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Effect of Job Satisfaction and Motivation on Performance in the Public Sector

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Abstract:
This paper examines the effect of job satisfaction and motivation on performance in the public sector. The paper analyses the factors affecting job satisfaction of employees in the public sector in Ghana. Public organizations in Ghana face immense pressure to excel in their performance, notwithstanding the highly unstable and competitive environment in which they operate. This environment is often characterized by factors such as increased globalization, demanding stakeholders, shortage of critical skills, increased workforce diversity as well as technological innovations. For the purpose of this research, simple random technique (a probability method) was utilized. A sample size of 150 employees was used. The results of the study showed that education is a negative predictor of job performance, implying that other factors apart from education, increases performances. This includes the type of task being undertaken, the tools available to perform such a task, work environment among others. Work experience, on the other hand, had a positive relationship with employee performance with coefficient of 0.727 and statistically significant at the 1% level. This means that work experience is a good predictor of employee performance. This also implies that employees who have higher levels of experience have higher knowledge, thus, perform better than employees with little experience. The position of employee as shown in regression results is a negative predictor of performance, implying that junior employees may perform better than senior ones. Salary, however, is a positive predictor of performance which implies that employees in the public sector are motivated to improve performance through salary increases.

Keywords: *Job satisfaction, motivation, performance, public sector*

1. Introduction

Public organizations in Ghana face immense pressure to excel in their performance, notwithstanding the highly unstable and competitive environment in which they operate. This environment is characterized by factors such as increased globalization, demanding stakeholders, shortage of critical skills, increased workforce diversity as well as technological innovations (Mayfield and Mayfield, 2002 cited in Mafini and Pooi 2013). These factors compel public sector organizations to develop and implement strategies for improving their performance. One such strategy is to have employees who are highly satisfied with their work (Okanya, 2007 cited in Mafini and Pooi (2013). This calls for organizations to place more emphasis on recognizing and enhancing all components of work linked to higher levels of employee satisfaction.

The public sector in Ghana is the largest employer of Ghanaians. It is also the sector that has witnessed many agitations from workers in recent times. These agitations which are mainly in the form of strikes have come about as a result of dissatisfaction of working conditions among employees in this sector. While employees in the public sector have, over the years, raised concerns about their working conditions, governments over the years have also tried in their effort to improve performance and satisfaction among workers in the public sector. With the help of the World Bank and the International Monetary Fund (IMF), numerous public sector reform programmes have been implemented since the 1980s. These reforms were aimed at improving performance of the sector.

In an effort to motivate and bring fairness to salaries of public sector employees, the Government of Ghana through the Fair Wages and Salaries Commission, introduced the Single Spine Pay Policy (SSPP) in 2010. The SSPP is aimed at motivating public service workers to enhance service delivery and productivity. However, since the implementation of this policy, there have been strikes and agitations among some public sector workers especially in the health and education sectors. The purpose of this paper is to examine the major intrinsic motivational factors that attract employees to the public sector; examine the level of satisfaction of public sector employees and analyze the relationship between job satisfaction and performance in the public sector.

2. Literature Review

2.1. Theories of Motivation

Motivational theories have been classified into two groups: need theories and cognitive theories. Need theories, also known as content theories, are concerned with analyzing the needs and motives that affect human's motivation. Cognitive theories, which are also called process theories, concentrate on the psychological and behavioural processes behind motivation (Rainey, 2012, p.274).

2.2. Need Theories

Early theories of motivation, mainly conceptualized during the 1950s, explain motivation in terms of the satisfaction of basic human needs (Greenberg and Baron, 2013, p.192). That is to say, a core set of needs provides the motive force for people's actions (Dunford, 1992, p.75). Although heavily attacked and questioned during the years, need theories are probably "*the best-known explanation for employee motivation*" (Robbins and Judge, 2013, p.209). I will describe five such theories which also often received the title "person as machine" theories since their premise is that motivation is largely an automatic, mechanical and unconscious response to internal human needs (Landy and Coote, 2012, p.369).

2.3. Hierarchy of Needs

Abraham Maslow's (1943) *hierarchy of needs* theorizes the existence of five sets of innate drives or needs, which are arranged in a hierarchy of prepotency, i.e. a high order need will become dominant only after lower level needs are satisfied (p.375). Maslow's five level needs, in ascending order, are *physiological* (e.g. hunger, thirst, sex), *safety* (desire not to feel endangered and wish for a physically and emotionally secure environment), *love* (the "*hunger for affectionate relations with people*" and sense of belongingness), *esteem* (the longing for self-respect, strength, achievement, reputation, recognition by others and appreciation), and the need for *self-actualization* which is the aspiration "*to become everything that one is capable of becoming*" (ibid. pp.372-382).

2.4. ERG Theory

Addressing the deficiencies of Maslow's work, Alderfer 1969 cited in Reem (2012) formalized a spin-off of the hierarchy of needs. His approach, known as *ERG theory*, clusters Maslow's five needs into three groups: *Existence* (which corresponds to Maslow's physiological and safety needs), *Relatedness* (similar to the love need), and *Growth* (parallel to the esteem and self-actualization needs) (pp.146-147). Unlike Maslow, Alderfer thought that an individual could focus on all three groups simultaneously without any specific order (Greenberg and Baron, 2013, pp.194-195; Robbins and Judge, 2013, pp.210-211).

The word motivation has been defined by various authors in their writings. Motivation is coined from the Latin word *motus*, a form of the verb *movere*, which means to move, influence, affect, and excite. Reem (2012) defines motivation as the degree to which a person is moved or aroused to act in a certain way.

Motivation is not to be confused with job satisfaction. Early experiments, such as the famous Hawthorne plant study in the late 1920s, led researchers to the false conclusion that happiness and satisfaction on the job equals high employee motivation to work. This has long been proven wrong (ibid. pp.406-407).

A worker can be extremely satisfied with his/her job and at the same time be unmotivated to exert effort. In fact, that is exactly one of the problems the public sector experiences. Some employees are very pleased with their comfortable working conditions, e.g. job security, yet have very little motivation to work. Nonetheless, job satisfaction should not be mislaid. It may not have a direct effect on motivation, performance and productivity, but it has been found to be related to employee retention, thus, indirectly influencing organizational costs associated with employee absenteeism and turnover (Wright and Davis, 2012, p.71).

2.5. Theory X and Theory Y

In 1960, the Maslovian needs hierarchy was expanded by Douglas McGregor to interface with management and motivation (Dunford, 2013, p.77). In his work labeled *Theory X and Theory Y*, McGregor argues that two approaches dominate managers' attitude toward their employees. They either believe that employees inherently dislike work and should, thus, be coerced into performing it (Theory X), or they assume that employees grasp work as a natural part of life, thus, can enjoy it and even seek for responsibility (Theory Y) (Robbins and Judge, 2013, p.211). Critics such as Watson (2012) do not believe that McGregor's work holds water and consider it to be "*grandiose claims and vast generalizations*" (p.111).

2.6. Theory of Needs

Among the group of need theories, the most supported is David McClelland's *theory of needs*. Unfortunately, it is also the least applicable one (Robbins and Judge, 2013, p.214). McClelland specified three needs: the *need for achievement* (nAch) which is the drive for accomplishments; the *need for power* (nPow) which is the desire to influence; and the *need for affiliation* (nAff) which is the wish for friendships (ibid.). Of the three needs, McClelland focused on nAch. He said that high

achievers are strongly motivated by interpersonal relationships, responsibility, feedback and goal setting (Robbins and Judge, 2013, p.215).

2.7. Cognitive Theories

2.7.1. VIE Theory

Instead of focusing merely on individual needs, *VIE (Valence, Instrumentality, Expectancy) theory* looks at the role of motivation in the overall work environment. This theory, conceived by Victor Vroom, argues that people are motivated to work when they believe that their efforts in the workplace will result in a desired outcome. Vroom assumed this belief is threefold (Robbins and Judge, 2013, p.231):

- *Expectancy*: one's expectation that exerting a given amount of effort will lead to good performance;
- *Instrumentality*: individual's confidence that good performance will be rewarded; and
- *Valence*: the belief that the offered reward or outcome will satisfy a desirable need or wish of the individual.

The motivational effect will then depend on the combination of these three beliefs, i.e. the level of confidence one has in the fulfillment of all three stages.

2.7.2. Equity Theory

J. Stacy Adam's *equity theory* is based on the assumption that employees' motivation to work is influenced by their perception of the degree of equity or justice in the organization (Dunford, 1992, p.83 cited in Reem 2012). According to Adam, employees constantly think about their inputs to the job (e.g. effort, experience and education) and their salary outcomes, promotions and prizes. Then, they make an output-to-input ratio and compare it to the perceived ratio of their friends and co-workers (Robbins and Judge, 2013, pp.226-227). If the "comparison" of the ratios shows identical results, employees are motivated and keep on with their jobs. However, if it shows that others gain more or sometimes even less, tension is created and subsequent actions to relive that tension will be taken (Landy and Coote, 2012, p.375). For example, an employee who sees his/her co-worker being promoted over him or her, though they are equal, will be demotivated to put efforts into the job since he or she needs to readjust the output-to-input ratio.

3. Conceptual model

The paper is guided by the conceptual model below. An individual in the public sector is motivated to work based on certain intrinsic factors such as the need to serve, recognition, working conditions among others. It is expected that when the individual is motivated, it will lead to job satisfaction.

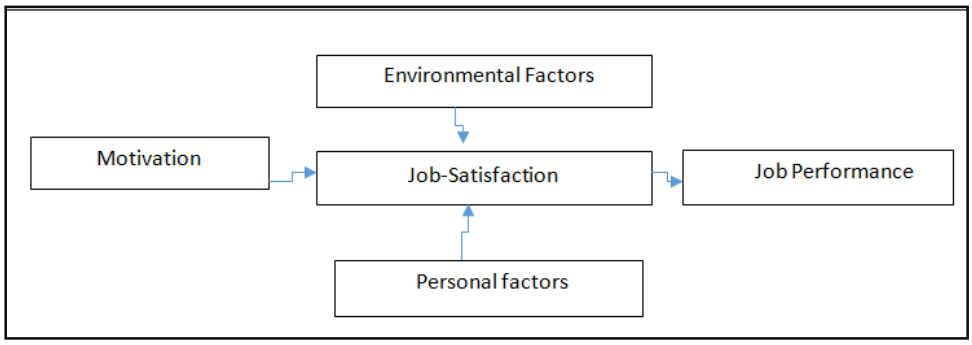

Figure 1: Conceptual Model

Job satisfaction, on the other hand, is influenced by the personality of the individual. It is also influenced by demographic variables such as age, sex, marital status among others. When an individual is satisfied on a job, it is expected that there will be an improvement in job performance.

4. Methodology

The research design adopted for this study is the quantitative method. Quantitative research revolves around collecting numeric data, testing and confirming hypothesis formed on the basis of existing theory (Baxter and Jack 2008). Quantitative methods involve a deductive approach to the relationship between theory and research in which the emphasis is placed on the testing of theories. The population for this study involved all public servants in Ghana. Employees of public sector organizations include the Civil Service, Ghana Health Service, Local Government Service, Polytechnics, subvented agencies such as the Electoral Commission, National Commission for Civic Education, Commission for Human Rights and Administrative Justice (CHRAJ) and the Statistical Service. For the purpose of this research, simple random technique (a probability method) was utilized. A sample size of 150 employees was used for the study. This figure was considered to be quite representative to help arrive at a conclusion that could be acceptable.

4.1. Regression Model

A regression model in the form stated in equation 1 shall be used to establish the relationship between motivation, job satisfaction and performance.

4.2. Dependent Variable

The dependent variable used in this study is employee performance.

4.3. Independent variables

The independent variables are classified into two (2); motivational variables and job satisfaction variables.

$yip = \beta 0 + \beta 1\chi 1 + \beta 2\chi 2 + \varepsilon jt.$

Where:

y*ip* = refers to an individual *i* in a public institution *p*

$\beta 1\chi 1$ = refers to independent factors of motivation

$\beta 2\chi 2$ = refers to individual factors of satisfaction

εjt = error term

The basis for the use of the regression model is to assess whether one dependent variable (employee performance) can be predicted from multiple independent variables from job satisfaction and motivation among others. The use of the regression model also strengthens the statistical nature of the analysis apart from the descriptive results that will be presented. It also helps in the replication of the research as other researchers may follow the method using the similar variables for further statistical analysis.

5. Results and Discussion

Variable		Frequency	Percent
Sex	Male	96	64.0%
	Female	54	36.0%
	Total	150	100.0%
Age	20-30	37	24.7%
	31-40	23	15.3%
	41-50	51	34.0%
	51>	39	26.0%
	Total	150	100.0%
Education	JHS/Middle School	6	4.0%
	SHS/A Level	15	10.0%
	HND/Professional certificate	26	17.3%
	Bachelor's Degree	33	22.0%
	Masters/Post-Graduate	70	46.6%
	Total	150	100.0%

Table 1: Sex, Age and Education of respondents
Source: Field Survey, 2016

Majority of the respondents were males who accounted for 64% of the total sample size and the remaining 36% were females. The age distribution shows that respondents within the age group of 20-30 were 24.7%, 31-40 years were 15.3% while those more than 41 years were 60%. The educational level also shows that respondents with a bachelor's degree and higher accounted for 68.6% while those with less than a degree were 31.4%.

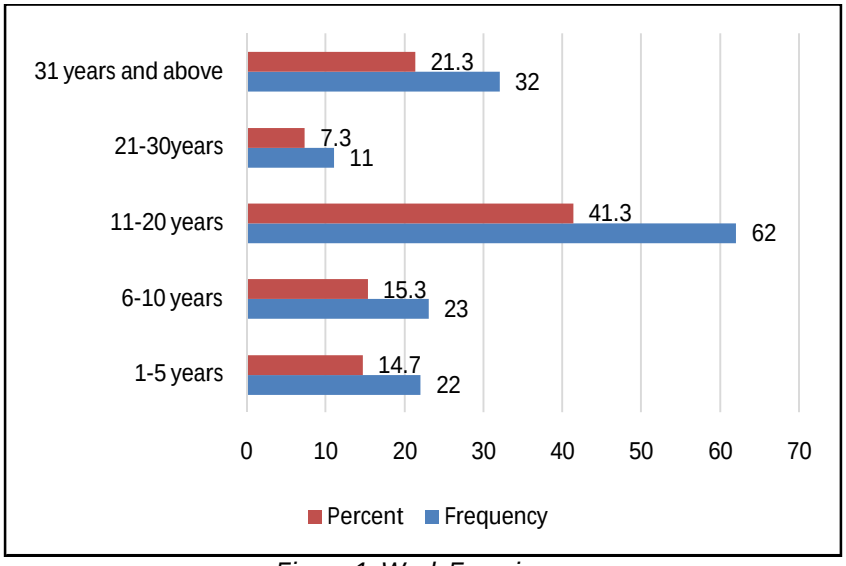

Figure 1: Work Experience

Figure 1 shows the work experience of the respondents in the survey. Respondents who had worked for 1-5 years were 14.7%, 6-10 years (15.3%) and 11-20 years were 41.3%. The rest (28.6%) had worked for more than 21 years in the public service.

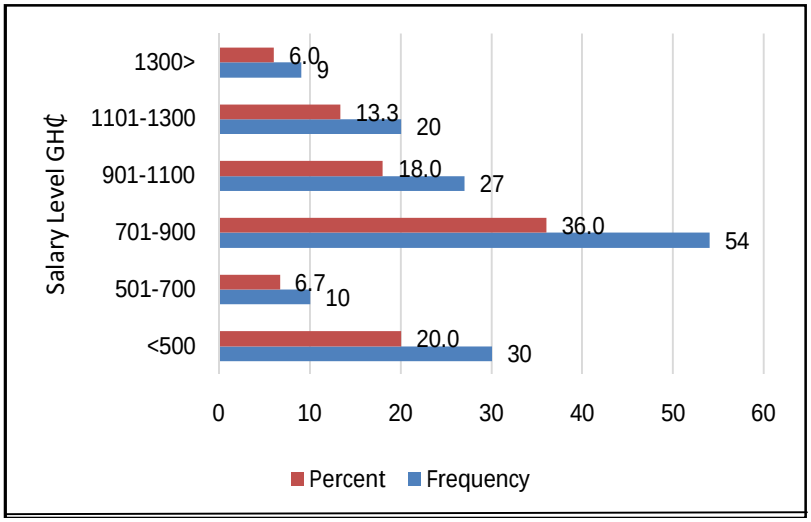

Figure 2: Salary level

As shown in Figure 2, 36% of the respondents receive monthly salary in the range of GH¢701- GH¢900, 18% receive salary in the range of GH¢901- GH¢1100 while those who receive more than GH¢1100 were 19.3%. Twenty percent receive less than GH¢500 a month.

5.1. Reliability Test

To examine the reliability and viability of the scales used in the survey, there was the need to undertake a reliability test of the scale. The second and third sections of the questionnaire had questions with scales ranging from 1-10. "1" being strongly disagreed and "10" being strongly agreed. The Cronbach Test of reliability is the statistical test that is used in the measurement of scales used in a survey. Cronbach (1951) suggests that different tests should be performed when multiple subscales exist. The reliability test performed shows the motivation scale had a Cronbach Alpha of 0.74, Satisfaction scale 0.84 and Performance scale 0.82. The combined alpha score for all the scales was 0.91. The results show a satisfactory level, thus, the scales can be used in determining the factors of motivation, satisfaction and employee performance. The results are summarized in Table 2.

Scale	Cronbach Alpha	No. of Items
Motivation	0.74	9
Satisfaction	0.84	7
Performance	0.82	6
Overall scale	0.91	22

Table 2: Reliability Statistics
Source: Authors Computation, 2016

Table 2 shows the various scales used their corresponding Cronbach Alpha obtained and the number of items in the scale. Motivation scale had 9 items, Satisfaction 7 and Performance 6 items. The overall questionnaire, thus, has 22 items.

Table 3 presents the descriptive statistics of the various items in the motivation scale used in the survey. As can be seen in Table 3, the statement with the highest mean value is "My job is difficult enough to challenge my skills and abilities" with a mean value of 4.73. The statement with the second highest mean value is "My job provides the right amount of work for me to do; not too much and not too little" with a mean value of 4.52. The statement with the third highest mean is "I have the freedom to decide how to do my job" with a mean value of 4.10. The statement that had the lowest mean is "My Job provides satisfactory pay" with a mean value of 2.20

Statement	N	Mean	St. Dev
My job is important and it has an effect on other people.	150	2.31	1.05
My job allows me to complete a whole piece of work from beginning to end and I can identify the results of my work	150	2.87	0.86
My job requires me to do different tasks that use different skills	150	3.34	0.61
I have the freedom to decide how to do my job.	150	4.10	0.84
My job is difficult enough to challenge my skills and abilities.	150	4.73	1.21
My job provides the right amount of work for me to do, not too much and not too little	150	4.52	1.15
My job provides satisfactory working conditions.	150	3.05	0.96
My job provides satisfactory pay.	150	2.20	1.00
My hours of work are satisfactory.	150	4.00	0.87

Table 3: Descriptive Statistics of Motivational Sub-Factors Factors
Source: Field Survey, 2016

Table 4 presents the descriptive statistics of the Satisfaction scale. The statement with the highest mean was "The amount of control and responsibility I am given" with a mean value of 4.32. The statement with the second highest mean value is "My relationship with other workers" with a mean value of 4.05. The item with the lowest mean value is "The amount of variety in my job" with a mean value of 3.08.

Statement	N	Mean	St. Dev
The amount of control and responsibility I am given.	150	4.32	0.72
My relationship with other workers.	150	4.05	1.03
The feedback I get from other workers and supervisors.	150	3.92	1.39
Being able to tell how well I am performing whilst doing the job.	150	3.87	1.22
The amount of variety in my job.	150	3.08	0.47
My level of involvement in decision-making that affects me.	150	3.85	0.67
The feeling that I am doing something important; something that really matters	150	3.88	1.22

Table 4: Descriptive Statistics for Satisfaction Sub-Factors

Table 5 presents the descriptive statistics for the Performance scale. As shown in Table 5, the statement with the highest mean is "Employees are able to "tune in" to each supervisor's needs or requirements" with a mean value of 3.85. This is followed by "Employees are able to put themselves in the managers' place (empathy)" with a mean value of 3.67. The statement with the lowest mean value is "Employees do more than usual for managers and supervisors" with a mean value of 3.01.

Statement	N	Mean	St. Dev
Being able to complete a whole piece of work.	150	3.33	0.61
Employees understand specific needs of supervisors and managers.	150	3.13	1.07
Employees are able to "put themselves in the managers' place" (empathy).	150	3.67	0.86
Employees are able to "tune in" to each supervisors needs or requirements.	150	3.85	0.67
Employees do more than usual for managers and supervisors.	150	3.01	0.55
I am told by my supervisor or other workers how well I am performing.	150	3.55	0.63

Table 5: Performance Sub-Factors

5.2. Factor Analysis

The beginning of the factor extraction process is designed to determine the linear components (eigenvectors) within the data sets by calculating the eigenvalues of the correlation coefficient matrix. The largest eigenvalue associated with each of the eigenvectors provides a single indicator of the substantive importance of each component. Factors with relatively large eigenvalues are retained while those with relatively small eigenvalues are omitted. SPSS uses Kaiser's criterion of retaining factors with eigenvalues greater than 1. Table 6 shows the initial eigenvalues for the motivation sub-factors. The purpose for the use of the Factor Analysis was to remove redundant variables from the data (highly correlated) so as to be left with smaller uncorrelated variables.

Component	*Total*	% of Variance	Cumulative %
1	3.929	43.661	43.661
2	2.570	28.551	72.212
3	1.248	13.871	86.083
4	0.634	7.041	93.124
5	0.280	3.108	96.231
6	0.255	2.839	99.070
7	0.076	0.846	99.917
8	0.008	0.083	100.000

Table 6: Initial Eigenvalues for Motivation Sub-Factors
Source: Authors Computation, 2016

As can be seen from Table 1, only three components have values greater than 1. The three components have cumulative percentage variance of 86.08 which is adequate, indicating that the other 13.92% is accounted for by other extraneous variables which do not form part of the study.

5.3. Extraction of Motivation Factors

Exploratory factor analysis using the principal components analysis method and Varimax rotation was applied in order to identify extrinsic motivation factors. Scale purification was conducted during which low factor loadings, cross-

loadings and low communalities were eliminated with a view to enhancing 'interpretability of the factor structure' (Malhotra, 2010, p. 643). A minimum cut-off of 0.50 was used on the variable loadings. This is consistent with Hair et al. (2010) who suggested that factor loadings greater than 0.30 meet the minimum levels. Loadings of 0.40 are considered important and loadings of 0.50 and more are considered more important. Three main sub-factors were extracted from the motivation scale. These are Task Identity, Remuneration and Hours of Work. The statements with very low factor loading figures have been taken out as can be seen from the table. However, statements with high factors loading higher than 0.5 are maintained.

As can be seen from Table 7, five statements extracted are associated with Task Identify and these statements are from M3-M7. Statements that are associated with remuneration are M1, M2 M7 and 25 M8. The only statement that is associated with factor 3 (hours of work) is M9.

Statement	Factor 1 (Task Identity)	Factor 2 Remuneration	Factor 3 Hours of work
(M1) My job is important and it has an effect on other people.		0.861	
(M2)My job allows me to complete a whole piece of work from beginning to end and I can identify the results of my work		0.711	
(M3)My job requires me to do different tasks that use different skills	0.93		
(M4) I have the freedom to decide how to do my job.	0.88		
(M5) My job is difficult enough to challenge my skills and abilities.	0.88		
(M6)My job provides the right amount of work for me to do, not too much and not too little	0.70		
(M7) My job provides satisfactory working conditions.	0.805	0.512	
(M8) My job provides satisfactory pay.		0.772	
(M9**)** My hours of work are satisfactory.			0.884

Table 7: Extraction of Factors for Motivation
Extraction Method: Principal Component Analysis
Rotation Method: Varimax with Kaiser Method of Normalization

5.4. Extraction of Satisfaction Factors

Table 8 shows the initial eigenvalues obtained from the satisfaction scale. The total column shows the seven components and their associated eigenvalues. Only two components have values higher than 1 as extracted and the cumulated variance of 78.44. This means that the remaining 21.56 is accounted for by extraneous variables that have been eliminated, thus, does not constitute part of the analysis.

Component	*Total*	% of Variance	Cumulative %
1	3.777	53.955	53.955
2	1.714	24.489	78.444
3	0.808	11.542	89.986
4	0.492	7.023	97.009
5	0.172	2.458	99.467
6	0.034	0.487	99.954
7	0.003	0.046	100.000

Table 8: Initial Eigenvalues for Satisfaction Sub-Factors
Source: Authors Computation, 2016

Table 9 shows the results of the extraction of the factors from the Satisfaction scale using the Varimax rotation method and the Kaiser method of normalization. Two main factors were extractors namely benefits and quality of work life. Four statements were highly associated with the benefits factor. These are S1, S3, S4, and S7. Three main statements were also highly associated with quality of work life and these are S3, S5 and S6.

Statement	Factor 1 (Benefits)	Factor 2 (Quality of work life)
(S1) The amount of control and responsibility I am given.	0.885	
(S2)My relationship with other workers.		0.855
(S3)The feedback I get from other workers and supervisors	0.847	
(S4)Being able to tell how well I am performing whilst doing the job.	0.927	
(S5)The amount of variety in my job.		0.789
(S6)My level of involvement in decision-making that affect me.		0.788
(S7)The feeling that I am doing something important; something that really matters	0.940	

Table 9: Extraction of Satisfaction Factors
Extraction Method: Principal Component Analysis
Rotation Method: Varimax with Kaiser Method of Normalization

5.5. Extraction of Performance Factors

Table 10 shows the initial Eigenvalues obtained from the extraction of the Performance scale. Two main components had Eigenvalues greater than 1. These two components had cumulative variance of 72.24% implying that 27.76% had been eliminated, therefore, did not form part of the factor analysis that was undertaken.

Component	*Total*	% of Variance	Cumulative %
1	3.265	54.415	54.415
2	1.070	17.827	72.242
3	0.707	11.781	84.023
4	0.660	11.000	95.023
5	0.239	3.978	99.001
6	0.060	0.999	100.000

Table 10: Initial Eigenvalues for Performance Sub-Factors

5.6. Extraction of Performance Factors

As shown in Table 11, the two main factors have been identified as supervision and skill variety. The extraction method also identified four (4) main statements that can be associated with supervision. These are statements labeled P1, P3, P4 and P6. Two statements are associated with skill variety and these are labeled P2 and P5 with their associated factor loadings higher than 0.5.

Component	Factor 1 (Supervision)	Factor 2 (Skill variety)
(P1) Being able to complete a whole piece of work.	0.856	
(P2) Employees understand specific needs of supervisors and managers.		0.869
(P3) Employees are able to "put themselves in the managers' place" (empathy).	0.635	
(P4) Employees are able to "tune in" to each supervisors needs or requirements.	0.636	
(P5) Employees do more than usual for managers and supervisors.		0.868
(P6) I am told by my supervisor or other workers how well I am performing.	0.826	

Table 11: Extraction of Performance Factors
Extraction Method: Principal Component Analysis (PCA)
Rotation Method: Varimax with Kaiser Method of Normalization

5.7. Correlation

To establish whether a correlation exists between the extracted factors of Motivation, Satisfaction and Performance, a Pearson's correlation test was performed. Table 12 shows the results matrix.

Dimension	Task Identity	Remuneration	Hours of Work	Benefits	Quality of Life	Supervision	Skill Variety
Task Identity	1.00	0.000	0.000	0.889**	0.285**	0.873**	0.000
Remuneration	0.00	1.00	0.000	-0.313**	0.820**	0.066	0.598**
Hours of Work	0.000	.000	1.00	0.144	0.355**	-0.024	-.386**
Benefits	0.889**	-0.313**	0.144	1.00	.000	0.769**	-.376**
Quality of Life	0.285**	0.820**	0.355**	0.000	1.00	0.302**	.134
Supervision	0.873**	0.066	-0.024	0.769**	0.302**	1	.000
Skill Variety	-.284**	0.598**	-0.386**	-0.376**	0.134	0.000	1

Table 12: Correlation Analysis of Motivation, Satisfaction and Performance Factors
***. Correlation Is Significant at the 0.01 Level (2-Tailed)*
Source: Computed by Author, 2016

As shown in the correlation results, there is a strong and statistically significant relationship between Task Identity and Benefits (r = 0.889; p<0.01) and also Task Identity and Supervision (r=0.873, p<0.01). Although there is a statistically significant relationship between Task Identity and Quality of Life, the relationship is weak (r=0.28; p<0.01). Remuneration, on the other hand, has a strong and statistically significant relationship between Quality of Work and Skill Variety (r=820; p<0.01) and (r=0.598; p<0.01). Hours of work also has a statistically positive relationship with Quality of Work (r=0.355; p<0.01). However, Hours of Work is negatively correlated with Supervision and Skill Variety (r=0.024; p<0.01) and (r= -0.386; p<0.01).

5.7. Regression

A linear regression test was performed to establish the relationship between the dependent variable (employee performance) and the independent variables as stated in the conceptual framework.

Table 13 shows the results of the Ordinary Least Squares regression performed. The dependent variable for the regression is employee performance while the independent variables include Motivation, Satisfaction, Education, Work experience, Position of the respondent and Salary Level.

As shown in Table 13, motivation had a positive correlation with employee performance with coefficient of 0.56 and statistically significant at 5% (p<0.05). This result implies that an increase in employee motivation of 5% will improve employee performance by 56% all things being equal.

Satisfaction, on the other hand, had a negative relationship with employee performance with coefficient of -0.054 and statistically not significant at 1% level. Level of education had a negative relationship with employee performance with coefficient of -0.593 and statistically not significant at 5% (p>0.07). Work experience, on the other hand, had a positive relationship with employee performance with coefficient of 0.727 and statistically significant at 1% level.

Model		Unstandardized Coefficients		Standardized Coefficients	T	P-value.
		B	Std. Error	Beta		
1	(Constant)	2.342	1.247		1.878	0.062
	Motivation	0.563	0.143	0.765	3.924	0.001
	Satisfaction	-0.054	0.140	-0.083	-.382	0.703
	Education	-0.593	0.329	-0.234	-1.803	0.073
	Work Experience	0.727	0.188	0.285	3.855	0.001
	Position	-0.258	0.160	-0.109	-1.610	0.110
	Salary Level	0.909	0.110	0.400	8.250	0.001
Dependent Variable: Employee Performance						

Table 13: Regression Coefficients

This implies that a 1% improvement in work experience will increase employee performance by 72%, all things being equal. The position of the employee had a negative relationship with employee performance with coefficient of -0.258 and statistically significant at 5% level. Salary level had a positive relationship with employee performance with coefficient of

0.909 and statistically significant at 1% level. This means that a 1% increase in salary will improve employee performance by 90%, all things being equal.

5.8. Explanatory Power of the Model

Table 14 shows the explanatory power of the regression model. The R^2 and Adjusted R^2 tell how much of the variance in the dependent variable (Employee Performance) is explained by the independent variables (Motivation, Satisfaction, Education, Position and Salary Level).

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.910	0.827	0.820	1.399 F-Value: 114.24
Predictors: (Constant), Salary Level, Satisfaction, Position, Education, Work Experience, Motivation.				

Table 14: Model Summary

In the model, the R^2 of 0.827 indicated that 83% of the variance in the dependent variable is explained by the independent variables. The adjusted R^2 is also high at 82%. The F-value which is a measure of the ratio of the model to its error had a figure of 114.28 and statistically significant at 1% level.

6. Discussion and Conclusion

The paper has examined the major intrinsic motivation factors that attract employees to the public sector, examined the level of satisfaction of public sector employees and analyzed the relationship between job satisfaction and performance in the public sector.

The study findings show a strong and statistically significant relationship between Task Identity and Benefits ($r = 0.889$; $p<0.01$). This implies that employee benefits should be taken seriously to enable them easily identify the task to be performed. Task Identity and Supervision were also strongly correlated signifying the importance of supervision in task identification of employees ($r=0.873$, $p<0.01$). Supervisors play an important role in the public service. Earlier studies by Abd-El-Fattah indicates that employees have a majority of resignations in the public service are as a result of junior staff disappointment with supervisors. Remuneration, on the other hand, has a strong and statistically significant relationship between Quality of Work and Skill Variety ($r=820$; $p<0.01$) and ($r=0.598$; $p<0.01$). This implies that remuneration of public sector impact on the quality of work and the variety of skills they produce. In a similar study, Mafini and Dlodlo (2013) found a strong positive correlation between quality of work life and employee satisfaction.

Estryn-Behar *et al.* (2004) also conclude that quality of work life was significantly associated with job satisfaction factors such as physical working environment, psychological support at work and time to devote to sport and lifestyle. Additionally, Koonmee *et al.* (2010) establish that quality of work life has a positive impact on the three employee job-related outcomes: job satisfaction, organizational commitment and team spirit. Moreover, Noor and Abdullar (2012) observed a positive interconnection between quality of work life and job satisfaction. It is important then for managers in public organizations to ensure that high levels of quality of work life exist in order to increase the satisfaction of employees at work.

The regression results from the study show that satisfaction is not a significant predictor of employee performance implying that employees may be satisfied in their position but it may not necessarily translate into improved performance. Some studies have found job satisfaction as a positive predictor of employee performance (see Olcer, 2015). The results of the study showed that education is a negative predictor of job performance, implying that other factors apart from education increases performances. This includes the type of task been undertaken, the tools available to perform such a task, the work environment among others.

Work experience, on the other hand, had a positive relationship with employee performance with coefficient of 0.727 and was statistically significant at 1% level. This implies that work experience is a good predictor of employee performance and that employees with higher levels of experience have higher knowledge, thus, perform better than employees with little experience. The position of employee as shown in regression results is a negative predictor of performance, implying that junior employees may perform better than senior employees. Salary, however, is a positive predictor of performance. This implies that employees in the public sector are motivated to improve performance through salary increases.

This study has examined that factors that affect job satisfaction in Ghana's public sector. The results have shown that motivation is a positive predictor of employee performance. Therefore, it is important that managers in the public sector take a serious look at motivation if performance is expected to improve in the sector.

The findings of the study are useful in empowering managers in the public sector to motivate and satisfy the needs of their employees. By optimizing the extrinsic motivation factors identified in this study, managers may be able to enhance job satisfaction of public service employees. This could lead to a reduction in dysfunctional actions by public employees, such as, absenteeism, high turnover, industrial action and unsatisfactory work performance. This has a rippling effect on the

attainment of organizational goals since motivation is positively associated with organizational performance (Chandrasaker, 2011).

7. References

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