Motivation and Retention of Graduates in the Public Sector: A Study of Nurses and Teachers in the Ayawaso District of the Greater Accra Region in Ghana

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I. BACKGROUND

The concept of motivation is an important factor especially considering teachers and health workers worldwide. There is a general disparity in the level of motivation among workers in developed countries compared to developing countries. The disparity further worsens in Africa where motivation among teachers and health workers are disproportionate with workers in the West African sub-region not well paid compared to those in South Africa. This has resulted generally in brain drain of skilled personnel from the low motivated areas especially in the West African sub-region (Bennel, 2004).

The low motivation among workers especially in the health and teaching profession has prompted many policy makers and employers of health professionals to adopt several ways and means to motivate its workforce to stay. In Ghana, most of the industrial strikes that have occurred have been undertaken by personnel either in the health or teaching profession. These two areas also employ the largest number of personnel in the public sector in the country.

For instance, according to nurses, they work longer hours but their level of remuneration is very low when compared to workers in other sectors such as the financial and construction sectors. With respect to teachers, their major complaints have been the fact that they are posted to deprived areas of the country sometimes with no electricity and access routes. They also state that they train most of the workforce who move to other sectors and earn salaries twice what they are earning. The driving force of teachers' agitation stem from the fact that when they join the public sector, it takes almost six months to receive their first salaries. This difficulty in receiving first salary when nurses and teachers are first engaged in the public sector has been attributed to the Controller and Accountants Generals Department's inability to enroll new employees on its payroll.

The motivation to undertake this research arises from the fact that teachers and nurses comprise the largest majority of employees in the country. It is important, therefore, to ascertain the major factors that can contribute to the motivation of this group of workers.

People are motivated when they expect that a course of action is likely to lead to the attainment of a goal and valued reward— one that satisfies their needs. Well-motivated people are those with clearly defined goals who take action that they expect will achieve those goals. Such people may be self-motivated. As long as this means they are going in the right direction to achieve what they are there to achieve, this is the best form of motivation. Most people, however, need to be motivated to a greater or lesser degree (Armstrong, 2009). The organization, as a whole, can provide the context within which high levels of motivation can be achieved by providing incentives and rewards, satisfying work and opportunities for learning and growth.

Managers of public sector organizations in Ghana still have a major part to play in using their motivating skills to get employees to give off their best and to make good use of the motivational processes provided by the organization.

The public sector of Ghana is the largest employer of most Ghanaians. However, it is also the sector with the most agitated workers over the years as a result of poor remuneration and low motivation in the sector. There have been several commissions and committees set up by governments over the years to attempt to address these concerns for workers in this sector. Reports by committees aimed at addressing motivation issues in the public sector have been rejected by workers for reasons that all their concerns were either not addressed or only met halfway.

Teachers and health workers form a majority of unsatisfied workers in Ghana and the country has witnessed major strikes and agitations especially from this group. A typical example is the recent strike by teachers and health workers concerning the Single Spine Salary Structure (SSSS). It is for this reason that this research seeks to examine and compare the level of motivation and retention among teachers and nurses in Greater Accra. The main objective of this research is to examine the role of motivation and retention of teachers and nurses in the public sectors in the Ayawaso West Sub-Metro in Ghana. Specifically, this research sought to identify and examine the major motivating needs of teachers and nurses in Accra. It also sought to identify the major challenges that nurses and teachers face in the performance of their duties and also make recommendations for improving motivation and retention of teachers and nurses.

II. LITERATURE REVIEW

Understanding of motivation

According to Vroom and Deci (1970), the question of what motivates workers to perform effectively is not an easy one to answer. Indeed, a motive is something which impels a person to act; a reason for behavior. If people are expected to behave in a certain way so that the organization can achieve its goals, there is the need to understand the kind of motives that will prompt them to do so. Motivation is also about "getting the best out of people". It is concerned with what causes an individual to act. An understanding of it will be important to any manager who is anxious to ensure that his/her subordinates are giving off their best and helping to achieve the desired results.

Motivation may be defined as an inner force that impels human beings to behave in a variety of ways and is, therefore, a very important part of the study of human individuality (Tyson & York, 1993). It is the term used to describe those processes within an individual that stimulate behavior and channel it in ways that should benefit the organization as a whole. Motivating other people is about getting them to move in the direction you want them to go in order to achieve a result. Motivating yourself is about setting the direction independently and then taking a course of action which will ensure that you get there. Motivation can be described as goal-directed behavior (Armstrong, 2009).

Motivation is not something which can be learnt or handed over. It comes from within an individual and expresses itself in what might be termed "commitment" to one thing or another. This "one thing or another" can be anything and may or may not be related to the work situation and the task at hand (Vroom & Deci 1970). Also, it may have negative, rather than positive, connotations and can be disruptive. What is vital for management is that the commitment is to the task or that it can be brought to the task by some type of incentive or reward. Only through that can the organization hope to achieve its goals. Furthermore, motivation is a complex subject and what motivates one worker may have absolutely no effect on another.

Motivation at work can take place in two ways. First, people can motivate themselves by seeking, finding and carrying out work (or being given work) that satisfies their needs or, at least, leads them to expect that their goals will be achieved. Secondly, people can be motivated by management through such methods as pay, promotion and praise (Armstrong, 2009).

There are two types of motivation as originally identified by Hertzberg, Mausner, and Snyderman (1957). These are intrinsic and extrinsic motivation. Intrinsic motivation refers to the self-generated factors that influence people to behave in a particular direction. These factors include responsibility (feeling that the work is important and having control over one's own resources), autonomy (freedom to act), scope to use and develop skills and abilities, interesting and challenging work and opportunities for advancement.

Extrinsic motivation is about what is done to or for people to motivate them. This includes rewards such as increased pay, praise or promotion and punishments such as disciplinary action, withholding pay or criticism. Extrinsic motivators can have an immediate and powerful effect, but will not necessarily last long. The intrinsic motivators which are concerned with the 'quality of working life' are likely to have a deeper and longer-term effect because they are inherent in individuals and not imposed from outside (Armstrong, 2009). Motivation is an individual phenomenon. It is the force that gets us out of bed in the morning. Although there will be similarities in factors that make different individuals behave in similar ways, each person is unique and there are differences in what motivate them. For example, money can be a dominant motivator for some people to go to work, but everybody has a different view on the importance of money as a motivator. In addition, once a dominant factor (example money) ignites a certain behavior (eg. work), each individual then focuses on other motivators such as personal fulfillment, variety at work or conditions at the office or work place that will influence individual behaviors at different times and at different levels (Vroom & Deci 1970).

Theories on Motivation
Motivation Theory
Approaches to motivation are underpinned by motivation theory. The most influential theories are classified as follows:
Instrumentality theory. This states that rewards or punishments (carrots or sticks) serve as the means of ensuring that people behave or act in desired ways.
Content theory focuses on the content of motivation. It states that motivation is essentially about taking action to satisfy needs and identifies the main needs that influence behavior. Needs theory was originated by Maslow (1954) and in their two-factor model, Herzberg *et al* (1957) listed needs which they termed 'satisfiers'.
Process theory focuses on the psychological processes which affect motivation by reference to expectations (Vroom, 1964), goals (Latham and Locke, 1979) and perceptions of equity (Adams, 1965).
Instrumentality Theory. 'Instrumentality' is the belief that if we do one thing, it will lead to another. In its crudest form, instrumentality theory states that people only work for money. The theory emerged in the second half of the nineteenth century with its emphasis on the need to rationalize work and economic outcomes. It assumes that a person will be motivated to work if rewards and penalties are tied directly to his or her performance, thus, the awards are contingent upon effective performance. Instrumentality theory has its roots in Taylorism, that is, the scientific management methods of F. W Taylor (1911) who wrote: "It is impossible, through any long period of time, to get workmen to work much harder than the average men around them unless they are assured a large and permanent increase in their pay.'

This theory is based on the principle of reinforcement as influenced by Skinner's (1974) concept of conditioning— the theory that people can be 'conditioned' to act in certain ways if they are rewarded for behaving as required. It is also called the law of effect. Motivation using this approach has been, and still is, widely adopted and can be successful in some circumstances. It is based, however, exclusively on a system of external controls and fails to recognize a number of other human needs. It also fails to appreciate the fact that the formal control system can be seriously affected by the informal relationship existing between workers.

Content (Needs) Theory
The basis of this theory is the belief that the content of motivation consists of needs. An unsatisfied need creates tension and a state of disequilibrium. To restore the balance, a goal that will satisfy the need is identified and a behavior pathway that will lead to the achievement of the goal is selected. All behaviors are, therefore, motivated by unsatisfied needs. Not all needs are equally important for a person at any one time— some may provide a much more powerful drive towards a goal than others, depending on the individual's background and present situation (Armstrong, 2009).

Complexity is further increased because there is no simple relationship between needs and goals. The same need can be satisfied by a number of different goals and the stronger the need and the longer its duration, the broader the range of possible goals. At the same time, one goal may satisfy a number of needs. For example, a new car provides transport as well as an opportunity to impress the neighbors.

Needs theory was developed originally by Maslow (1954) who postulated the concept of a hierarchy of needs which he believed were fundamental to the personality. Herzberg et al's (1957) two-factor model cannot strictly be classified as needs theory but he did identify a number of fundamental needs (Armstrong, 2009).

Maslow's hierarchy of needs

The most famous classification of needs is the one formulated by Maslow (1954). He suggested that there are five major need categories which apply to people in general, starting from the fundamental physiological needs and leading through a hierarchy of safety, social and esteem needs to the need for self-fulfillment; the highest need of all. Maslow's hierarchy is as follows:

Physiological – the need for oxygen, food, water and sex.
Safety – the need for protection against danger and the deprivation of physiological needs.
Social – the need for love, affection and acceptance as belonging to a group.
Esteem – the need to have a stable, firmly-based, high evaluation of oneself (self-esteem) and to have the respect of others (prestige). These needs may be classified into two subsidiary sets: first, the desire for achievement, adequacy, confidence in the face of the world, independence and freedom and secondly, the desire for reputation or status defined as respect or esteem from other people and manifested by recognition, attention, importance or appreciation.
 Self-fulfillment (self-actualization) – the need to develop potentialities and skills to become what one believes one is capable of becoming.

Maslow's theory of motivation states that when a lower need is satisfied, the next highest becomes dominant and the individual's attention is turned to satisfying this higher need. The need for self-fulfillment, however, can never be satisfied. He said that "man is a wanting animal". Only an unsatisfied need can motivate behavior and the dominant need is the prime motivator of behavior. Psychological development takes place as people move up the hierarchy of needs but this is not necessarily a straightforward progression. The lower needs still exist, even if temporarily dormant as motivators, and individuals constantly return to previously satisfied needs.

One of the implications of Maslow's theory is that the higher-order needs for esteem and self-fulfillment provide the greatest impetus to motivation. They grow in strength when they are satisfied while the lower needs decline in strength on satisfaction. The jobs people do, however, will not necessarily satisfy their needs, especially when they are routine or de-skilled.

Maslow's needs hierarchy has an intuitive appeal and has been very influential. However, it has not been verified by empirical research and it has been criticized for its apparent rigidity. Different people may have different priorities and it is difficult to accept that people's needs progress steadily up the hierarchy. In fact, Maslow himself expressed doubts about the validity of a strictly ordered hierarchy.

Process Theory

In process theory, the emphasis is on the psychological processes or forces that affect motivation as well as basic needs (Armstrong, 2009). It is also known as cognitive theory because it is concerned with people's perceptions of their working environment and the ways in which they interpret and understand it. According to Guest (1992), a process theory provides a much more relevant approach to motivation than the theories of Maslow and Herzberg which he suggests have been shown by extensive research to be wrong.

Process or cognitive theory can certainly be more useful to managers than needs theory because it provides more realistic guidance on motivation techniques. The processes are:
● Expectations (expectancy theory);
● Goal achievement (goal theory);
● Feelings about equity (equity theory).

Expectancy theory

The concept of expectancy was originally contained in the valency–instrumentality–expectancy (VIE) theory which was formulated by Vroom (1964). Valency stands for value. Instrumentality is the belief that if we do one thing it will lead to another and expectancy is the probability that action or effort will lead to an outcome. The strength of expectations may, according to Armstrong (2009), be based on past experiences (reinforcement) but individuals are frequently presented with new situations— a change in job, payment system or working conditions imposed by management— where past experience is not an adequate guide to the implications of the change. In these circumstances, motivation may be reduced. Figure 2 below shows a motivation model developed by (Porter and Lawler, 1968).
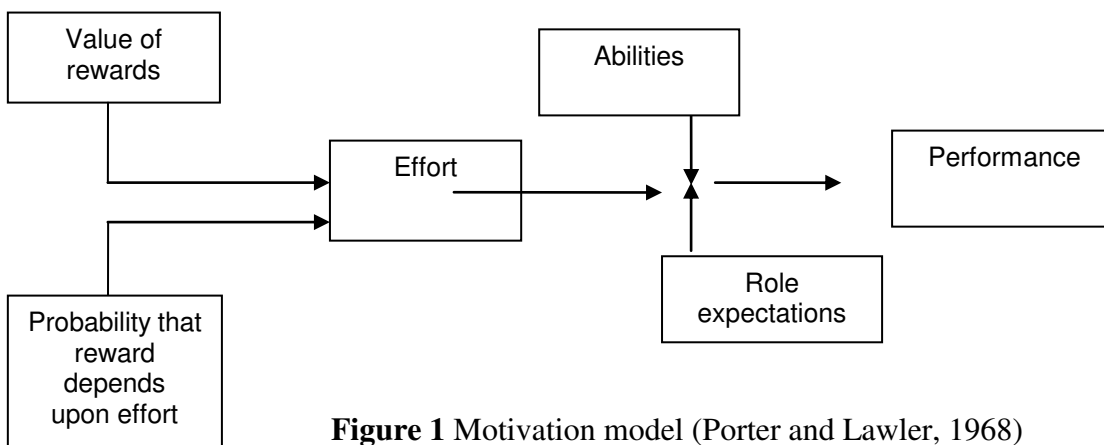

Figure 1 Motivation model (Porter and Lawler, 1968)

Goal theory

Goal theory as developed by Latham and Locke (1979) states that motivation and performance are higher when individuals set specific goals, when goals are difficult but accepted and when there is a feedback on performance. Participation in goal setting is important as a means of getting agreement to the setting of higher goals. Difficult goals must be agreed and their achievement reinforced by guidance and advice. Finally, feedback is vital in maintaining motivation, particularly towards the achievement of even higher goals.

Erez and Zidon (1984) emphasized the need for acceptance of and commitment to goals. They found that as long as goals are agreed, demanding them lead to better performance than easy ones. Erez (1977) also emphasized the importance of feedback. As Robertson *et al* (1992) point out, goals inform individuals to achieve particular levels of performance in order for them to direct and evaluate their actions. Performance feedback allows the individual to track how well he or she has been doing in relation to the goal so that, if necessary, adjustments in effort, direction or possibly task strategies can be made.

Goal theory is in line with the 1960s concept of management by objectives (Armstrong, 2009). The latter approach, however, often failed because it was tackled bureaucratically without gaining the real support of those involved and, importantly, without ensuring that managers were aware of the significance of the processes of agreement, reinforcement and feedback, and were skilled in practicing them. Goal theory, however, plays a key part in the performance management process which was evolved from the largely discredited management-by-objectives approach.

Equity theory

Equity theory is concerned with the perceptions people have about how they are being treated compared with others. To be dealt with equitably is to be treated fairly in comparison with another group of people (a reference group) or a relevant other person (Armstrong, 2009). Equity involves feelings and perceptions and is always a comparative process. It is not synonymous with equality which means treating everyone the same since this would be inequitable if they deserve to be treated differently. Equity theory states, in effect, that people will be better motivated if they are treated equitably and demotivated if they are treated inequitably. It explains only one aspect of the process of motivation and job satisfaction, although it may be significant in terms of morale (Armstrong, 2009).

As suggested by Adams (1965), there are two forms of equity: distributive equity which is concerned with the fairness with which people feel they are rewarded in accordance with their contribution and in comparison with others; and procedural equity, or procedural justice, which is concerned with the perceptions employees have about the fairness with which procedures in such areas as performance appraisal, promotion and discipline are being operated.

Interpersonal factors are closely linked to feelings about procedural fairness. Five factors that contribute to perceptions of procedural fairness have been identified by Tyler and Bies (1990). These are:

1.   Adequate considerations of an employee's viewpoint;
2.   Suppression of personal bias towards the employee;
3.   Applying criteria consistently across employees;
4.   Providing early feedback to employees concerning the outcome of decisions;
5.   Providing employees with an adequate explanation of the decision made.

Herzberg's Two-Factor Model

The two-factor model of satisfiers and dissatisfiers was developed by Herzberg et al (1957) following an investigation into the sources of job satisfaction and dissatisfaction of accountants and engineers (Armstrong, 2009). It was assumed that people have the capacity to report accurately the conditions that made them satisfied and dissatisfied with their jobs. Accordingly, the subjects were asked to tell their interviewers about the times during which they felt exceptionally good and exceptionally bad about their jobs and how long their feelings persisted.

It was found that the accounts of 'good' periods most frequently concerned the content of the job, particularly achievement, recognition, advancement, autonomy, responsibility and the work itself. On the other hand, accounts of 'bad' periods most frequently concerned the context of the job. Company policy and administration, supervision, salary and working conditions more frequently appeared in these accounts than in those told about 'good' periods.

The main implications of this research, according to Herzberg, are that the wants of employees divide into two groups. One group revolves around the need to develop in one's occupation as a source of personal growth. The second group operates as an essential base to the first and is associated with fair treatment in compensation, supervision, working conditions and administrative practices. The fulfillment of the needs of the second group does not motivate the individual to high levels of job satisfaction and to extra performance on the job. All we can expect from satisfying this second group of needs is the prevention of dissatisfaction and poor job performance.

Motivation of   Health workers

Shattuck, Bidwell, Thomas, Wyness, and Ditlopo (2008) undertook a systematic review of published materials on motivation and retention of health workers in developing countries. Sources used were from Embase/Medline, Google Scholar as well as the BioMed Central 'Human Resources for Health' On-line Journal. Twenty papers met all the inclusion criteria for their study. Of the included papers, eight used qualitative research methods, another eight used quantitative research methods and four used a mixture of both qualitative and quantitative methodologies. The countries studied were from Africa (Benin, Cameroon, Ghana, Kenya, Malawi, Mali, Senegal, South Africa, Tanzania, Uganda, and Zimbabwe) and Asia (Bangladesh, Jordan, Georgia, Kazakhstan, Malaysia and Vietnam).

Seven major themes regarding motivational factors were identified in the study. These were financial (in terms of salary or allowances); career development (with regards to the possibility to specialize or be promoted); continuing education (having the opportunity to take classes and attend seminars); hospital infrastructure (the physical condition of the health facility, in papers often described as 'work environment') and resource availability (refers to equipment and medical supplies that are necessary for health workers to perform their job) (Shattuck, et.al., 2008). The other themes were hospital management (refers to having a positive

working relationship with the management with whom the health workers work); personal recognition or appreciation (either from managers, colleagues of the community). Other themes included fringe benefits (e.g. housing and transport allowances, job security, personal safety, staff shortages) and social factors such as effect on family life (Shattuck, et. al., 2008).

Financial incentives

Almost all (90%) of studies discussed the importance of financial incentives on health worker motivation (Shattuck, et.al, 2008). However, it was noted that financial incentives should be integrated with other incentives, particularly with regards to migration where it was concluded that financial incentives alone would not keep health workers from migrating (Shattuck, et.al, 2008). Nevertheless, low salaries were found to be particularly demotivating as health workers felt that their skills were not valued. Furthermore, they became overworked when taking a second job to supplement their income (Shattuck, et.al, 2008).

Career development

Career development was identified in 85% of the studies by Shattuck, et.al, (2008). Health workers were reluctant to work in rural areas as opportunities for career development were typically less in urban areas (Shattuck, et.al, 2008). The studies indicated that health workers take pride and are motivated when they feel they have the opportunity to progress. (Shattuck et.al, 2008). Job definition was also important, not only in terms of affecting general satisfaction and organizational commitment, but also for supervision and how staff assessed how they were getting along (Shattuck, et.al, 2008).

Hospital or clinic management

The high frequency of this theme (80%) according to Shattuck et.al, (2008). indicates the important role that management plays as a motivational factor (Shattuck, et.al, 2008). Studies consistently provided opinions from health workers who stated that their supervisor's management and leadership skills were inadequate and this led to demotivation of the workforce (Shattuck et.al. 2008). Skilled managers have the ability to motivate their employees, however, often in resource-poor institutions, management roles are assigned to staff who are not adequately trained. Effective managers are also responsible for lobbying on behalf of health workers and without their commitment, factors affecting health worker motivation will not be identified or addressed (Shattuck, et.al. 2008).

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Education

According to Shattuck et.al. (2008) education and training opportunities have strong motivating effects. Training enables workers to take on more demanding duties and to achieve personal goals of professional advancement as well as allow them to cope better with the requirements of their job. This was found to be especially important for young health professionals (Shattuck et.al. 2008).

Hospital infrastructure & resource availability

Hospital infrastructure and resource availability was a common theme according to Shattuck et.al. (2008) and lack of materials was an important demotivator. Qualitative extracts show the need for basic drugs and equipment: *"We don't have a microscope or even a laboratory... we are only doing diagnosis and using our experience to decide. This is like playing a game of chance as you are not sure if you are treating malaria or typhoid or both...This is really discouraging"* Shattuck et.al.,(2008).

Efforts must be made to ensure health workers are able to do their job utilizing their knowledge to the fullest and this should be an intrinsic component of any plan to increase retention. Hospital infrastructure and resource availability should be a principal consideration and patient care cannot be effective without the correct resources. Poor infrastructure does not inspire confidence from the health workers working there nor from patients (Shattuck et.al, 2008).

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Recognition/appreciation

Recognition and/or appreciation, either from managers, colleagues, or the community was a theme found in 70% of the studies (Shattuck et.al, 2008). In some articles, recognition by the employer and community was cited as being one of the most important motivating factors for health workers (Shattuck et. al., 2008). One health worker reported, "*I feel that I do a good job. My boss appreciates me but I do not know how. He does not say anything'*". Workers also reported that they were encouraged by getting results from their work, being useful to society and taking care of people (Shattuck et.al. 2008). In Tanzania, although physical infrastructure and equipment were reported as being demotivational factors, the need to feel valued and supported was much greater. It was also reported that to be trusted by the community was a crucial component for motivation (Shattuck, et.al. 2008).

METHODOLOGY

The explorative method was utilized for this study. This design technique assisted the researcher explore into the level of motivation and retention among teachers and nurses in the Ayawaso Sub-Metro. The population of interest for this study includes nurses and teachers in the public sector in the Ayawaso West Sub-Metro in the Greater Accra region.

Sampling procedure

For the purpose of this study, a convenient sample of 50 nurses and teachers working in the Ayawaso West District was selected for the study.

Findings and Discussion

Table 1 shows the demographic profile of respondents that were selected for the study. In all, 100 respondents made up of 62% males and 38% females took part in the survey. With respect to age, 73% were less than 50 years old while the remaining 27% were more than 50years old. The educational level of the respondents shows that 38% had obtained A Level certificate, 14% had obtained a degree while 24% had a Diploma and Post graduate degree respectively. All these demographic variables have an impact on the level of satisfaction of the individual in the work place.

Table 1. Demographic profile of respondents

Sex		
	Frequency	**Percent**
Male	38	38
Female	62	62
Total	100	100
Age:		
20-30	14	14
31-40	24	24
41-50	35	35
51 and above	27	27
Total	100	100
Education		
A Level	38	38
Diploma	24	24
Degree	14	14
Post-Graduate	24	24
Total	100	100

Table 2. Job satisfaction dimensions

Dimension	N	Mean	SD
Managements Attitude			
I believe that my organization values me	100	3.00	1.00
Administrators help me to do my job better	100	2.40	1.42
My organization has provided the necessary education opportunities to do my job properly	100	2.75	1.09
I can get feedback from my managers (negative or positive)	100	2.97	1.37
Administrators warn us without threatening when we make mistakes	100	2.61	1.21
I respect our administrators in general	100	2.83	1.71
Pay or reward			
I believe that the wage policy is fair	100	2.56	1.21
I am satisfied with my non-wage rewards	100	2.64	1.35
In general, I am satisfied with premiums and bonuses	100	2.98	1.82
I am satisfied with social opportunities that the organization provides for me	100	2.36	1.23
I am satisfied with the social benefits the organization provides for me	100	2.87	1.72
Colleagues			
I am able to work with my colleagues collectively	100	3.14	1.48
Good collaboration and cooperation between me and my colleagues			
My colleagues are prone to teamwork.	100	2.82	1.59
I am able to make joint decisions with my colleagues	100	3.68	1.23
Strong communication amongst my colleagues is provided	100	3.32	0.97
Job security:			
I believe that I have job security	100	3.33	1.21
I believe that I won't be laid off without clear justification	100	3.71	0.99

Table 2 shows four main dimensions identified from the analysis. These are management attitude, pay/reward, relationship with colleagues and job security. As can be seen in the first dimension of management attitude, the statement with the highest mean was "I believe that my organization values me" with mean value of 3.00. The second was "I can get feedback from my managers" with mean value of 2.97. This is followed by "My organization has provided the necessary education opportunities to do my job properly" with mean value of 2.75. In the second dimension of pay and reward, the statement with the highest mean was "In general, I am satisfied with premiums and bonuses" with mean value of 2.98. In the dimension of relationship with colleagues, the statement with the highest mean was "Good collaboration and co-operation between me and my colleagues". In the job security dimension, the statement with the highest mean was "I believe that I won't be laid off without clear justification". On all four dimensions, job security had the highest mean of 3.71. This implies that job security is more important to workers than any other factor in the public service. This finding corroborates a study by Coray (2012) who also found job security as the most important factor in the satisfaction dimension.

Table 3. Correlation between demographic variables and satisfaction

	Age	Education	Work Experience	Satisfaction
Age	1	0.008	-0.039	0.685**
Education	0.008	1	0.553**	0.096
Work Experience	-0.039	0.553**	1	0.156
Satisfaction	0.685**	0.096	0.156	1

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

Table 3 shows the correlation results of the relationship between demographic variables and satisfaction. There is a strong positive correlation between age and satisfaction (r= 0.68, p<0.001). The correlation was also statistically

significant. This implies that age is an important factor when it comes to satisfaction. Therefore, the age of the employee should be taken into consideration when preparing motivational packages for employees. Education had a weak correlation with satisfaction (r=0.096, p<0.001). Although the correlation was statistically not significant, education is important because the highly educated workforce is expected to demand more. There was a weak and statistically not significant correlation between work experience and satisfaction (r=0.165, p<0.001).

Conclusion

This study has examined motivation and satisfaction of health workers and teachers in the public sector. The study was important because this group of workers forms the majority of workers in the public sector. The major finding of the study found job security as the most important dimension of satisfaction to workers than any other factor in the public service. The correlation results had only age which was statistically significant. Therefore, it is important that age is taken into consideration when designing compensation packages for the public service.

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