



## **DRIVERS OF STAFF PERFORMANCE IN SOME SELECTED SECONDARY SCHOOLS IN MEZAM DIVISION OF CAMEROON**

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### **Abstract**

*The growth of any organization is inextricably linked to the job performance of its employees. When the employees of an organization are motivated, they will put in their efforts to attain the goals of the organization and by doing so, their performance will be good. This paper analysis the drivers of staff performance in some selected secondary schools in Mezam Division. Data was collected through a survey conducted on nine secondary schools in Mezam Division, North West Region of Cameroon. The data was analyzed using the Maximum Likelihood Partial Least Square technique. The findings revealed a significant positive effect of financial motivation on staff performance and a strong significant positive effect of non-financial motivation on staff performance. It was therefore concluded that financial and non-financial motivations have a positive significant influence on staff performance in secondary schools in Mezam Division of the North West Region of Cameroon. The study recommends that the pay packages of teachers serving in Government, Confessional and Lay Private Secondary schools in this region and even Cameroon should be increased in order to improve on their performance. It equally calls on proprietors of Confessional and Lay private secondary schools to register their staff in the National Social Insurance Fund so that they can have retirement benefits when they go on*

*retirement. School administrators should involve their staff in decision making as well as encourage them to attend pedagogic seminars in order to improve on their teaching skills.*

*Keywords: Factors, staff performance, secondary schools, Mezam, Cameroon*

## **INTRODUCTION**

Most organizations nowadays consider the motivation of their staff as a very important issue. This is because work is done through the efforts of human beings. The human capital or employees are the most important asset of an organization without which the goals and objectives of the organization will not be attained (Abdikarin, Elmi and Ali, 2013). This study focuses on the factors influencing staff performance in some selected secondary schools in Mezam Division of the North West Region of Cameroon. This Division has a total of 129 secondary schools with a teaching staff of about 4,095, the highest in the North West Region (Information from the office of school mapping and orientation of the Divisional Delegation of Secondary Education for Mezam). Unfortunately, Mezam Division for many years has been unable to occupy the first position in terms of performance of students in official examinations organized by the Cameroon GCE Board. Given the fact that some few schools in the Division have been performing well, a good number of them have been performing poorly, making it difficult for the Division to come first. It was for this reason that in the 2014 sector conference for school Principals of secondary schools in Mezam Division, the Divisional Delegate of secondary education for Mezam harped on several issues influencing staff performance in the Division such as late coming to school by staff, absenteeism, and part time jobs by teachers in two or more secondary schools which made it difficult for them to do their work effectively. School Principals were called upon to put in place measures to curb late coming, absenteeism and ensure that their staff are present in school and do their work effectively. They were equally instructed to forward names of recalcitrant staff to hierarchy for sanctions. In spite of all these measures, Mezam Division was still unable to occupy the first position in examinations organized by the Cameroon GCE Board in the 2014, 2015, 2016 and 2017 examination sessions (Information obtained from the office of school mapping and orientation at the DDSE Mezam on 05/12/18). A few studies carried out by different scholars in different sectors identified financial motivation, non-financial motivation, leadership and work environment as some of the factors influencing staff performance (Abdikarin, Elmi and Ali, 2013; Bushiri, 2004; Elaine, 2004; Idaya, Shah and Zailan 2016; Kaufman, Christensen and Newton, 2015 and N dang, 2010). So far, no study has been conducted on the combined influence of financial motivation, non-

financial motivation, leadership and work environment on staff performance in secondary schools in Mezam Division. This study will therefore give a highlight on the effects of financial motivation, non-financial motivation, leadership and work environment on staff performance in some selected secondary schools in Mezam Division. The study will help policy makers to understand the relationship that exists between the independent variables and the dependent variable so as to embark on policies that will help increase staff performance in secondary schools.

## LITERATURE REVIEW

### Theoretical Considerations

According to Taylor (1911), an employee is an economic man who is motivated by monetary incentives and reward. In the “Principal of Scientific Management”, Taylor underscored that by optimizing and simplifying work, employee productivity will increase. Workers and managers have to cooperate in order to increase performance. Maslow (1943) classified the hierarchy of needs as follows: physiological, safety, social, esteem and self-actualization needs. Physiological needs are basic needs for survival such as food shelter and clothing. When employees do not have these needs, they become motivated to fulfill these needs and move to the second level which is safety. Safety needs concern security in employees’ health and those of their families. When employees are secured, they try to build friendships at job site which help in creating a conducive workplace. Esteem needs which is the fourth level is the need to be valued and recognized by others. A promotion at work will help to achieve this need. The highest level is self-actualization which is to become what a person is competent of becoming. To Maslow, if a manager wants to motivate an employee, he has to first of all find out where the worker belongs in the hierarchy and then motivate the needs above that level. This will increase productivity. Vroom (1964) opines that the performance of a worker is directly associated with the reward that he or she will receive at the end of a given task. The higher the expected reward, the more likely that the employee will work harder to achieve organizational goals. This theory was built around the concept of value, expectancy and force which can be expressed as follows: Force (Motivation) = Valence x Expectancy.

Force or motivation is the effort put in by a worker to achieve a given level of performance. Valence is the strength of an individual preference for a goal. The strength may be negative (fear of demotion or transfer) or positive (prospect for promotion). Expectancy is the likelihood that a particular action will lead to a required outcome. Blake and Mouton (1964) developed the managerial grid which identified five kinds of leadership.

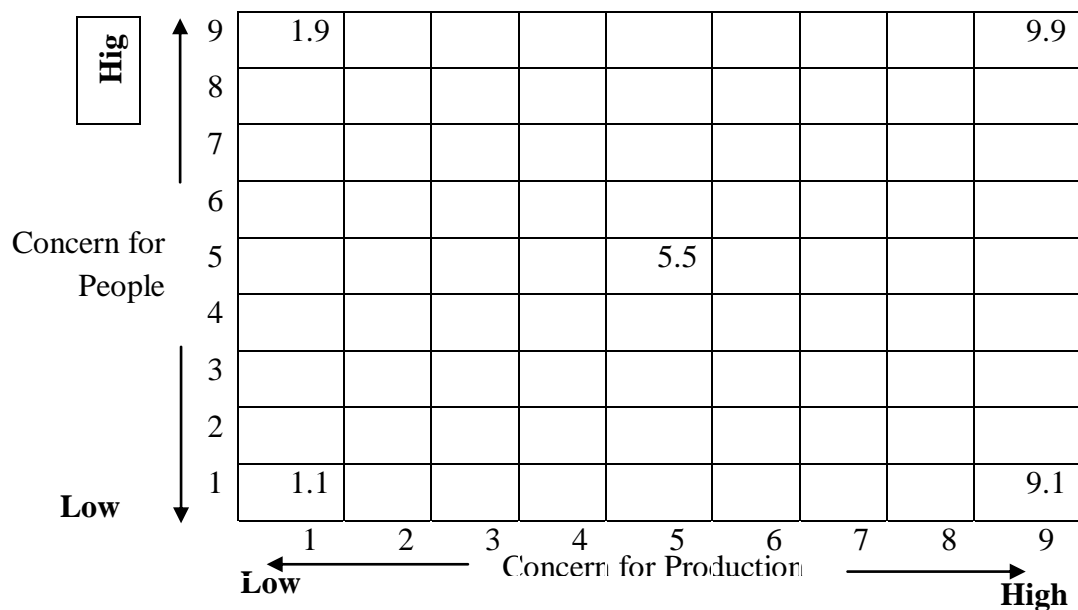


Figure 1: The Managerial Grid

Source: Blake and Mouton (1964)

From the figure above five kinds of leadership styles can be depicted. There is impoverished in which there is low concern for employees and production (1.1), country club wherein the concern for production is low but for employee is high (1.9), task in which there is high concern for production and low concern for employee (9.1), middle of the road in which there is moderate concern for employees and production (5.5) and team wherein there is high concern for employees and production (9.9). This is considered as the most effective style because employees are encouraged to work together to accomplish tasks. According to Cronje et al (2001), leadership style within an organization has a bearing on encouraging or inhibiting employee performance. In the fifty-fifty theory, Adair (2007) states that employees are motivated both intrinsically and extrinsically. 50% of this motivation comes from within and the remaining 50% comes from the environment and people around. Within the external factors, the nature and quality of leadership is an important factor in motivating workers for high performance.

### Empirical Literature

Abdikarin, Elmi and Ali (2013) researched on the relationship between leadership behaviors on staff performance in telecommunication companies in Mogadishu-Somalia. Using descriptive and correlation research designs, the results of the findings revealed a significant positive

relationship between leadership behaviors and employee performance. Bushiri (2004) investigated on the impact of working environment on employee performance at the Institute of Finance Management in Dar es Salaam Region by a survey questionnaire of 50 samples. The study showed that organizational working environment has an impact on its members and that employees will improve on their performance if there are no noise distraction and if supervisor's relationships with their subordinates are good. Elaine (2004) examined the true drivers of engagement within the aviation industry in Ireland in which he identified seven of them, namely, work environment, leadership, team and co-worker relationship, training and career development, compensation, organizational policies and workplace wellbeing. The study portrayed that out of the seven drivers, work environment, relationship with ones colleagues and organizational policies constituted the head strong facilitators for employee engagement. Idaya, Shah and Zailan (2016) explored employee engagement and performance in a telecommunication company in Malaysia which was predicted to be affected by rewards, working environment and work life balance. Multiple regression analysis was applied to measure the relationship between the independent and dependent variables. The findings indicated that working environment was the most influential factor affecting employee engagement and performance followed by rewards and work life balance. Kaufman, Christensen and Newton (2013) researched on how organizations can drive employees to great work on a consistent basis. Attention was geared towards various types of motivating perks such as promotion, recognition, training and high pay. An outline survey was administered to respondents working in the United States for companies with over 1000 workers. The study revealed that the most powerful driver of great work was recognition. Malcalm and Tamatey (2017) examined leadership styles on employee performance in the public sector of Ghana. The Ghana Atomic Energy Commission was taken as a case study and purposive sampling was used to collect data for the study. The full range leadership styles of transformational, transactional and laissez faire were considered. The findings showed that all the leadership styles do not have any effect on employee performance. Owolabi (2007) researched on leadership and organizational performance in small scale industries in Nigeria. Three small scale industries in Aba Abia state were taken as case study. The evaluation was done with the use of questionnaires with questions that were tailored towards determining the relationship between leadership and organizational performance. The findings revealed that leadership has a significant effect on organizational performance. Suharno and Purwanto (2016) examined the influence of leadership style, motivation and discipline on employee performance simultaneously and partially. The findings of the study indicated that there is a significant positive influence simultaneously between leadership style, employee motivation and discipline

on employee performance. It also showed a positive and significant influence partially between leadership style, motivation and discipline on employee performance. Tinofirei (2011) researched on factors affecting employee performance in non-profit making organizations in Zimbabwe. The study was focused on local employees of international humanitarian organizations like Care International and the United Nations. The findings of the study revealed that the absence of automatic job promotion for high performing staff can negatively affect them since they would feel that they are not rewarded for superior performance. In order to establish a link between employee motivation and performance, Ndang (2010) conducted a study at Ultimate Companion Limited in Douala. Interviews and questionnaires were used to sample employees and management views on motivation and how it can influence performance at the company. The findings from management revealed that if managers are well paid, their performance will increase because they will concentrate in their work and pay for other personal services which might need their attention. The findings from employees portrayed that good salaries to employees will motivate them and caused them to be more discipline since it would be easier to control a company with well paid workers than when they are not well paid.

## **METHODOLOGY**

The study was carried out in Mezam Division of the North West Region of Cameroon. Questionnaires of Likert scale were administered to the staff of nine secondary schools in Mezam division, namely Government Bilingual High School Bamendakwe, Government Bilingual High School Down Town, Government Bilingual High School Ntahmulung, Baptist High School Nkwen, Presbyterian Secondary School Mankon, Our Lady of Lourdes Secondary school Mankon, Progressive Comprehensive High School Mankon, Saint Michael Standard Academy Bamenda and Step by Step Secondary School Mankon which were fully operating at the time of this research.

The causal cross sectional research design was used in the study. The causal design helped in showing the influence of the independent variables viz. financial motivation, non-financial motivation, leadership and work environment on the dependent variable, staff performance. The cross sectional study was appropriate because the study was conducted within a period of six weeks.

The study adopted the purposive sampling technique because of its flexibility. This permitted the researchers to make use of their knowledge in choosing respondents for the study. It also helped to save time and money.

The variables for this study are factors and staff performance. The study investigates the influence of the factors; the independent variables on the dependent variable; staff performance.

The model is given as follows:

$$SP=f(F)$$

Where; SP is staff performance

F=Factors influencing staff performance

SP=Dependent Variable

F=Independent Variable

$$SP=f(\text{FINM, NFINM, LEADE, WORKE})\dots\dots\dots(1)$$

This shows that staff performance is a function of financial motivation, non-financial motivation, leadership and work environment. Given the fact that the various variables may influence staff performance in different degree, the model can be expressed as follows:

$$SP = \alpha_0 + \alpha_1 \text{FINM} + \alpha_2 \text{NFINM} + \alpha_3 \text{LEADE} + \alpha_4 \text{WORKE} + \varepsilon \dots\dots\dots(2)$$

Where;  $\alpha_0$  is a constant,

$\alpha_1$  is a variable associated to financial motivation,

$\alpha_2$  is a variable associated to non-financial motivation,

$\alpha_3$  is a variable associated to leadership,

$\alpha_4$ , is a variable associated to work environment,

$\varepsilon$  is the error term.

Financial motivation is the use of cash based incentives to motivate workers to high performance (Ndang 2010). In this study, financial motivation is measured in terms of additional financial benefits accruing to an employee when he or she is promoted to a higher position. It is also measured in terms of financial incentives to staff members to stimulate them to increase their performance as well as financial supports given to staff members to enable them to attend seminars in order to enrich their skills. This variable was chosen because Taylor (1911) in his theory of Scientific Management opined that the most important motivation of an employee is salary and wages. Also, Vroom (1964), underscored the importance of financial motivation when he made mention of the fact that the performance of an individual is associated directly to the reward that he or she is expected to receive at the end of a task.

Non-financial motivation is a non-cash award that is given to an employee in recognition of a high level of performance (Millkovich, 1998). In this study, non-financial motivation is measured in terms of the love and attachment a staff has for his job as well as appreciations or praises given to a staff by hierarchy. This variable was chosen because Adair (2007) states that fifty percent of motivation comes from the environment while the remaining fifty percent comes from within a person which could either be financial or non-financial motivation.

Leadership is the art of motivating a group of people to act towards the achievement of a common goal (Kouzes & Posner, 2003). In this study, leadership is measured in terms of the ability of school administrators to involve staff in decision making, their openness to staff members as well as their ability to clarify the functions of staff members.

Work environment is the surrounding conditions in which an employee operates such as offices, temperature and furniture. In this study, the work environment is captured by the size of the classrooms, security at the job site and interpersonal relationships at workplace. This variable was selected because Bushiri (2004) concludes that organizational working environment has a significant impact on the performance of its employees.

## FINDINGS AND DISCUSSION

### Test for Content Validity

Validity test was done for content validity to test how well the instrument is representative and captures relationship between the variables. Content validity ratio was applied in calculating the content validity index using the formula:

$$CVI = \frac{\text{Total Number of Items rated by all Respondents (42)}}{\text{Total Number of Items in the Instrument (42)}}$$

$$CVI = 42/42$$

$$CVI = 01$$

According to Amin (2005), a content validity index of 0.7 and above qualifies the instrument for the study.

### Test for Convergent Validity

Convergent validity exists when two measures of the same variable are more highly correlated with each other than with other measures of other variables (Engellant, 2016). Evidence of convergent validity was assessed by inspecting the Average Variance Extracted (AVE) for each construct (Fornell and Larcker, 1981).

Table 1: Results of Convergent Validity (SmartPLS Output)

CONSTRUCT	AVE
FINM	0,512407
LEADE	0,525883
NFINM	0,468018
STAFFPER	0,584990
WORKE	0,646312



The results in table 1 indicate that the AVE of four of the constructs was well above the threshold value of 0.5 as recommended by Fornell and Larcker (1981), except for the construct non-financial motivation. This means that the indicators of the constructs reflect the theoretical concept being measured.

### Test for Discriminant Validity

Discriminant validity is the extent to which the indicators of a construct discriminate in explaining other constructs in the model (Lowry and Gaskin, 2014). Discriminant validity was assessed using Fornell and Larcker (1981) by comparing the square root of the AVE in the diagonal with the correlation coefficients (off diagonal) for each construct in the relevant rows and columns.

Table 2: Results of Discriminant Validity

Constructs	FINM	LEADE	NFINM	STAFFPER	WORKE
FINM	0,721414				
LEADE	0,258130	0,724351			
NFINM	0,082494	0,172546	0,678231		
STAFFPER	0,282629	0,226920	0,415991	0.761577	
WORKE	0,119918	0,179701	0,193099	0,194389	0,800000

The diagonal values in table 2 above represent the square root of each of the construct while the off diagonal represents the correlation coefficient for each of the construct. The results show a strong evidence of discriminant validity because the square root of the AVE for each of the construct is higher than the correlation coefficients for each construct.

### Test for Reliability

Reliability is the extent to which a test yields the same results on recurring trials (Sullivan and Niemi, 1979). In this study, the items on the questionnaire were subjected to the reliability test using the Cronbach's alpha and a more robust test called Composite reliability.

Table 3: Results of Reliability

	Composite Reliability	Cronbach's Alpha
<b>FINM</b>	0,750883	0,520582
<b>LEADE</b>	0,654527	0,336058
<b>NFINM</b>	0,570143	0,098008
<b>STAFFPER</b>	0,738124	0,477944
<b>WORKE</b>	0,806741	0,654183

The results in table 3 above portray a strong evidence of internal consistency. This conclusion is derived from the results of composite reliability. The constructs are consistent as they were above the minimum cutoff criteria as recommended by Fornell and Larcker (1981), except for the construct non-financial motivation.

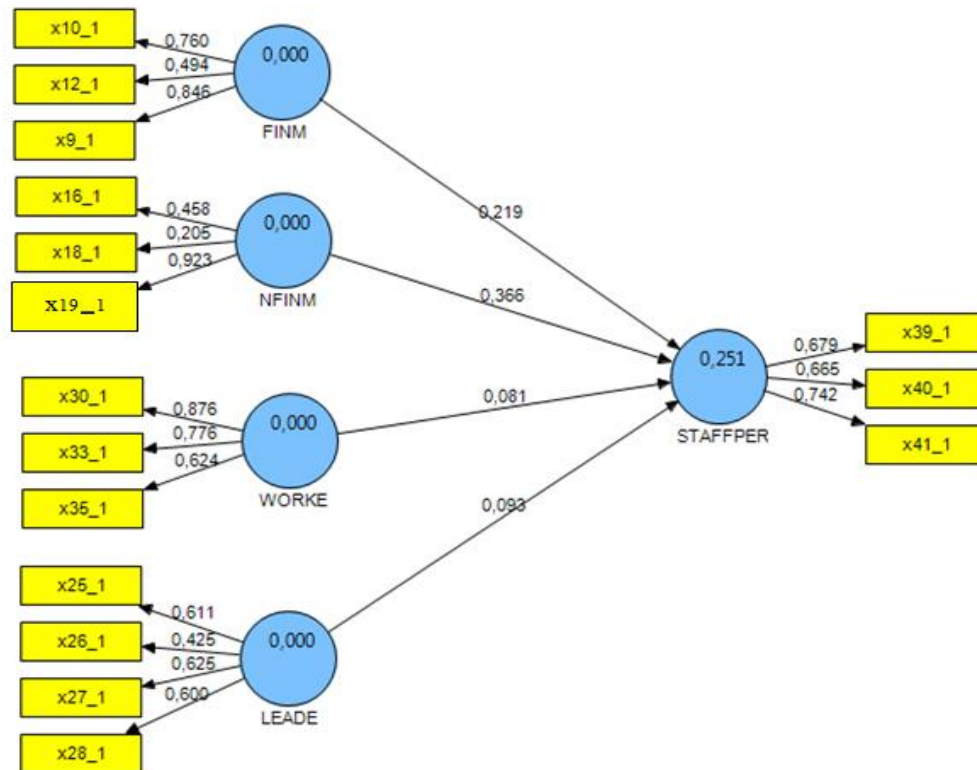


Figure 1: Structural Equation Model of Factors Influencing Staff Performance (FACTSTAP)

The Figure above shows the relationship between the inner models constructs as well as the relationship between the manifest indicators and their constructs. The circles represent the constructs while the rectangles represent the manifest indicators used in constructing the model. The values inside the circles are estimate of squared multiple correlation ( $R^2$ ). The inner model is called the structural model and it shows the relationship between the constructs. The magnitude of the relationship between the construct is called the path coefficient (Ofeh and Thalut, 2018). The path coefficients show that the constructs are related.

The outer model is the measurement model and it shows the relationship between the constructs and its manifest indicators. The magnitude of the relationship between the constructs and its manifest indicators is captured by factor loading (Ofeh and Thalut, 2018). The question items used as manifest of the constructs are valid and reliable. From figure 1 above, it is clear

that the constructs, financial motivation, non-financial motivation, leadership and work environment constitute 25.1% of total variation in staff performance. The proposed model was further assessed by computing for the bootstrapping student (t) value. The results are presented in figure 2 below.

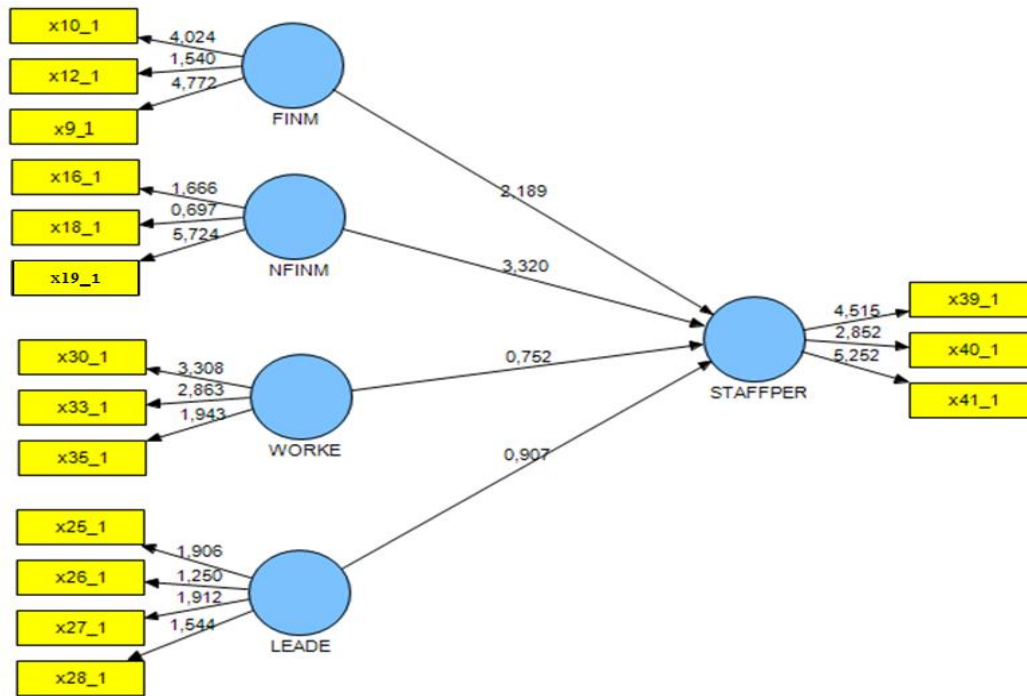


Figure 2: Bootstrapping Results for FACTSTAP

Figure 2 shows the result of the bootstrapping test for FACTSTAP model. The focus here is the inner model. The relationship between the constructs shows that financial and non-financial motivations were significant in predicting staff performance. The significant relationship was judged on the basis of the t-statistics. Work environment and leadership were found not significant in explaining staff performance. Even though they were not significant, they were having the expected apriori sign. The findings did not include the effect size of each path in the model. Stone (1974) suggested blindfolding test in order to assess the predictive relevance and effect size. The results of these tests are presented below.

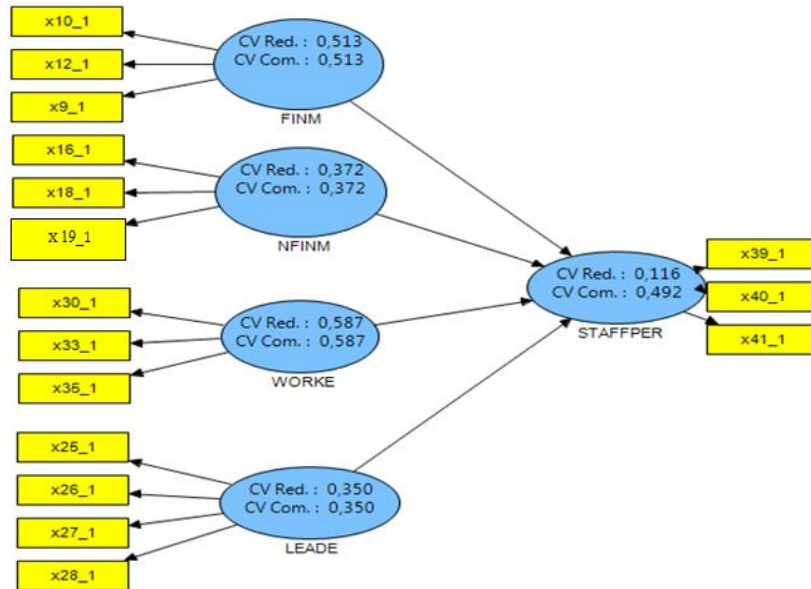


Figure 3: Blinding-folding Test for Predictive Relevance and Effect Size of FACTSTAP

In figure 3, redundancy estimate (Red) represents predictive relevance while communality estimate (Com) represents the effect size. The results show a strong evidence of predictive relevance as all the coefficients of the constructs are well above the threshold value of zero. The model equally shows evidence of large effect size. According to Ofeh and Thalut (2018), if the coefficients of the constructs range from 0.350 and above then there is evidence of large effect size.

Table 4: Results of Path Regression Analysis

Hypotheses	Hypothetical Link	Coefficient	Standard Error (SE)	T Statistics	Decision
	Between Constructs				
<b>H01</b>	FINM -> STAFFPER	0,218791	0,099915	2,189768	Sign
<b>H02</b>	NFINM -> STAFFPER	0,366352	0,110335	3,320360	Sign
<b>H03</b>	LEADE -> STAFFPER	0,092720	0,1231631	0,752823	Not Sign
<b>H04</b>	WORKE -> STAFFPER	0,084748	0,093478	0,906609	Not Sign

The results in table 4 above show a positive significant relationship between financial motivation and staff performance. Financial motivation of staff in secondary school has to be considered so as to improve on their performance. Non-financial motivation had a strong positive significant effect on staff performance, meaning that non-financial motivation has to be considered in order

to improve on staff performance. Leadership and work environment were found not significant in explaining staff performance, though they both had the appropriate apriori expected signs.

## CONCLUSION

The results of the findings portray that financial motivation has a positive significant effect on staff performance in secondary schools in Mezam Division. Non-financial motivation has a strong positive significant effect on staff performance. This therefore led to the conclusion that financial and non-financial motivations have significant positive effects on staff performance in secondary schools. Reforms aimed at increasing the pay packages of teachers serving in government, confessional and lay private secondary schools are necessary. This will make teachers to be satisfied with their salaries and will cause them to concentrate and teach in their main schools thereby reducing the phenomenon of taking part-time jobs in two or more secondary schools. Government should ensure that proprietors of confessional and lay private secondary schools register their staff in the National Social Insurance Fund so that they should have retirement benefits when they go on retirement. This will enable these schools to have permanent staff that will be motivated to work. School administrators should involve their staff in the decision making process of the institution so as to enable them develop a sense of belonging and ownership towards the institution. School Principals should provide financial support to teachers so that they will be able to attend pedagogic seminars at the Sub-Divisional, Divisional and Regional levels. This will go a long way to improve their teaching skills.

As for the limitations, this work is limited to four factors influencing staff performance in some selected secondary schools in Mezam Division, Cameroon. There may be other factors that might provide more insight on staff performance. The work is limited to nine selected secondary schools in Mezam Division. Lastly, given the importance of longitudinal data, this work is focused only on cross-sectional data.

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