-assurance, and mismatches about customs, beliefs, language, values and religion particularly in teams that are distant in geographical locations that are sustained through remote contact. All of these issues stated agree with the account of Lin et al. (2012), who quantified that there may be difficulties in multiethnic relations related to work stemming from communication gaps, language barriers, political disagreements and religious affiliations which are all largely due to the diversity in the cultures. Culture controls to a significant amount of the way groups of people and companies function daily, the numerous difficulties that organizations face more often are a result of wrangles produced by cultural differences (Wheelwright, 2010). Hence, the assortment naturally observed amongst employees of any corporation necessitates keen management attention especially in case of differences to ensure that interrelations among these employees are driven by sensitivity and capabilities to ensure that leaders have a close amicable relationship with the subordinates (Russo, Ruiz and Cunha, 2005). Short of that, is a recipe for project performance being undermined by unwarranted rifts driven by underlying cross-cultural, differences. Therefore tandem with Lima and Patah (2016), among the required capabilities from a project manager, is their capability to comprehend the culture of the team members or the project staff. Lack of this awareness brings problems for the management due to the most varied types of misunderstanding.

Multinational Project Management Processes and Project Performance: Todorović et al. (2015) affirm that, over recent decades, projects have been increasingly utilized as a meant to attain business goals. Notwithstanding that, different researchers have given utmost consideration to how project management is practiced and the success of projects, the performance of the different projects in various countries has continued to dissatisfy stakeholders (Gleitsmann, 2005). Irrespective of whether the business is based on projects or operations, the performance of projects directly translates into highly needed results and in that way, it has a straight bearing on the overall organizational performance. It is then in the interest of any countries to recognize the elements that enable and strengthen International project management processes (Chiang, 2009). According to Cheng et al., (2010), project management processes involve guiding and organizing both human and assets resources during the life cycle of a project by using contemporary techniques in management to attain desired goals within the required scope, cost, time, quality and stakeholder gratification or performance.

However multinational project management processes can are observed as a section part of general management besides the main engineering, construction, health and safety, manufacturing, Military among other sectors (Badiru, 2008). International projects are sponsored through credits or absolute grants, and the capital agency/body in most cases lead the identification of the sector project and its policies are found to supersede those of the borrower country and it also the determination of their project objectives (Chiang, 2013). These projects normally take up to three to five years, through the funding window can go even up to a decade (Cheetham & Chivers, 2005). Internationally funded projects are identified, planned, and executed in an explicit framework (Cheetham & Chivers, 2015). Below the dominant program method, these projects would be part of a development agenda and are well aligned to the national visions and strategic objectives (European Commission, 2007). However, Multinational project management processes necessitate three discrete significant stakeholders: the donor agencies, which provide the capital to develop the investments; the units that implement the project, these are involved in the designing and implementation of the project; lastly, the ultimate beneficiaries of the project deliverables who utilize the investments to uplift their social-economic wellbeing (Khang and Moe, 2008).

Those unswervingly exaggerated; those indirectly exaggerated; National Government and the private sector departments; and the donor's agency, consultants. However, according to Hallowell and Toole (2009), a strong economic burden has advanced in the implementation of multinational projects during the last decade; this has led to failure to complete projects in agreed timelines caused by high levels of the country's external debts. This has opened up a strong debate on how projects are developed, prioritized and financed, especially the high investment projects like roads, railways etc. This story is similar to all corners of the African continent. When a project manager delivers the specified quality of project deliverables with the utilization of the availed resources within the specified schedule, the project is rated (Harrell & Bond, 2006). This achievement is owned to the ability of the project managed practitioner to ensure effective coordination of project activities to make sure all resources are optimally utilized, project assignments are executed as per the schedule and within the time provided (Schmid and Adams, 2008). In addition to meeting all stakeholder interests and expectations (Project Management Institute, 2008). The project manager is obligated to show the mandatory leadership skills which are vital for the execution of a successful project, in addition to having the capacities to lead the entire team through the entire project cycle (Sumner, et al, 2006).

The project manager’s skill to effectively lead a team and meet the goals is essential to the success of a project (Hyvari, 2006). It is a comparatively contemporary preparation that efforts to reach thoughtful resolves within the explicit time and cost limitations, using ideal use of resources and through using a joint groundwork and controller system. The development and reception of project management techniques are continuing to rise as resources become scarce in less developed countries. The competence of the public sector is essential to the development of the economy (Ahimbisibwe & Nangoli, 2012). The requirement for project management knowledge in the public sector organizations has become important to deal with the huge accountability of supervising various projects. Earlier researchers have observed the gap for a continuous life cycle based involvement of stakeholders in design, construction and engineering projects as lack of or inadequate stakeholder involvement has been substantially accountable for the numerous project failures. More gaps observed from the literature review include the following: Significant phases in people’s cultural attributes include cultural conservation, culture identity and community livelihoods with community involvement.

The identification of people’s cultural attributes is directed by the definition of culture though there should be a need to cast out a description which combines both the extensive and brief definitions identified in the existing literature on people’s cultural attributes. Furthermore, various international project management processes were recognized with the necessity to advance a profound understanding of how their relationship and should be employed to improve project performance mainly emphasizing infrastructural projects as well as their relation to the success of the project. Stakeholders cultural attributes and their corresponding interests in projects are observed to be active hence there is need appreciate why people’s culture attributes or welfares change and track same during the execution of projects. The existing framework used for project technologies in infrastructural projects does not discourse the need for a life cycle based project technologies framework. There is a need for the obligation of responsibility for leading the people’s cultural attributes processes, understanding the effect of the multinational project management processes on project success in infrastructural projects. It is required to further appreciate the application of project management techniques and the various toolsets.

3. Methodology

The section covers the framework that directed the implementation of the research, that is; the research design, the research target population/communities and the sample size, the sampling approach and adopted procedure, response rate, data collection, measurement of variables, Reliability of the Instrument and Data Processing, Presentation and Analysis.

Research Design: Kothari (2004) stated that research design should be a conceptual structure that guides the implementation of the research. The study adopted a cross sectional survey design that was quantitative involving the collection of information and data analysis. This is justified that a cross-sectional survey collects data to brand extrapolations around a populace of attention at a given point in time (Lavrakas, 2008). Since the research focused on testing instead of generating theory, it implemented a quantitative analysis approach because research methods of the kind only utilize numbers and anything measurable in a methodical way of examination of occurrences and their connections (Awolusi, 2019; Akeke., Akeke, & Awolusi, 2015). This focused on describing and drawing inferences from the findings on the relationship between, people cultural attributes, Multinational project management processes, project technologies and project performance of IDA -World Bank-funded projects in Uganda's energy sector, comprehend the culture alignment and the social well-being of the envisioned recipients. Relationship and hierarchical reversion analysis were used to observe the relationship between the variables and the degree to which the autonomous factors enlighten project performance. This is attributed to the understanding of the relationship between two or many variables deprived of knowing the functional connections.

Sampling Design and Procedure: The simple random sampling approach was used because the study involved a larger population and with this sampling technique each member of the population had an equal chance of being included in the sample. Choa, et al. (2009), designates that the broad parts must comprise a recognized/determinate amount of populace whose interest is similar and that can be plotted or level gathered. The method of this project was based on a positivism system, where the attention of the data gathering was measured to provide dependable and precise material concerning the project that was taken to validate the essential viewpoint of the research.

Study Populace and Sample Size: The study population comprised 220 project beneficiaries or 'project clients' spread across the various target areas, the target beneficiaries of the project were chosen because they benefited from the project and were affected directly or indirectly by the Power Sector Development Operation Project and Electricity Sector Development project in Uganda (Ministry of Energy and Mineral Development report, 2017). A sample size of 136 was used in this study. This was selected conferring to the sample size determination table by Krejci and Morgans, (1970). The scholar used simple random sampling to select contributors in the survey and this guaranteed that the sample chosen was illustrative of the population and that the sample selected was unbiased.

Data Sources and Procedure for Data Collection: The study employed both primary and secondary information. The Primary data was acquired from the targeted participants. Secondary data was gotten from World Bank reports, journals, newspapers, project documents, books and all other accessible literature that was pertinent for the study. More Secondary data was also acquired from documented reviews which were used to collect secondary data. Additionally, Ghauri and Gronhaug (2010) confirmed that secondary data is more dependable and delivers precise material worth considering since such data is gathered by specialists using difficult test approaches and primary data approaches are beneficial because the data collected is for definite purposes it was collected for. The scholar designed a communication of introduction in form of a letter to the respondents acknowledging that this is purely academic research. The scholar presented himself to the local government authorities of the selected communities and other institutions for data collection. A pilot survey was conducted to test the validity and reliability of data collection instruments.

Thereafter, the researcher proceeded with the collection of the data from respondents, often; a local guide was used to target the eligible beneficiaries of these projects. The completed forms were collected after being filled to avoid losing them. Since the foremost component of the research underneath this study was the conduct of the societies to the projects in emphasis. The strategy of collecting the data was reliant on a factual-survey approach (Easterby-Smith, et al, 2008), it is mainly originated on the reply of the customer or in this situation the beneficiaries of these projects. The researcher, therefore, used this material from a selected sample of persons to make certain extrapolation of the wider population. All independent variables including people's cultural attributes, multinational project management processes, project technologies and the dependent variable that is project performance of these World Bank projects in Uganda's energy sector, these were acquired depending on the material of other researchers which were adjusted to match the Ugandan context.

Validity and Reliability: Validity measures the degree to which the research instrument measures accurately what it is to measure. The study used content validity to measure the degree to which the queries on the tool and the notches from these inquiries signify all conceivable inquiries that might be queried around the content or talent (Chan and Chan, 2004). To ensure content validity, the questionnaires were tested before their final administration by use of professionals and experts to cross-check whether the instrument is adaptable. This was computed by dividing relevant questionnaires by the sum of questionnaires. In other words, a content validity index of 0.7 or more is acceptable or considered good. To guarantee consistency of the research instrument, a Cronbach Alpha test was calculated as a measure of the scale reliability to determine its consistency. According to Nunnally (1978), the reliability coefficients of 0.70 or more are considered good. These items adapted have been used by researchers over time and have been proven.

Table 1: Reliability and Validity of the Research Instrument

	Cronbach Alpha	Content Validity Index
People's Cultural attributes -1	.717	.889
Multinational project management processes -2	.830	.800
Project technologies. -3	.798	.867
Project performance -4	.895	.880

Source: Primary Data

Table1 displayed that the research instrument was both useable and consistent as indicated by the content validity index and the Cronbach Alpha coefficient which were above 0.70 which are acceptable according to Nunnally (1978). To address this ethical anxiety, the study side penetrated these communities through individual public leaders since they lead the societies and had prior knowledge on who was eligible. In totaling to the questioners, agreement certificates were created in command to designate whether applicants had offered their material concerning their sensation or estimation on the project and how best they thought it was custom-made in a permitted method. These pamphlets were shared with the indigenous leaders counting the aim and purposes of the education/ study for their acquisition into the workout.

Data Collection Instrument and Analysis: The data/information collected was cautiously inspected, coded prepared, and analyzed. It was obtained from dully survey forms/questionnaires, typed into the computer with the use of Epidata and then analyzed with the use of the SPSS tool. Data were further sorted using cross-tabulations, Pearson correlation, and regression. Cross tabulations were employed to explain sample characteristics; multiple regression scrutiny was employed to find out the predictive potential of independent variables (people's cultural attributes, multinational project management processes and project technologies) on the dependent variable (project performance) while Pearson's correlation was adopted to find out the correlation between the variables of the study. The detail of the collected data was analyzed using SPSS version 22 using interpretations removed from the review agendas crosswise the complete communities while captivating into an explanation, their cultural varieties. The study used multiples linear regression analysis. As a predictive analysis, the multiple linear regressions were used to explain the relationship between the variables.

$$r_s = 1 - \frac{6\Sigma d^2}{n(n^2 - 1)}$$

We are concerned with whether the relationship pattern between two values of variables can be described as a straight line, which is the simplest and most commonly used form. Remember from geometry class that a line is described by the formula:
Y = *a* + *b*X (in geometry we said Y = mx + b where m was slope and b was y-int)
Where Y is the dependent variable, measured in units of the dependent variable, X is the independent variable, measured in units of the independent variable, and a and b are constants defining the nature of the relationship between the variables X and Y.
The "*a*" or Y-intercept (aka Yint) is the value of Y when X = 0.
The "b" is the slope of the line and is known as the regression coefficient and is the change in Y associated with a one-unit change in X. A linear regression line has an equation of the form ***Y = a + bX***, where ***X*** is the explanatory variable and ***Y*** is the dependent variable. The slope of the line is ***b***, and ***a*** is the intercept (the value of ***y*** when ***x*** = 0). A structured questionnaire was used to collect data from the respondents. This instrument was chosen because it allowed a systematic collection of data about the study objectives. The questionnaire consisted of four sections. The first section aimed at establishing demographic characteristics of both the unit of analysis and unit of inquiry while the next three sections were based on the study objectives for which the responses were anchored on a five-point Likert-type rating scale, ranging from Strongly Agree = 5; Agree = 4; Not Sure = 3; Disagree = 2; to Strongly Disagree = 1.

The multiple linear regression equation is as follows:

$$\hat{Y} = b_0 + b_1 X_1 + b_2 X_2 + \ldots + b_p X_p,$$

where $\hat{Y}$ is the predicted or expected value of the dependent mutable, X_1 through X_p are p separate independent or forecaster variables, b_0 is the value of Y when all of the independent variables (X_1 through XP) are equal to zero, and b_1 through b_p is the estimated regression coefficients? Each reversion constant signifies the change in Y comparative to a one-unit alteration in the individual independent variable. In the manifold regression situations, b_1, for example, is the change in Y relative to a one-unit change in X_1, field all other independent variables continuous (i.e., when the residual independent variables are held at the similar worth or are fixed). Again, arithmetical tests can be achieved to evaluate whether each regression constant is meaningfully dissimilar from zero. Correlation analysis tools i.e. the Pearson' correlation coefficient was used to establish the relationship between people's cultural attributes, multinational project management processes, project technologies and project performance in Uganda. Multiple regression analysis was conducted to determine a variance in the dependent variable that was explained by the independent variables because there was more than one study variable affecting project performance.

4. Results and Discussion of Findings

This section discusses the results of the quantitative techniques of the factors that influence project performance regarding cultural attributes, multinational project management processes and project technologies. The results are specifically focused on the questions about the research as indicated in chapter one of this Report. The chapter is dealt with in three parts. First, a summary of results is presented with the aid of tables to depict and achieve a clear understanding of the data. Secondly, correlation statistics are presented followed by the interpretation of results. Since the study was focused on establishing a relationship between the given variables, correlation analysis which addresses the relationship between two different variables was applied. Thirdly, the Regression analysis was also carried out followed by an interpretation of results. This analysis intended to inspect how the independent variables affected the dependent ones. During this research, the project performance is described as the dependent variable whereas the cultural attributes, the multinational project management procedures and the project technologies are the predictors/independent variables.

Description of Respondents: The demographic characteristics in this study included the Gender, Stakeholder Category, Place of residence, Age Category, Marital status, maximum levels of education plus the Profession. Out of 136 questionnaires that were distributed, 124 were returned giving a 91% response rate.

Table 2: Individual Characteristics of the Respondents

	Gender	Frequency	Per cent
Valid	Male	88	71
	Female	36	29
	Total	**124**	**100**
	Stakeholders		
	Beneficiary (community member)	79	63.7
	Management	26	20.9
Valid	Others (specify)	19	15.3
	Total	**124**	**100.0**
	Place of Residence		
Valid	Wakiso	10	8.0
	Kalungu	11	8.8
	Mpigi	20	16.1
	Masaka	58	46.7
	Bukomansimbi	25	20.1
	Total	**124**	**100**
	Age of the Respondents		
	18 – 27	38	30.1
Valid	28 – 37	47	38.2
	38 – 47	23	18.7
	48 and above	16	13.0
	Total	**124**	**100**
	Level of Education		
Valid	Certificate	43	34.7
	Diploma	19	15.3
	Degree	46	37.1
	Postgraduate	16	12.9
	Total	**124**	**100.0**
	Occupation of Respondents		
Valid	Farmer	19	15.3
	Trader	47	37.9
	Civil servant	26	21.0
	Chairman	21	16.9
	Councilors	11	8.9
	Total	**124**	**100.0**

Table 2 indicates the categorization of participants depending on their gender. The outcome indicates that the majority of participants were males (71%). These outcomes/results are a representation of employment patterns in Uganda where males dominate the formal sector (Uganda Business Register 2001/2002). Table 2 reflects categorization of respondents according to the type of Stakeholder Category. Results show that majority of the participants were beneficiaries or community members about 63.7%, trailed by the project management at about 20.9% and others are the least at 15.3%. Table 2 shows the categorization of respondents according to the Place of residence. Results indicated that most of the participants have been in Masaka with 46.7% and Bukomansimbi. 20.1%.The results further indicate that the respondents from Mpigi comprised of 16.1% while those from Kalungu were 8.8% and lastly Wakiso with 8.0%. Table 2 indicates the categorization of participants according to their age. Results show that most of the participants were between 28 and 37 years of age, about 38.2%, followed by the age range 18 – 27 years in the range of 30.1%. Results also indicate that respondents above 48 years of age are the least, about 13%.

The results reflect the existence of an active labor force aged between 20 and 50 years. Table 2 reflects categorization of respondents according to the level of education. Results show that most of the participants held a bachelor's degree about 37%, trailed by certificate holders at about 35%. Diploma and Postgraduate certificate holders are the least at 15% and about 13% respectively. These results reflect the effect of Government education policy which has liberalized tertiary education. This has led to an increase in private universities, private sponsorship and enrolment at Universities. Table 2 shows the categorization of respondents according to their occupation. Outcomes/Results showed that majority of the participants were been traders within the areas of study with 37.9%. The results further indicate that the respondents that civil servants comprised of 21% while the chairmen in these areas comprised of 16.9% and farmers comprising of 15.3% while the area councilors constituted of 8.9%. Results conform to the element of having different project beneficiaries within different areas of study.

Correlation/Relationship Analysis: Spearman's rank correlation analysis was employed to establish the connection between the study variables. Cultural attributes, multinational project management processes and project technologies were the independent variables while project performance was the dependent variable.

Table 3: Correlation Analysis

	1	2	3	4
Culture attributes (1)	1			
Multinational project management processes (2)	.125	1		
Project technologies (3)	.577**	.126	1	
Project Performance (4)	.535**	.758**	.656**	1

**. Correlation is significant at the 0.01 level (2-tailed).

Relationship between People's Cultural Attributes and Project Performance: The analysis from Table 3 reveals that there was observed to be a noteworthy positive correlation between people's cultural attributes and the performance of projects ($r = .535^{**}$ $p \leq 0.01$). Which implies that if project implementers put in mind the people's culture or way of doing things then clients are likely to become satisfied with the services offered hence leading to positive project performance. These findings are in agreement with the views given by interviewees who explained that the satisfaction they derive from certain implemented projects in their district is primarily driven by their perception of how their culture attributes are considered.

Relationship between Multinational Project Management Processes and Project Performance: Findings in Table 3 further show a positive significant relationship between multinational project management processes and project performance ($r = .758^{**}$ $p \leq 0.01$). Indicating that once the project implementers have put in place satisfactory or wanted multinational project management processes, the more they perceive the performance of the project positively. The results are in line with the views given by the respondents interviewed who explained that donors put high pressure on project implementers to provide and deliver high-quality services. They further explained that donors develop needs and expectations which directly push project managers to improve on the performance of the projects.

Relationship between Project Technologies and Project Performance: Findings in Table 3 further show a positive significant relation between project technologies and project performance ($r = .656^{**}$ $p \leq 0.01$). Meaning that the more adaptive project technologies are put in place, the more they perceive the performance of the project positively. The results are in line with the views given by the respondents interviewed who explained that improved technological advancements in project implementation will directly lead to the completion of work in time, therefore, meeting client expectations. They further explained that project implementers need to develop and fulfill the needs and expectations which directly push for the performance of the project.

Regression Analysis: This was adopted to establish how independent variables of people's cultural attributes, Multinational project management processes, project technologies affect project performance of these World Bank projects in Uganda's energy sector. It's especially used to ascertain the mutual effect the independent variables have on the dependent variable. It is shown by the modified R-square.

Table 4: Regression Analysis

Model	**Unstandardized coefficients**		**Standardized coefficients**	**t**	**Sig.**	**R-square**	**Adjusted R-square**	**F**	**p**
	B	Std. error							
(Constant)	1.047	.490		2.136	0.35	.442	424	23.805	.000
People's cultural attributes	.321	.104	.299	3.097	.003				
Multinational project management processes	4.024E-03	.091	.004	.044	.965				
Project technologies	.396	.084	.457	4.717	.000				

Dependent Variable: Project Performance

The results in table 4 indicated that without people cultural attribute, Multinational project management processes and project technologies, project performance are at 1.047. The table further shows that any variation in people's cultural attributes, Multinational project management processes and project technologies lead to a 0.299, 0.004 and 0.457 change in project performance respectively. The results in Table 4.8 also indicated that 42.4% of the discrepancy in project performance by World Bank projects in Uganda's energy sector implementers is attributed to people's cultural attributes, Multinational project management processes and project technologies (Adjusted R square = .424). However, it is only project technologies and People's cultural attributes that are statistically significant predictors of project performance amongst project beneficiaries, (p=.000).

Discussion of Results: The discussions of results were based on the objectives and the outcomes/findings of the research as below;

The Relationship between People's Cultural Attributes and Project Performance: The outcomes of the research indicate a greater substantial relationship between people's cultural attributes and project performance. This is an indication that projects managers who put in place values that put in mind people's cultural attributes such as have a fair chance of having improved project performance. Similar studies by Zeng et al. (2013) and Obikunle (2002) to a greater extent, culture orientations determine how individuals and companies respond to communications and how they generally go about their daily operations. It further indicated that conflicts at workplaces are in most cases a result of misconceptions due to cultural diversities. Therefore, owing to the consequences of these diversities, it is paramount that management gives them great attention and addresses the concerns among teams. Similar studies by Lima and Patah (2016), reveals that short of that is a recipe for project performance being undermined by unwarranted rifts driven by underlying cross-cultural differences. Hofstede (1997) stressed that national culture has a strong impact on employee and further elaborated that evidence indicates that cultural values are adopted earlier in life and considered fundamental in life, they gradually change over the generations.

They have a strong impact on people that they are reflected on cross-culturally implemented projected. Similarly, the project manager's leadership approach and his/her capabilities is a very significant contributor to the success of the project, however, the various types of the project may require different sets of skills (Turner & Muller, 2005). They further assert that different cultures attached different importance to successes of the various projects, implying that analysis of project success varies across the different cultures because the choice to determine the success of the project is from the value assigned by the different societies. However, culture may hurt project performance or success where management of leadership does not have adequate knowledge of the diverse cultures of the team members they lead or that of the beneficiaries. Similar studies by Lima and Patah (2016), assert that not having sufficient knowledge on the different team members cultures most probably cause misinterpretations, drops in self-esteem, conflicts at work and religious clashes for teams that are geographically apart.

The Relationship between Multinational Project Management Processes and Project Performance: The outcomes of the research reveal a modest important positive relationship between multinational project management processes and project performance. This is an indication that once the project implementers have put in place satisfactory or wanted multinational project management processes, the more they perceive the performance of the project positively. Similar studies by Ahimbisibwe & Nangoli (2012), confirm that capabilities and the potential of the public sector are very important to the growth of the country's economy. Therefore there is a need to invest in project management skilling in member agencies that participate in the development of the country's investments. However, observed various factors that contribute to the difficulty in the performance of global projects i.e. Currency fluctuations, surges in global prices of raw materials, diversity in cultures, political pressures, harsh environments and greater public visibility of these projects rather than multinational project management processes.

The Relationship between Project Technologies and Project Performance: The study results indicate a strong important constructive correlation between Project Technologies and Project Performance. This implies that the more adaptive project technologies are put in place, the more they perceive the performance of the project positively. Similar studies by Crawford & Cox (2007), who explained that improved technological in project implementation, will directly lead to the completion of work in time, therefore, meeting client expectations. Schmid and Adams (2008), confirms that project performance relies on effectiveness and efficiency in the execution of the project activities for the success to be realized. These findings are supported by the similar works of Marmgren and Ragnarsson (2014), who assert that although the characteristics of a project are very important to realize good management, adopting advanced technological knowledge also stand better chances to deliver more efficiently and effectively and therefore perform better. Similar studies are supported by Schmid and Adams (2008), who confirms that over the previous two decades, big organizations have engaged in the development of more advanced designs and models of products through high tech processes and control systems.

Their observation is that through only increasing the efficiency of complicated projects, positive results have not been realized. Therefore, technology transformation match advances in other factors of production like human capital to reduce the risk of the advancements in processes and description capacities being laid back by un-matching capabilities from other factors of production. However, According to Kerrin and Oliver (2002), advancement in technological knowledge presumes relevance for contexts of project management practice in today's technology-enabled work environment, where this knowledge is mainly used for support, relaying information and engagement of management toolsets. Studies further revealed that it's lately getting common to apply electronic medium even among project members that share locations. Putting aside the relevance of technology, existing research has shown that it is not easy to relate it the use of technological advances with business (Kerrin and Oliver, 2002), performance and the lack of such relationships can be induced to project performance as well. However, besides technology, other major factors can play a major role in facilitating project managers to effectively manage projects without technology being apart.

5. Conclusions, Recommendations and Implications

Conclusions: People cultures and project technologies were among the best constructs noted to be significant predictors of project performance in the Power Sector Development Operation Project and

Electricity Sector Development projects implemented in Uganda. These results were a confirmation of the Person correlation coefficient results. This shows that project managers that implement favorable project technologies mechanisms and embedment of people's culture are more likely to access projects than their counterparts that neglect the practices mentioned above. In other words, access to public projects among governmental institutions is largely defendant on people's culture attributes and project technologies. Good project performance may also be attributed to good multinational project management. Finally, the predictor variables in this study account for 42.4% of the performance of projects. This covers only the people's culture and project technologies while multinational project management was confirmed non-significant predictors of project performance. The remaining percentage may be associated with other factors outside this study. This is because access to public projects by governmental parastatals is affected by factors which differ from one project to another. Thus, it is important to consider a variety of factors as they apply to each project than to generalize the predictors of project performance.

Recommendations: To improve project performance based on people's cultures and project technologies in the Power Sector Development Operation Project and Electricity Sector Development projects implemented in Uganda, all Project managers and/or other practitioners in line of duty for implementing multinational projects from donor funding need to ensure that there is a commitment from all project staff. This will ensure that they always work towards the achievement of the project objectives. In principle, this should be cultivated through creating a sense of ownership of the project staff which in a way creates a favorable and somewhat fulfilling atmosphere that motivates them to not only continue with the teamwork but also keep the focus towards the project goals.

This practice creates a culture of positivity in the team that will thus make it easy to welcome the project targets and also adopt the guidelines of the stakeholders e.g. among others. This kind of spirit makes it easy to overcome the various project challenges associated with the underlined project implementation framework which improves the performance of the project and hence success. Also, the involvement of other key stakeholders like the project beneficiaries or the Project Affected Persons (PAPs) is a very important aspect that this research has proved to be vital in the implementation of these international projects. This ensures proper undressing of the cultural orientations of these persons, appreciation of their social-economic activities and how the project activities can either enhance or improve them.

Which ensures a sustainable positive impact and development in these communities? Their involvement also breeds a sense of ownership from their perspective, he is important because, it is easy to appreciate the technologies involved, and also security of the project materials especially since most are infrastructural projects that are mostly faced with implementation delays associated with vandalism and theft of materials. Proper understanding and involvement of local beneficiaries have far enriching benefits to project performance and success, both from the acceptance of project objectives, implementation processes and sustainably, this research found it so paramount for project managers to consider this aspect as key and also address it to their Top managers to appreciate and support it through timely release of project disbursements directed towards these activities especially for citizenship projects. Project managers must seriously consider undertaking training to adopt the various projects management technologies and processes if they are to achieve the desired project objectives under different circumstances. Insightful planning and considerations must be considered when developing multinational project management processes and plans as it is a paramount predictor of project performance and success since it's through initial planning that project managers with the entire team develop the blueprint that spells out the entire project life cycle.

The various tools/techniques usually employed in these processes should be well comprehended and engaged when required to assist in these processes. Effective periodic performance appraisal and reporting, as well as administrative closure, should be conducted on a routine basis to track progress and the eventual project success. The function of categorizing projects while using methodical procedures has to be should be encouraged on every multinational project. It shouldn't be left upon the beneficiaries of the project. It ought to be arranged in a unified function where both donor partners and beneficiaries are inclusively engaged. The benefit of this is to ensure that commendable ideas are developed and integrated into the project concept, this in a way aids the project to have a significant impact on the project deliverables. The quantification of completed works at the different project phases should be conducted by the contract/project managers. Since it will always encourage suppliers or contractors to expedite practice intensify their site deployment and coordination with material suppliers to increase the progress of works. Coordination between the key stakeholder's premises, for example, the Donor agency/ the Financier, the implementing agency, any local Government offices that link with the beneficiary communities should be encouraged in order enable timely sharing of information and facilitate monitoring of the project activities. This, in turn, will mitigate slippages from the schedules and hence leading to project success.

Implications and Contribution to knowledge: Since Uganda's economy is on the onset of developing, with various infrastructural projects being implemented and other packaged across all public sectors. Several new techniques and methodologies of managing these projects are coming on board, this is all in the bid to mitigate the risks of losing these project investments and also revenue for Government through bad deals. There is a need to comprehend these practices and appreciate their relevance and impact on the success of the projects. Through these additional skills, management professionals in project, project beneficiaries and Policy analysts increasingly apprise themselves on both the positive and negative impacts that result from engaging in these practices. Therefore it would facilitate discussions of informing management on a more robust way of managing and enabling effective controls, monitoring to realize project success. An inclusive study of all the fundamental factors that influence project time, cost and quality are very important in the procedures of practicing project management.

Begin aware of the relationship between people's cultural attributes, multinational project management processes, project technologies and project performance in the various development sectors in the country would be of great importance to the evaluation. Specifically, almost all projects about the country's energy sector are often faced with challenges of delayed implementations that result in continued extensions. This is has failed to complete most of these project in the required timeframes and thus resulting in unnecessary expenditures on Government. This indeed indicates the much-desired need to effectively take into account and monitor the factors of project performance while also creating more awareness amongst stakeholders indicating to them the losses incurred in failure to meet objectives within required periods. The research is thus expected to add or contribute to the existing research stream by bringing out and examining the relationship between project performances (the independent variables) to researchers. However, the study has a few limitations.

Finances were one of the limiting factors since the researcher had to travel to many districts of Uganda in search of data; however, the Ministry availed me with some financial support that helped me so much. Some respondents were hesitant to answer the questions for fear of reappraisal, however, the letter of an introduction made the respondents confident that the information they were giving me was purely academic. The limitation of distributing and collecting the data within 3 months as expected by the University was another challenge; however, with the help of two data collectors, the questionnaires were returned at the time when I needed those most. Accessibility to the many places was difficult due to the poor road networks and the rainy season which affected data collection. The Researcher ended up visiting a few places than those that he would have visited due to the interference of rain.

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Effects of the use of Documentary Videos in Teaching Setting-out in Nigerian Secondary Schools

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Abstract: The purpose of the study was to determine the effect of the use of documentary videos in teaching setting-out in Nigerian secondary schools. One research question and one hypothesis guided the study. The study adopted Quasi-experimental research design. The population for the study was 16 ST 1 students from Government Technical Training School, Jalingo offering Building Construction subject. There was no sampling. The instrument for data collection was Setting-out Test (ST) developed by the researcher. The instrument was validated by three experts. Test re-test was used to establish the reliability of the instrument and a reliability coefficient of 0.83 and 0.87 was obtained for the traditional and documentary video teaching methods respectively. The ST 1 students were arranged in intact groups, A and B; treatment was given to the two groups. Group a students were taught using the traditional method while Group B students were taught using the documentary video. A Pre-Test and Post-test was administered on the two groups under examination condition. The data obtained were analyzed using mean, standard deviation for research question and analysis of covariance (ANCOVA) for the hypothesis. Findings from the study indicated that students taught Setting-out with documentary videos performed better than those taught with the traditional teaching method; and there was a significant difference in the performance of students taught Setting-out with documentary video and those taught with traditional teaching method. Based on the findings some recommendations were made.

Keywords: *Effects, Documentary Video, Teaching, Building, Construction.*

1. Introduction

The world is now regarded as a global village. This is premised on the fact that, information availability is now at the fingertips of the people. The present era of internet and other multi-media devices presents unlimited avenue for both students and teachers around the world to access diverse information instantaneously. As a result of this evolution, the present generation is often regarded as “e-generation”. Consequently, visual culture is now becoming a tool in the hand of the students; they utilize such tools not just for the purpose of education, but for playing and other engagements. It is therefore, an integral part of their upbringing. In the last few decades, the number of television viewing by both adults and the children have being on the rise (Gunter, 2010). This phenomenal increase in the utilization of these tools can be leveraged in the teaching and learning processes. Social media, such as twitter, facebook, instagram, wattsapp YouTube among others can be used for such purposes. However, these tools require internet services to function which may not be readily available particularly in the rural areas. Documentary video can play that noble role since it can be played off line. Documentary video is an aspect of audio-visual devices that can be used both on and offline for the purpose of instructions (Duschl & Grandy, 2013).

This medium can provide a rich material for effective teaching and learning. Cakmakci and Yalaki (2012) had earlier noted that, documentary video have the potentials to effectively communicate complex information to the learners particularly when utilized in an innovative way with strong regards to their needs. For instance, when preparing a lesson for secondary school students, a little video clip at the beginning of the lesson may have the potential to add spices to the lesson. When it is utilized throughout the duration of the class, it can lead to meaningful teaching/learning. Building construction is one of the technology subjects taught in senior secondary schools. It is concerned with imparting in the students both the theory and practical skills needed to undertake simple building construction work. It also prepares the students for further studies in the field of technology either in the polytechnic, universities or other institutions of higher learning. According to the Nigeria Education Research and Development Council (NERDC) (2012), building construction subject as taught in secondary school is geared towards equipping students with skills in processes, materials, tools and equipment used in building construction and to inculcate in them safe working habits in building construction.

This will lay a solid foundation for technological development and for the students to further their studies in, building construction and other engineering programmes. Setting out is one of the tasks taught in building construction at secondary school. Setting out is a process of interpreting a building design from the paper to its actual position on the ground (Obande, 2004). This task can be carried out using the builder square method, 3, 4, 5 method, or through effective utilization of a leveling instrument such as Theodolite (Emitt & Gorse, 2005). The choice of which method to adopt is determined by the nature of the job as well as the individual expertise of the building worker (Shetty, 2009). This therefore, requires high level of expertise on the part of the building worker. Presently, it appears that most of the building construction teachers in the secondary schools utilized the traditional teaching method in teaching difficult concepts in building construction subject, including setting-out. However, Building construction just like all other technology and vocational subjects by their nature, are practically oriented.

Therefore when traditional method of teaching is applied, it places the students in passive rather than active, participants in the learning process. This is evident in the fact that in 2018, most of the students examined by the West African Examination Council (WAEC) in Building Construction could not demonstrate the process and procedures of setting-out a simple rectangular building as required of them in the examination (West African Examination Council (WAEC), 2018; Okoye & Auta, 2020). This apparent failure can be attributed to many factors including the method used in the teaching and learning of the subject. Though, the efficacy of the use of documentary video has been tested in other studies (Isiaka, 2007; Ozder, 2014; Kupuchu, Cakmakci & Aydogdu, 2015; Adanali, 2018), there is no evidence that it was carried out on Setting-out. Hence, the need to test the application of documentary videos in teaching and learning of setting-out in order to determine if there will be significant improvement in the performance of the students.

Research Questions: The study answered the following research question:

- What are the mean performance scores of students taught setting-out using traditional and the documentary video teaching methods?

Hypothesis: The null hypothesis below was tested at 0.10 level of significance;

- There is no significant difference in the performance of students taught with traditional and documentary video teaching methods.

2. Method

The study adopted Quasi-experimental research design of non-equivalent experimental and control groups. Creswell (2014) noted that, in this type of design, the researcher manipulates the independent variable in order to establish its effect on the criterion variable as shown below:

Pretest	Treatment	Posttest
O1	X1	O2
O3	X2	O4

*O1, O3: Pretest on Setting-out
*O2, O4: Posttest on Setting-out
*X1: Traditional Teaching method
*X2: Documentary video Teaching method

Therefore, in this study, the documentary video was the variable manipulated. The population for the study is 16 ST 1 students from Government Technical Training School, Jalingo offering Building Construction subject. The choice of ST 1 is based on the fact that they have not been taught with any of the two methods. There was no sampling; therefore, the entire population was used for the study. The instrument for data collection was Setting-out Test (ST) developed by the researcher based on the NERDC curriculum for building construction. The instrument was validated by three experts two from the department of technology education, Modibbo Adama university of Technology, Yola and one from Government Technical College (GTC), Gumau. Their suggestions were used to improve the instrument. Test re-test was used to establish the reliability of the instrument after administering a pilot test on 8 ST 1 students shared into two groups of 4 each in GTC, Yola at two different times in an interval of two weeks. One group was taught setting-out using the traditional method while the other group was taught using the video documentary method.

The results obtained from the first and second tests were analyzed using Pearson product moment correlation coefficient and a reliability coefficient of 0.83 and 0.87 was obtained for the traditional and documentary, video teaching methods respectively. During the experiment, the researchers prepared a lesson plan on Setting-out in accordance with the NERDC curriculum for Building construction. The ST 1 students were arranged in intact groups, A and B; treatment was given to the two groups. Group a students were taught using the traditional method while Group B students were taught using the documentary video. A Pre-Test and Post-test was administered on the two groups under examination condition. The data obtained were analyzed using mean, standard deviation for research question and Analysis of Covariance (ANCOVA) for the hypothesis.

3. Results

Research Question 1: What are the mean performance scores of students taught setting-out using traditional and the documentary video teaching methods?

Table 1: Performance Mean Scores and Standard Deviation of Students Taught Setting-Out with Traditional Method and Documentary Video Teaching Methods

Group	N	Pre-Test Mean	SD	Post-Test Mean	SD	Gain Score
Traditional Teaching Method	8	17.21	7.07	54.38	9.13	37.17
Documentary Video	8	15.98	9.67	72.88	12.02	56.90

The data in Table 1 revealed that the performance of students taught Setting-out with traditional teaching method had a pre-test mean score of 17.21 with a SD= 7.07 and a post-test mean score of 54.38 with a SD= 9.13. The data also indicated that, the performance of students taught Setting-out with documentary video method had a pre-test mean score of 15.98 with a SD= 9.67 and a post-test mean score of 72.88 with a SD= 12.02. Comparatively, the gain score of the students taught Setting-out using the documentary video method (56.90) is higher than those taught using the traditional teaching method (37.17). Therefore, it can be concluded that students taught Setting-out with documentary videos performed better than those taught with the traditional teaching method.

Hypothesis: There is no significant difference in the performance of students taught with traditional and documentary video teaching method.

Table 2: Analysis of Covariance of Students Taught with Traditional and Documentary Video Teaching Methods

Sources of Variance	DF	Sum of Squares	Means Squares	F-Cal	F-Crit	Significance
Between groups	1	38,457	38,457			
Within groups	14	2,001	166.75	253.61	3.10	Significant
Total	15	40,458				

The data presented in Table 2 shows that the F-calculated value (253.61) is greater than the F-critical value (3.10) at 0.10 level of significance. The hypothesis was rejected, indicating that there was a significant difference in the performance of students taught Setting-out with documentary video and those taught with traditional teaching method.

Discussion of Findings: The study was set to establish how the use of documentary video can affect students' performance in Setting-out. Findings from the study indicated that students taught Setting-out with documentary videos performed better than those taught with the traditional teaching method. These findings are in agreement with Ozder (2014) who discovered that the results of students taught with the use of documentary video showed improvement in their understanding when compared with those taught using the traditional approach. This could be as a result as a result of the fact that the documentary video approach utilizes both the audio and visual means in the instructional processes. Isiaka (2007) had earlier opined that the use of documentary video is not only imperative, but it makes teaching and learning particularly of difficult concepts more meaningful. Findings from the study also indicated that there was a significant difference in the performance of students taught Setting-out with documentary video and those taught with traditional teaching method. This is in consistent with that of Kapuchu, Cakmakci and Aydogdu, (2015) who discovered that the difference in the results of students taught using documentary video and those taught using the traditional teaching method is statistically significant.

4. Conclusion and Recommendations

Based on the findings, it was concluded that the teaching and learning of Setting-out component of Building construction subject in Nigerian Secondary school can be more meaningful and concrete when documentary videos is deployed in the learning process instead of the traditional method of instruction. That will significantly enhance their job performance in the field of work as well as acquiring a certification that will give a true reflection of the level of knowledge and skills they acquired in the course of their studies.

Recommendations: The following recommendations are made:

- NERDC and all other curriculum development agencies should emphasize the use of audio-visual media as part of instructional materials in teaching Building construction subject.
- School administrators should ensure that audio-visual media is compulsorily used as part of the instructional materials in teaching Building construction subject.
- Technical Teachers should leverage on the use of audio-visual media such as documentary video in the teaching of building construction subject.

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