

Relationship between existing work benefit packages and performance of academic staff in selected private secondary schools in Kamwenge District. A cross-sectional study.

**Vallence Tukacungurwa, Muhamad Ssendagi
Team University*

Page | 1

Abstract

Background:

Acquisition of skills may enhance employee job satisfaction because it is easy to shift to other jobs that have high satisfaction. The aim of the study is to assess the relationship between existing work benefit packages and the performance of academic staff in selected private secondary schools in Kamwenge district.

Methodology:

A cross-sectional case study design using both qualitative and quantitative approaches. The study population was academic and administrative staff from six private secondary schools in Kamwenge District. A population comprising 140 respondents.

Results:

A strong positive correlation ($\rho = .727$) between benefit packages and employee performance. The coefficient of determination ($\rho^2 = .522$) shows that benefit packages accounted for 52.2% variance in employee performance. The significance (p) was 0.000, below the 0.05 level of significance. A moderate linear relationship (Multiple R = .677) between the combination of dimensions of benefit packages (tuition fees assistance, gratuity, and health insurance) and employee performance. ANOVA tests revealed that the significance (Sig F=.000) of the Fisher's ratio ($F= 21.191$) was below the significance level of 0.05, and therefore the results were accepted. Only tuition fees assistance (p -value = .000) had a significant effect on employee performance; gratuity (p -value = .305) and health insurance (p -value = .008) did not have a significant effect on employee performance.

Conclusions:

Work benefit packages motivate staff members to improve performance with the provision of tuition fee assistance, gratuity, and health insurance, which will lead to improved employee performance in Kamwenge private secondary schools.

Recommendations:

The school should provide health insurance benefits to all academic staff members. This will help cater to the health needs of staff members and their immediate family members, thus motivating staff members to work harder for improved performance.

Keywords: Existing work benefit packages, Performance of academic staff, Private secondary schools in Kamwenge district.

Submitted: August 20, 2025 **Accepted:** January 15, 2026 **Published:** April 21, 2026

Corresponding author: Vallence Tukacungurwa
Team University

Background

Benefits include pension schemes, bonuses, allocated cars, subsidized meals, health insurance, and beneficial loans, among others (Pitts, 1995). Employers have established that tuition aid and educational assistance benefits are much liked by employees. Such programs have been established to aid the retention and satisfaction of employees (Mathis & John, 2003). The relationship between educational benefits and job satisfaction is not straightforward (Otuko, Chege, and Douglas, 2013). Acquisition of skills may enhance employee job satisfaction because it is easy to shift to other jobs that have high satisfaction. On the contrary, specific skills commit employees to the company and can induce satisfaction through the creation of a barrier to exit, as

employees may lose a portion of their skills when they move. The gratuity of employees increases in value with job tenure. Employees can feel more vulnerable to loss of the job because companies can opportunistically lay off workers to minimize liabilities accruing from pension (Luchak and Gellatly, 2002). Health insurance is a major benefit. It is another important factor for job satisfaction (Luthans, 2010). The cost of responding to issues of safety and workplace health has the potential of undermining an organization's competitiveness in the global marketplace (Kamau, 2013). Benefit research that benefits provided by employers, such as life, health, and dental insurance, maternity leave, or child care provision, as well as retirement plans, can have a big impact on the satisfaction

and performance of employees (Amah et al., 2013). The aim of the study is to assess the relationship between existing work benefit packages and the performance of academic staff in selected private secondary schools in Kamwenge district.

Methodology

Research design

This study employed a case study design using both qualitative and quantitative approaches. The design is chosen to enable the researcher to cover a desirable quantifiable behavior of the respondents. Case study design links the experimental data to the initial research questions of the study and definitely its conclusion.

Qualitative approaches were used because they encourage a great understanding of both the way and why things are in a particular way. The researcher aims to obtain and describe findings that promote greater understanding of how remuneration affects employee performance. On the other

hand, a quantitative approach was used to collect numerical data so as to describe, explain, understand, control, or predict the phenomenon of interest or to investigate the relationship, including the cause-and-effect relationship.

Population of the study

The study population was academic and administrative staff from six private secondary schools in Kamwenge District. For research purposes, a population comprising 140 respondents from academic staff was considered.

Sample Size and Selection

From a population of 140 members of the academic and administrative staff, the sampling technique that was used in selecting the respondents for the research purpose was purposive sampling and simple random sampling; the sample size was 103 respondents, determined using Krejcie & Morgan's (1970) table.

Table 1: Sample size selection and sampling technique

Category	Population	Sample size	Sampling technique
District Education Officer	1	1	Purposive sampling
Headteachers	6	4	Purposive sampling
Director of studies	6	4	Purposive sampling
Inspector of Schools	1	1	Purposive sampling
Teachers	126	93	Simple random sampling
Total	140	103	

Sampling Technique and Procedure

The study employed purposive and simple random sampling techniques to select respondents, as further explained below.

Simple random sampling

This technique was employed to select respondents from Teachers. This is because they have many members, all of whom have equal chances of participating in the study. This was premised on the fact that the simple random technique enables respondents to have an equal chance of participating in the study and giving reliable data, as Amin (2005) emphasizes.

Purposive Sampling

The purposive sampling employed to select key informants includes District Education officers, Inspector of Schools, Headteachers, and Director of Studies, since these are expected to be more knowledgeable about remuneration and employee performance in private secondary schools. The purposive sampling will enable the study to choose

participants of the study's interest based on their knowledge and expertise (Mugenda & Mugenda, 1999).

Data Collection Methods

Questionnaire survey method

The questionnaire survey method involved the use of questionnaires to generate quantitative data. A questionnaire was used to investigate motives and feelings in a Likert scale, as suggested by

Creswell, (2011). It was also used because it is less expensive for data collection (Amin, 2005).

Interview method

This is a purposeful discussion between the researcher and the respondent. Interviews are face-to-face meetings (Mugenda & Mugenda, 1999). The researcher interviewed District Education Officer, Inspector of Schools, Headteachers, and Director of Studies, to obtain in-depth information on the relationship between remuneration and

employee performance among academic staff in private secondary schools.

Documentary review

Documentary review method involves the analysis of texts that contain records of events, values, rules, and norms (Sekaran, 2003). A number of documents will be reviewed in line with the study topic. These included human resource manuals, remuneration policy documents, annual reports, and other articles with information on remuneration and employee performance. This helped to provide supportive data in order to come up with a comprehensive report.

Data Collection Instruments
Self-Administered Questionnaire

A self-administered questionnaire will be used to capture data on the independent variable. These instruments were used because they are cost-effective in a survey of highly literate persons who are expected to respond clearly as they give their personal opinions. This tool was designed to be used in both closed and open-ended questionnaires. Amin (2005) describes a questionnaire as a self – report instrument used for gathering information about the variables of interest in an investigation. Mugenda and Mugenda (1999) explain that questionnaires are valuable methods of collecting data from a large number of respondents.

Structured Interview Guide

Interview guides were focused on getting responses from the senior persons in the District Education Officer, Inspector of schools, which enabled the researcher to interact more through probing for more detailed information from the respondents. Mugenda & Mugenda (1999) state that interviews are face-to-face encounters and lead to obtaining accurate information because the researchers can seek clarity, which improves the relationship with the respondents.

Documentary Review Checklist

Documentary review was used on secondary data collection involving analysis of documents such as reports. Libraries like the Team University library were used to get information. Validity and Reliability

Validity

This refers to the degree to which a data collection instrument measures the intended item to be measured (Gay, 1992). Validity is designed to measure and pre-test the instrument, to ensure clarity and accuracy of the instrument so that the data collected provides meaningful, reliable

results representing variables in the study (Mugenda and Mugenda, 2003). To ensure the validity of the instrument, the validity was measured using expert judgment. The questionnaire was given to two experts in the field of human resource management, who were requested to rate the relevance of its question items one by one. After expert judgment, the content validity index was computed by adding up all items rated relevant by each expert and dividing them by the total number of questions in the questionnaire.

Reliability

Mugenda and Mugenda (1999) contend that reliability is the measure of the extent to which a research instrument is able to yield consistent data or results after several trials. To ensure consistent measurement and reliability of the instrument, every participant in the sample was asked a similar set of questions presented in the same way, such that differences in responses were based on variations in respondents’ views, and not stimuli. In order to control variations in stimuli, the researcher followed particular directions to ensure consistent question wording and meaning in a simplified language for easier understanding and response. The instrument was pretested on 10 respondents to establish its reliability, and relevant corrections were made. The degree of reliability was established by using the Cronbach Alpha, a formula that was developed by Kuder Richardson, Amin (2005), to estimate rational equivalence reliability.

Reliability of the research instrument was then tested using the Cronbach alpha coefficient, computed using SPSS.

Data Analysis
Quantitative Data Analysis

The researcher carried out a careful scrutiny of the data captured to ensure consistency, accuracy, and completeness of the questionnaire. Analysis was done according to the objectives of the study. The quantitative data was edited with the view of checking the completeness and accuracy during data collection, where incomplete data sheets were omitted before being entered into the computer using Statistical Package for Social Scientists (SPSS). The researcher used frequencies and the Spearman correlation coefficient to statistically determine the relationships, in the form of tables, where interpretations were made.

Results
Response rate

Table 2: Response rate

Category / Data collection instrument	Sample intended	Return rate	Percentage
District Education Officer	1	1	100%
Inspector of schools	1	1	100%

Directors of studies	4	4	100%
Headteachers	4	3	80%
Teachers	93	89	96%
Total	103	98	94%

Source: Primary data (2024)

Table 2, 5 respondents were sampled from quality assurance, and 4 staff members actually participated, giving a response rate of 80%. Out of the four principals of schools and colleges sampled, 3 participated, which gave a response rate of 75%. Out of the 5 respondents sampled from the human resource department, 4 staff members actually participated, giving a response rate of 80%. All the 7 heads of Department who were sampled actually participated, and this gave a response rate of 100%. In addition, out of 82 sampled teachers, 79% participated, giving a response rate of 96%. The overall response rate from both questionnaires and interviews was 94%. This response rate was above the

recommended two-thirds (67%) response rate (Amin, 2005; Mugenda & Mugenda, 1999). The results of the response rate imply that the researcher obtained data that was enough to write the report since the percentage response rate was above two-thirds, as recommended by Amin (2005).

Background characteristics

During the study, the researcher sought demographic characteristics of teachers in terms of gender, level of education, longevity in service, and category of respondents. The results obtained are presented in the next subsection.

Gender of teachers

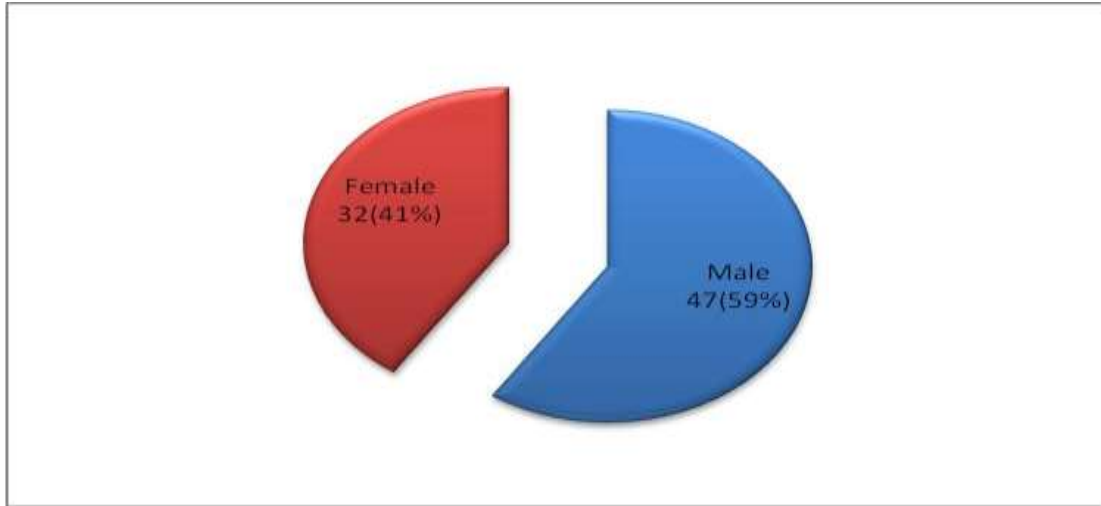


Figure 1: Teachers according to gender

Results in Figure 1 majority (47), 59% of the respondents were males while (32) 41% were females. This indicates that data was obtained from a gender balanced sample size without bias, therefore appropriate for the study.

Figure 2: Level of education

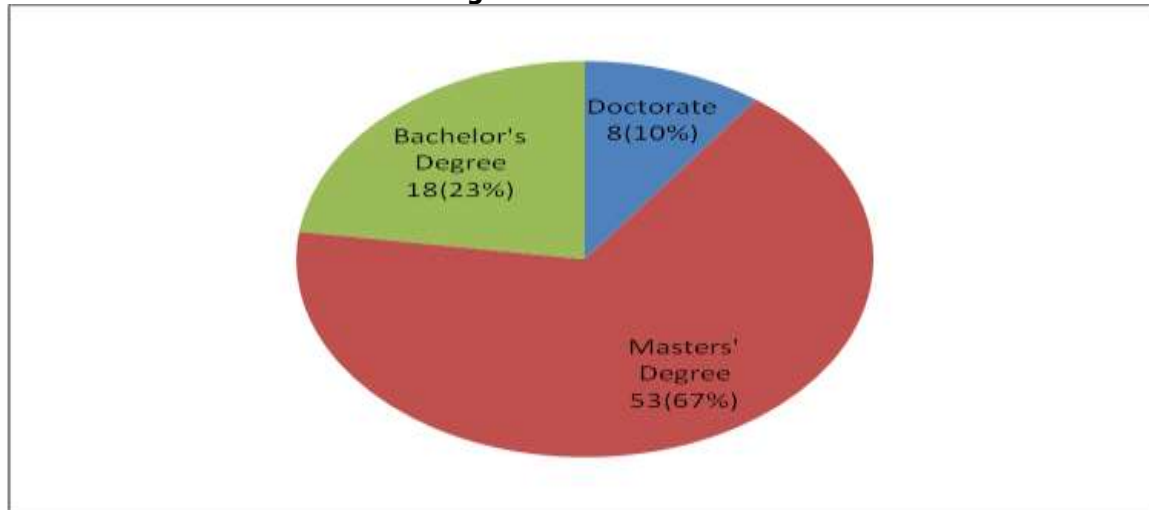


Figure 2: The majority, 53(67%) of the respondents had a Master’s degree. Those with a Bachelor's Degree were 18(23%), while respondents who had a PhD constituted 8(10%). This shows that all the respondents were educated and able to understand and interpret research questions to provide reliable data. The reliable and authentic data enabled the researcher to prepare a comprehensive report.

Length of service

Table 3: Teachers’ length of service

Length of service	Frequency	Percentage
1-3 Years	24	30%
4-6 Years	41	52%
7 Years and above	14	18%
Total	79	100

Source: Primary data (2024)

Results in Table 3, the majority, 41(52%) of the respondents had worked at KIU for a period between 4 and 6 years. Those who had worked for a period between 1-3 years constituted 24(30%), while those for seven years and above were 14(18%). The above statistics show that most respondents had worked in private secondary schools for a long period and were more knowledgeable about remuneration and employee performance. Therefore, they were in a position to provide reliable data for the study.

**Empirical findings
 Descriptive statistics about employee performance**

The dependent variable in this study was the performance of academic staff in Private secondary schools, conceptualized in terms of the quality of reports made, compliance with academic standards, and innovations in academic output. Each of these five elements was operationalized using a number of items/ statements in the questionnaire, and each question was Likert-scaled using five points, ranging from 1

to 5, with 1 for strongly disagree, 2 for disagree, 3 for not sure, 4 for agree, and 5 for strongly agree. Teachers (79) who responded to the questionnaire indicated the extent to which they agree or disagree with each of the

items/ statements. The other staff members (18) participated in key informant interviews as indicated in the analysis and interpretation, which follows the presentation of findings.

Table 4: Descriptive statistics from 79 teachers showing the performance of academic Staff

Statement	SD	D	NS	A	SA	Total
1 I produce work of good quality	3 (4%)	17 (21%)	0	44 (56%)	15 (19%)	79 (100%)
2 Quality Assurance department in the school has greatly improved my performance	20 (25%)	9 (11%)	2 (3%)	20 (25%)	28 (35%)	79 (100%)
3 I produce my work when it is error-free	13 (17%)	12 (15%)	0	35 (44%)	19 (24%)	79 (100%)
4 I usually complete targets set for me to achieve	15 (19%)	27 (34%)	0	12 (15%)	25 (32%)	79 (100%)
5 Performance gaps do not exist in the school	18 (23%)	23 (29%)	9 (11%)	21 (27%)	8 (10%)	79 (100%)
6 I follow the school policy of ensuring full-time attendance to my duties	4 (5%)	8 (10%)	0	46 (58%)	21 (27%)	79 (100%)
7 I do my work in conformity with school regulations	3 (4%)	8 (10%)	8 (10%)	46 (58%)	14 (18%)	79 (100%)
8 The school encourages innovations and attributes them to performance	2 (3%)	8 (9%)	13 (16%)	38 (47%)	18 (22%)	79 (100%)
9 Providing academic funds has improved innovation among staff members.	3 (4%)	7 (9%)	17 (22%)	36 (46%)	16 (20%)	79 (100%)

Source: Primary data (2024)

Results in Table 4, most teachers concurred with all the 9 items about the performance of academic staff. The respondents who concurred were between 85% and 37%. On the other hand, respondents who were not sure were between 0% and 22%, while those opposed ranged between 11% and 53%. Therefore, results indicate that the majority of teachers held the opinion that they produced work of good quality, the quality assurance department in the school has greatly improved their performance, and they produce work that is error-free. However, they do not complete targets set for them to achieve on time, an indicator of poor employee performance, which is attributed to inadequate remuneration from the school. This was verified with findings from a documentary review of the quality assurance report (2016)

on staff performance, which indicated that a total of 69 teachers did not submit results of the second semester, year one students for the academic year 2015/2016 in time.

Findings from interviews

when key informants were asked whether staff members work in conformity with school regulations, KI_3 noted: *Academic staff members work in conformity with the school regulations. For example, the school requires that teachers give coursework and tests at the end of each course unit, a thing they have observed each term.*

Providing academic funds has improved innovation among staff members because teachers are supported to pursue

further studies and advance their teaching careers. Key Informant KI_5 reported:

Providing academic funding has improved innovation among staff members because members who are sponsored for further studies are able to acquire more knowledge and skills applied at the school, which leads to improved output.

Although the findings show that teachers concurred with the items on performance of academic staff and results from key informant interviews showing that there are attempts to ensure improved performance at the school, it can be noted

that teachers do not complete targets set for them to achieve on time, as verified through the review of existing documents. This explains why teachers noted that performance gaps exist in the school.

Benefit packages and employee performance

During the study, respondents were asked a set of questions in order to establish their opinions on benefit packages and the extent to which they contribute to employee performance.

Table 5: Descriptive results for benefit packages and employee performance

Tuition fees assistance and reimbursement	SD	D	NS	A	SA	Total
1 The school offers tuition aid assistance to qualifying staff members.	1 (1%)	18 (23%)	10 (13%)	37 (47%)	13 (16%)	79 (100%)
2 Tuition aid assistance is offered to staff members in a fair and transparent manner.	14 (17%)	10 (13%)	6 (8%)	27 (34%)	22 (28%)	79 (100%)
3 Providing tuition fees assistance motivates staff members to improve performance	2 (3%)	6 (8%)	8 (10%)	39 (49%)	24 (30%)	79 (100%)
Gratuity	SD	D	NS	A	SA	Total
4 The gratuity I anticipate receiving is adequate for my needs	17 (21%)	32 (41%)	8 (10%)	14 (18%)	8 (10%)	79 (100%)
5 Gratuity motivates me to work harder.	3 (4%)	1 (1%)	9 (11%)	49 (62%)	17 (22%)	79 (100%)
6 The school pays gratuity to staff members on time	1 (1%)	6 (8%)	13 (16%)	41 (52%)	18 (23%)	79 (100%)

Source: Primary data (2024)

Tuition fees assistance and reimbursement

Most teachers concurred with the items about tuition fees assistance and reimbursement (that is, items 1 to 3) compared to those who were not sure and those who opposed. The percentage of teachers who concurred ranged from 62% to 79%, while the percentage of respondents who were not sure ranged from 8% to 13%, and those who opposed the items ranged from 11% to 30%.

Thus, findings show that the school offers tuition aid assistance to qualifying staff members.

Tuition aid assistance is offered to staff members in a fair and transparent manner. Providing tuition assistance motivates staff members to improve performance. The findings imply that secondary schools in Kamwenge provide education assistance, such as scholarships, to staff members to allow them to advance their academic qualifications.

Gratuity

Findings from this study show that most teachers concurred with items about gratuity (that is, items 4 to 6) compared to

those who disagreed and those who were not sure. The percentage of respondents who concurred ranged from 28% to 84%, while those who were not sure ranged from 10% to 16%, and those who disagreed ranged from 5% to 62%. These findings indicate that the school pays gratuity to staff members on time, gratuity motivates teachers to work harder, although most teachers hold the idea that the gratuity they anticipate receiving is not adequate for their needs. The above findings imply that the school pays gratuity promptly, which improves the performance of staff members.

Testing the third hypothesis

The third alternative hypothesis stated: “There is a positive and significant relationship between benefit packages and performance of academic staff at Private secondary schools.” The researcher used the Spearman rank order coefficient (*rho*) to test the hypothesis.

Table 6: Correlation matrix for benefit packages and employee performance

	Benefit packages
Employee performance	$\rho = .727$ $\rho^2 = .522$ $p = .000$ $n = 79$

Source: Primary data (2024)

Findings show a strong positive correlation ($\rho = .727$) between benefit packages and employee performance. The coefficient of determination ($\rho^2 = .522$) shows that benefit packages accounted for 52.2% variance in employee performance. The findings were further tested to establish the significance (p), which was 0.000, below the 0.05 level of significance. From all the results obtained, the hypothesis that “there is a positive significant relationship between benefit packages and performance of academic staff of Private secondary schools was accepted.

The strong correlation means that improvement in benefit packages was related to a big change in employee performance. Since the nature of the correlation was positive, it means that benefit packages moved in a similar direction with employee performance, in that an increase in benefit packages was related to improved employee performance, while a decrease in benefit packages was related to a decrease in employee performance. Regression analysis was further conducted in order to establish the effect of benefit packages on the performance of academic staff.

Table 7: Regression analysis for benefit packages and performance of academic staff

Regression statistics					
Multiple R	.677				
R Square		.459			
Adjusted R Square		.437			
Standard Error	.46983		Observations		
	79				
ANOVA					
	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>Sig.</i>
Regression	14.034	3	4.678	21.191	.000
Residual	16.556	75	.221		
Total	30.589	78			
	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-Value</i>	
Intercept	1.132	.298	3.803	.000	
Tuition fees	.355	.067	5.261	.000	
Gratuity	.077	.075	1.034	.305	
Health insurance	.226	.083	2.716	.008	

Source: Primary data (2024)

Findings in Table 7 show a moderate linear relationship (Multiple R = .677) between the combination of dimensions of benefit packages (tuition fees assistance, gratuity, and health insurance) and employee performance. Based on the Adjusted R-Square, it was noted that benefit packages account for 43.74% variance in employee performance. Results from ANOVA tests revealed that the significance (Sig F=.000) of the Fisher's ratio (F= 21.191) was below the significance level of 0.05 and therefore the results were

accepted. Findings from the coefficients showed that only tuition fee assistance (p-value = .000) had a significant effect on employee performance. However, gratuity (p-value = .305) and health insurance (p-value = .008) did not have a significant effect on employee performance because the p-value was above 0.05. This means that tuition fee assistance does not have a significant effect on the performance of academic staff members in secondary schools in Kamwenge.

Discussion

The relationship between work benefit packages and employee performance

The study established that there is a strong positive relationship between benefit packages and employee performance. According to findings from the study, the school offers tuition aid assistance to qualifying staff members. Each academic year, the school provides tuition aid to staff members to pursue further studies. This is supported by Mathis and John (2003), who revealed that educational and tuition aid assistance benefits are highly desired by employees. They aid employee retention and job satisfaction, which consequently leads to improved employee performance. It was found that providing tuition assistance motivates staff members to improve performance because it gives them an opportunity to advance their educational career and the consequent increment in the payment they receive after adding on the qualifications they possess, thereby leading to improved performance. This is in agreement with Sahinidis and Bouris (2008), who noted the role of education programs at a workplace is seen as a measure of improving employee and organizational capabilities. This is because when the organization invests in improving the knowledge and skills of its employees, the investment is returned in the form of more productive and effective employees.

During the study, it was established that a few staff members receive health benefits from the school. Health benefits are only provided to top management. The study revealed that a few staff members at Kamwenge agreed that health benefits are fairly provided to all staff members. Similarly, a few staff members acknowledged that health benefits motivate them to improve performance. Therefore, providing academic staff members with health insurance can improve the performance of academic staff members at the School.

Conclusions

Work benefit packages motivate staff members to improve performance with the provision of tuition fee assistance, gratuity, and health insurance, which will lead to improved employee performance in Kamwenge private secondary schools.

Recommendations

The school should provide health insurance benefits to all academic staff members. This will help cater to the health needs of staff members and their immediate family members, thus motivating staff members to work harder for improved performance.

Acknowledgement

I am most grateful to the Almighty God for the opportunity given to advance in my studies and for my good health.

My earnest debts honestly go to my supervisor, Dr. Sssendagi Muhamad, who continuously guided, supported, and advised me throughout the period of my study. I sincerely appreciate his patience and commitment to see me through the Master's program. My sincere gratitude also goes to all lecturers of Team University and in the department of education in particular for the skills, knowledge, and academic expertise offered to me during my academic struggle. You were so inspiring, for without you, this dissertation would not have reached this far.

Source of funding

The study was not funded.

Conflict of interest

The author did not declare any conflict of interest.

Author Biography

Tukacungurwa Vallence is a student pursuing a degree in education planning and management at Team University. Ssendagi Muhamad is a lecturer at Team University.

References

1. Amah, E, Nwuche, C, and Chukwuigwe, N (2013). Effective Reward and Incentive Scheme for Effective Organizations. *Research Journal of Finance and Accounting*. Vol.4 No. 13, 2013. Pg 73-79
2. Amin, M. (2005), *'Social Science Research: Conception, methodology and analysis*. Kamwenge: Makerere School
3. Creswell, J. W. (2011). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. New Jersey: Pearson Education International.
4. Gay L.R. (1992) *Educational Research Competencies for Analysis & Application*, 4th Edn
5. Kamau, H. N (2013). *Fringe benefits effects on employee productivity in the public sector (A Case of State Department of Water, Nairobi County, Kenya). A Research Project Submitted to the School of Business in Partial Fulfillment of the Requirements for the Award of the Degree of Master's in Business Administration (Human Resources Management), Kenyatta School*.
6. Krejcie, R.V. and Morgan, D.W. (1970) *Determining Sample Size for Research Activities*. *Educational and Psychological Measurement*, 30, 607-610. <https://doi.org/10.1177/001316447003000308>
7. Luchak, A.A. and I.R. Gellatly (2002) "How Pension Accrual Affects Job Satisfaction" *Journal*

of Labor Research Vol. 23 No. 1 pp.145-162.
<https://doi.org/10.1007/s12122-002-1023-5>

8. Luthans, F. (2010). *Organisational Behaviour*, 9th ed. Library of Congress Cataloging in Publication data.
9. Mathis, R. L., and John H. J. (2003). *Human Resource Management*. (11th ed). Mason, OH: Thomson/South-Western.
10. Mugenda, A., and Mugenda, O. (1999). Research methods: *Quantitative and Qualitative Approaches*. ACTS Press, Nairobi.
11. Otuko, A. H., Chege, K. & Douglas, M. (2013). Effect Of Training Dimensions on Employees' Work Performance: A Case Of Mumias Sugar Company In Kakamega County. *International Journal of Business and Management Invention*, 2(9), 138-149
12. Pitts, C. 1995, *Motivating Your Organization*, 1st edition. McGraw-Hill International, 187p.
13. Sekaran, U. (2003). *Research Methods for Business Skills*, by John Wiley and Sons, 3rd Avenue, New York.
14. Sahinidis, Alexandros & Bouris, John. (2008). Employee perceived training effectiveness relationship to employee attitudes. *Journal of European Industrial Training*. 32. 63-76. 10.1108/03090590810846575.
15. Sousa, L. (n.d.). (2014) *Vroom's Expectancy Theory - Motivation at a Glance: An I School Collaborative*. Vroom's Expectancy Theory - Motivation at a Glance.