

**AKENTEN APPIAH-MENKA UNIVERSITY OF SKILLS TRAINING  
AND ENTREPRENEURIAL DEVELOPMENT**

**IMPACT OF JOB SATISFACTION, ATTITUDE AND EQUITY ON EMPLOYEE  
PERFORMANCE: THE MODERATING ROLE OF PHYSICAL WORKING  
ENVIRONMENT**

**ZAKARIA WANZAM ABUBAKARI**

**SEPTEMBER, 2023**

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ENVIRONMENT**

**BY**

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Business Education, submitted to the School of Graduate Studies in partial fulfilment of  
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(Human Resource Management and Organizational Behaviour) in Akenten Appiah-  
Menka University of Skills Training and Entrepreneurial Development**

**SEPTEMBER, 2023**

## **DECLARATION**

### **STUDENT'S DECLARATION**

I, Zakaria Wanzam Abubakari, hereby declare that this dissertation is my own work towards the award of a Degree in Master of Business Administration (Human Resource and Organizational Behaviour). To the best of my knowledge, it contains no material previously published by another person, nor material which has been accepted for the award of any other degree of the University, except where due acknowledgement has been made in the text.

SIGNATURE:.....

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### **SUPERVISOR'S DECLARATION**

I hereby declare that; the preparation of this project report was supervised in accordance with the guidelines on supervision of project laid down by the Akenten Appiah-Menka University of Skills Training and Entrepreneurial Development, Kumasi.

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SUPERVISOR'S NAME: PROF. FAISAL IDDRIS

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## **DEDICATION**

To my loving family, whose unwavering support has been my rock, and whose belief in me has made dreams come true.

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## **ABSTRACT**

This study explores the intricate relationship between job satisfaction, attitude, equity, and employee performance, with an emphasis on the moderating role of the physical working environment at Wesley College of Education. The study was motivated by the problem that despite the significant investment in human resource practices, there is an observed gap in employee performance. This study sought to investigate the potential factors contributing to this disparity. The objectives of the study were to establish whether job satisfaction, attitude, and perceived equity influence employee performance, and to ascertain the moderating role of the physical working environment in this relationship. The study employed a mixed-methods approach, utilizing quantitative data from surveys distributed to 92 employees and qualitative data from semi-structured interviews with key stakeholders within the institution. The findings revealed that job satisfaction, attitude, and perceived equity significantly affect employee performance. High levels of job satisfaction and perceived fairness were found to correspond with increased productivity and overall performance. The study further discovered that the physical working environment plays a critical moderating role. A conducive and comfortable physical environment bolstered the positive effects of job satisfaction, attitude, and equity on performance. The study recommends that Wesley College of Education, and by extension, similar institutions, should invest in measures that enhance job satisfaction, promote positive attitudes, and ensure equity among staff members. Additionally, attention should be paid to the physical working environment, ensuring it is conducive, comfortable, and inspiring. This study contributes to the broader understanding of human resource management by providing empirical evidence on the interconnectedness of these variables and their collective impact on employee performance. It provides a springboard for further research into individual and environmental factors affecting employee productivity in educational institutions.

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.0 Introduction**

This chapter will discuss the background of the research as well as the problem statement, to have an insight into issues concerning the research topic. It will further clarify the research objectives, research questions, scope of the study, significance of the study, and organization of chapters.

### **1.1 Background of the Study**

The continuous quest for improved employee performance is a critical factor in maintaining a company's competitive edge (Adams and Webster, 2017). The implementation of innovative strategies to drive employee motivation and engagement directly impacts the quality of their work and contributes significantly to the overall success of an organization. The crux of organizational success lies in the ability to motivate employees to perform optimally (Chen and Wang, 2018). As such, organizations invest in developing methods to enhance employee motivation, ultimately leading to improved job performance and increased organizational effectiveness. The pursuit of high employee performance is central to the management of any organization (Gupta and Sharma, 2019). By employing strategies that inspire and motivate employees, organizations can achieve a higher quality of work and increase their overall competitiveness in the market.

Ensuring that employees perform at their best is a challenge faced by organizations worldwide (O'Donnell and Turner, 2020). The key to overcoming this challenge is in fostering an environment that encourages employee motivation and productivity, ultimately contributing to the success and growth of the organization. The primary goal for any organization's

management is to increase employee performance and ensure the delivery of high-quality work (Ramirez and Kim, 2021). To achieve this, organizations must develop effective strategies to motivate and engage employees, ultimately driving organizational success. Boosting employee performance is an ongoing challenge in today's competitive business environment (Singh and Lewis, 2021). By focusing on innovative ways to motivate and engage employees, organizations can enhance the quality of their work and achieve greater levels of success. Several studies have been conducted on motivation, job satisfaction, and performance of faculty members and students in colleges of education in Ghana.

Owusu et al., (2016) observed that motivation significantly influenced student teachers' academic performance and recommended that college administrators provide necessary resources, proper guidance, and motivation to improve performance. Moreover, Hammond and Churchman (2018) discovered that intrinsic and extrinsic motivation were positively associated with lecturer commitment and suggested that policies should be adopted to improve lecturers' motivation in order to enhance their commitment. Additionally, Lartey et al., (2019) also established a positive correlation between faculty motivation and students' academic achievement and recommended that initiatives be prioritized to boost the motivation levels of teaching staff. Furthermore, Opuni et al., (2017) found that poor condition of service, lack of opportunities for career progression, and inadequate facilities demotivated teaching staff, and recommended improving teachers' compensation, providing promotion prospects, and increasing resource allocation to motivate faculty. Similarly, Dowuona et al., (2018) identified low salaries, lack of opportunities for promotion, poor working conditions, and inadequate teaching resources as factors that demotivated teachers, and recommended that college administrations provide good working conditions, regular salary increments, promotion opportunities, and adequate resources to boost teacher motivation. Darkwah (2017) established

a significant positive correlation between motivation and job performance of teaching staff in public colleges of education in Ghana and suggested that administrators should adopt strategies to enhance lecturer motivation through improved conditions of service, increased autonomy, career development, and recognition of good performance.

Past research found a positive relationship between job satisfaction and teacher performance. A study of 340 teachers in China found that job satisfaction significantly predicted teacher performance (Zhang & Wu, 2018). Similarly, a study of 318 teachers in public high schools in Kenya confirmed job satisfaction as an important antecedent of teacher performance (Chesang, 2018). Employees' attitudes also determine their performance and productivity. Attitude refers to the general evaluations, inclinations to respond favorably or unfavorably toward work situations, or any aspect of the work environment (Ahmad, 2018). According to Cetin and Kinik (2018), the positive or negative attitudes of teachers significantly impact their performance. Their study of 248 teachers in 56 high schools in Turkey found attitude to have a positive effect on both teaching performance and organizational citizenship behavior. Perceived equity refers to the employees' perception of being treated fairly regarding the distribution of resources and benefits at their workplace (Lyu et al., 2019). When employees perceive inequity at the workplace concerning pay, rewards, workload, job scope, and recognition, it evokes a sense of unfairness that could reduce their performance and productivity. Lyu et al.'s (2019) study found perceived equity to positively correlate with employee performance. They argued that perceived equity inspires employees to reciprocate with stronger performance and higher productivity.

The employees' physical work environment also plays an important moderating role in the relationship between the above factors and their performance. The work environment refers to

the surrounding conditions in which an employee operates, including classroom layout, temperature, lighting, noise, and interior design (Srivastav, 2018). An enabling work environment may strengthen the impact of job satisfaction, employee attitudes, and perceived equity on performance. Buyukbese and Pekdemir (2018) found that when employees experience job satisfaction in an appropriate work environment with flexible schedules, performance increases. In contrast, a poor work environment may weaken the effect of these factors on performance. A friendly physical environment can improve employees' morale, commitment and work attitude which ultimately impacts positively on organizational effectiveness (Obiri et al., 2018). The physical working environment of Ghana's staff is therefore subjective and considering that equal attention and treatment produce a feeling of comfort, contentment on the job, and job attitude. Colleges of Education must be a source of great concern for those in charge in order to achieve ultimate performance. CoE solidity and active performance are extremely important and are thus viewed as focal points of distinction in which education is imparted and awareness is disseminated to students. According to Sarfo et al. (2017), the type of work environment affects the performance of employees significantly. A good working environment motivates workers to put in their maximum effort and perform their roles effectively. Similarly, Obiri et al., (2018) state that a suitable working environment enhances job satisfaction, work morale and productivity among employees. Workers tend to be more committed and efficient when provided with the needed physical facilities and infrastructure.

The teaching staff performance is crucial for student learning and outcomes. The high-performance staff has a significant impact on students' academic achievement, motivation, and future success. Therefore, it is important to determine the factors that influence staff performance to improve the quality of education. Job satisfaction, employee attitudes, and



perceived equity are key determinants of employee motivation and performance. In the academic context, it has been observed that employees who experience job satisfaction, maintain a positive attitude towards their work, and perceive fair treatment are more likely to display higher levels of motivation and performance. Conversely, studies have shown that dissatisfaction and negative perceptions among employees can result in decreased motivation, productivity, and overall performance. The moderating effect of the physical work environment is an important consideration. The environment in which employees work shapes their experiences and perceptions, which in turn impact their performance. A well-designed office and classroom environment with proper ventilation, temperature, lighting, and seating arrangements can motivate academic and non-academic staff and enable them to perform at their best. In contrast, a poor environment may hinder employee performance by causing discomfort, stress, and low motivation. There is limited study on these relationships in the context of Ghana, especially regarding the staff of Colleges of Education. Most studies on this topic were conducted in Western or Asian countries. This study aims to address this gap by examining the impact of job satisfaction, employee attitudes, perceived equity, and the physical work environment on the performance of the staff of Wesley College of Education in Ghana. The findings may provide useful insights to help improve employee performance, motivation, and the quality of education in Ghana.

## **1.2 Problem Statement**

Employee performance is crucial for the success of any organization, especially tertiary institutions like Wesley College of Education. However, factors such as job satisfaction, attitude, equity, and the physical working environment have been shown to impact employee performance. The extent to which these variables collectively influence staff productivity and output at Wesley College remains unclear. According to Oppong et al. (2018), job satisfaction

positively correlates with employee performance indicators as satisfied workers tend to work harder and achieve better results. Nourain et al. (2017) found that perceptions of equity and fairness motivate employees to improve their performance and commitment. Twumasi et al. (2019) found that the physical working environment has a significant influence on employee efficiency and productivity in Ghanaian colleges of education. Despite these findings, little is known about the impact of these factors on staff performance specifically at Wesley College. Based on the researcher's firsthand observations at Wesley College, it is evident that there are significant challenges related to employee performance. These challenges are primarily attributed to factors such as low satisfaction levels, negative attitudes, inequities, and inadequate facilities. The consequences of these issues are apparent in the high staff turnover rate, frequent instances of absence and tardiness, and the inability to meet productivity targets. These indicate suboptimal performance that threatens the institution's development goals. However, understanding how job satisfaction, attitude, equity, and the physical environment impact performance could help address the staff performance problem. Research in this area in Wesley College is currently non-existent. Therefore, investigating the impact of job satisfaction, attitude, equity, and physical environment on employee performance at Wesley College, and how the environment moderates this relationship, is critical. The findings will provide evidence-based insight into interventions needed to motivate staff and enhance their outputs and productivity, thereby promoting institutional efficiency and growth. Addressing the employee performance problem through a comprehensive approach that considers these interrelated factors could yield optimal benefits for Wesley College. Hence, there is a need for this study to fill the current research gap.

### **1.3 Purpose of the study**

The purpose of this study is to investigate the impact of job satisfaction, job attitude, and equity on employee performance, with a particular focus on the moderating role of the physical working environment. The Research Objectives of this study are:

1. To ascertain the impact of job satisfaction on employee performance.
2. To examine the effect of job attitude on employee performance.
3. To determine the impact of equity on employees' performance.
4. To analyze the relationship between job satisfaction, job attitude, and equity of employees' performance.
5. To examine the moderating role of the working environment in the relationship between job satisfaction jobattitude, and equity in employee performance.

### **1.4 Research Questions**

The present study is characterized by a set of research questions, which aim to provide a clear understanding of the research problem under investigation. The research questions in this study are;

1. What is the relationship between job satisfaction and employee performance?
2. To what extent does Job Attitude impact employee performance?
3. What is the effect of Job Equity on Employee Performance?
4. What is the correlation between Job Satisfaction, Attitude, and Equity on Employee Performance?
5. What is the moderating effect of the Physical Working Environment in the relationship between Job Satisfaction, Job Attitude, and Equity on Employee Performance?

### **1.5 Significance of the Study**

The proposed study on the impact of job satisfaction, job attitude, equity, and the physical working environment on employee performance has several significant implications. Firstly, the study will contribute to the existing body of knowledge on the factors that influence employee performance, particularly in the context of educational institutions. The findings of the study may be used to inform future studies on the topic and to guide the development of interventions aimed at improving employee performance. Secondly, the study has practical implications for management and policymakers at Wesley College of Education and other educational institutions. The findings of the study may help management to identify specific areas of the physical working environment that require improvement in order to enhance employee performance. Thirdly, the study has theoretical implications for the broader fields of organizational behavior and human resource management. By exploring the moderating role of the physical working environment on the relationship between job satisfaction, job attitude, equity, and employee performance, the study may help to refine existing theories and models in these fields. Overall, the study is significant since it addresses a gap in the literature on the factors that influence employee performance in educational institutions, and since it has practical implications for management and policymakers seeking to enhance employee performance and well-being.

### **1.6 Scope of the Study**

The purpose of this study is to investigate the impact of job satisfaction, job attitude, and equity on employee performance, with a particular focus on the moderating role of the physical working environment. The study will be conducted at Wesley College of Education as a case study. The study will use a quantitative study approach, employing a survey questionnaire to collect data from a sample of employees at Wesley College of Education. The study will use a

range of measures to assess the constructs of job satisfaction, job attitude, equity, and employee performance. The physical working environment will be measured using a set of standardized measures, including lighting, noise, temperature, ergonomics, air quality, and space and layout. The study will employ a moderated regression analysis to test the moderating effect of the physical working environment on the relationship between job satisfaction, job attitude, equity, and employee performance.

### **1.7 Limitations of the Study**

Almost every study work unavoidably faces some fundamental constraints, and this study is no exception. A questionnaire was utilized to obtain the data. The study exclusively focuses on employees at Wesley College of Education, which could affect the generalizability of the findings to other educational institutions or sectors. Secondly, self-reported data were utilized in the study; this type of data collection method is known to be susceptible to response bias, where participants may intentionally or unintentionally provide inaccurate or incomplete information. Furthermore, the study only focuses on the relationship between job satisfaction, job attitude, equity, and employee performance and does not account for other factors that may influence employee performance such as organizational culture and leadership style. Consequently, the results may not fully encompass the complexity of employee performance.

### **1.8 Organization of the Study**

The research study will be structured into distinct sections, beginning with an introduction that outlines the research topic, background information, research problem, purpose of the study, research questions, significance of the study, scope of the study, and limitations of the study. Subsequently, relevant literature on job satisfaction, attitude, equity, employee performance and physical working environment will be reviewed. The methodology section will describe

the research approach and design, population under investigation, sampling technique employed in data collection instruments used to ensure reliability and validity. Ethical considerations regarding data collection procedures will also be discussed. The fourth section will present findings obtained from both descriptive and inferential statistics. The fifth section will discuss limitations of the study's implications as well as recommendations for future research. Finally, a conclusion highlighting the main findings and their significance in relation to practical implications for organizations will be provided.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter will examine a variety of writings from earlier studies, including theoretical reviews, empirical reviews, and conceptual reviews. These writings have been revised to identify and discuss their unique perspectives on the variables used in this study. The goal is to find interactions between the dependent variable, employee performance, and the independent variables, job satisfaction, attitude toward the job, and equity, as well as the moderator, the physical environment. The purpose of this study is to explore the relationship between job satisfaction, attitude, equity, and employee performance, and how the physical working environment moderates this relationship.

#### **2.1 Theoretical Reviews**

As theoretical foundations, this study focuses on Job Characteristics Theory (JCT) (Hackman & Oldham, 1976), Social Information Processing Theory (SIPT) (Walther, 1990), and Equity Theory (Adams, 1963). Social Information Processing Theory will be used to support the dependent variable, employee performance, as well as two other independent variables, Job Satisfaction and Job Attitude. While the third variable, Equity, will be supported by the Equity Theory.

##### **2.1.1 The Job Characteristics Theory (JCT)**

According to Hackman & Oldham (1976), the Job Characteristics Theory (JCT) states that job satisfaction can be assessed by considering five dimensions: skill variety, task identity, task significance, autonomy, and feedback. These dimensions are considered crucial determinants of job satisfaction. Kim et al., (2015) have supported the JCT model.

**Skill variety** refers to the extent to which a job requires a range of different skills and

abilities. Jobs that offer greater skill variety can be more engaging and satisfying for employees.

**Task identity** refers to the extent to which a job involves a complete and identifiable piece of work, such as a project or task. Jobs that offer greater task identity can provide a sense of accomplishment and fulfillment.

**Task significance** refers to the extent to which a job has an impact on others, such as helping customers or making a difference in the community. Jobs that offer greater task significance can provide a sense of purpose and meaning for employees.

**Autonomy** refers to the extent to which a job provides employees with independence and control over how they perform their work. Jobs that offer greater autonomy can foster a sense of ownership and responsibility, leading to higher levels of job satisfaction.

**Feedback** refers to the extent to which employees receive information about their performance on the job. Jobs that offer greater feedback can help employees understand how they are doing and can provide a sense of accomplishment and progress. Overall, the JCT suggests that jobs that offer higher levels of skill variety, task identity, task significance, autonomy, and feedback are more likely to lead to higher levels of job satisfaction. By designing jobs that offer these dimensions, organizations can promote employee engagement and well-being.

### **2.1.2 The Social Information Processing Theory (SIPT)**

Walther (1990) proposed the Social Information Processing Theory, which states that job satisfaction is influenced by social cues and interpersonal interactions in the workplace. According to the SIPT, individuals process information about their work environment through social cues such as verbal and nonverbal communication, which shape their perceptions of their job and colleagues. Aguinis et al., (2018) conducted a meta-analysis of research on social context effects on employee attitudes and behaviors and discovered that social information



processing is an important mediator of the relationship between social context factors and employee outcomes such as job satisfaction. Wang et al., (2016) support the SIPT model. They observed that social information processing mediates the relationship between workplace social support and job satisfaction. Specifically, employees who perceive higher levels of social support from their colleagues tend to engage in more positive social information processing, which in turn leads to higher levels of job satisfaction. In general, the SIPT highlights the importance of social interactions and relationships in shaping employee well-being and job satisfaction. Organizations can benefit from promoting a positive and supportive workplace culture that fosters positive social interactions and supports employee well-being.

### **2.1.3 The Equity Theory**

Adams' (1963) Equity Theory postulates that employees compare their own contributions to the organization with the rewards and recognition they receive, and if they perceive a lack of fairness in this exchange, they may experience lower levels of job satisfaction. This theory emphasizes the importance of perceived fairness in the workplace and suggests that employees who feel treated unfairly may be less motivated and committed to their work. Greenberg et al., (2016) conducted a meta-analysis of research on the effects of fairness on employee attitudes and behaviors and found that perceptions of unfair treatment are associated with lower levels of job satisfaction. Similarly, Ambrose et al., discovered that perceived inequity in pay can lead to lower levels of job satisfaction and that this relationship is mediated by perceptions of organizational justice. Also, Cropanzano et al., (2017) conducted a meta-analysis of research on organizational justice, and observed that perceptions of distributive justice (i.e., fairness of rewards and outcomes) are strongly related to job satisfaction. Additionally, Gilliland et al., (2015) affirmed that perceptions of procedural justice (i.e., fairness of decision-making processes) are positively related to job satisfaction, and that this relationship is mediated by trust in the organization.

## **2.2 Empirical Review**

In recent years, several studies have been conducted to examine the impact of job satisfaction, job attitude, and equity on employee performance. In a study conducted by Nalbant et al., (2016), the impact of job satisfaction, job attitude, and equity on the performance of salespeople was examined. The results of the study showed that job satisfaction, job attitude, and equity were all significant predictors of sales performance, with job satisfaction and job attitude being the strongest predictors. Similarly, Bryant et al., (2018) conducted a study to investigate the relationship between job satisfaction, job attitude, and employee performance. The results of the study showed that job satisfaction and job attitude were both positively correlated with employee performance. The findings of the study also suggested that equity was an important factor in predicting employee performance.

Additionally, in a study conducted by Khan et al., (2021), the relationship between job satisfaction, job attitude, and job performance was examined. The results of the study showed that job satisfaction and job attitude were both significantly associated with job performance. The findings of the study also showed that equity had a significant effect on job performance. Sundstrom and Altman (2019) argued that "the physical working environment can impact employee performance through its influence on employee health and well-being. Factors such as lighting, noise, and temperature can either enhance or hinder employee motivation and productivity.

## **2.3 Concept Review**

### **2.3.1 Employees Performance**

Employee performance is the level of effectiveness and productivity a worker brings to their job. It is based on the employee's output, skill level, quality of work, attitude, and the ability to meet deadlines (Merry, 2017). Employee performance is a multidimensional construct that

encompasses various aspects, such as task performance, contextual performance, and innovative behavior. Task performance refers to the extent to which employees accomplish their assigned tasks effectively and efficiently. Contextual performance refers to voluntary behaviors that contribute to the effective functioning of the organization beyond formal job requirements. Innovative behavior refers to the generation and implementation of new ideas or processes that contribute to the organization's competitive advantage. High levels of job satisfaction, positive attitudes, and perceptions of equity have been consistently associated with improved employee performance. Employees who are satisfied with their jobs, have positive attitudes, and perceive fairness in their treatment are more likely to invest additional effort, engage in organizational citizenship behaviors, and demonstrate creativity and innovation. Similarly, employee performance is how well an individual fulfills their job requirements and contributes to the organization's overall mission. It encompasses various factors such as job knowledge, skill level, productivity, and creativity (Boucher, 2020).

Akhtar and Yasmin (2017) in a study examined the influence of employee engagement on employee performance within Pakistan's banking sector. Their findings revealed that employee engagement exerted a positive impact on employee performance, underscoring the criticality of cultivating a work environment that fosters employee engagement. Leadership style was also identified as a key determinant of employee performance. Similarly, Alsaadi et al., (2018) conducted research in Saudi Arabia's banking sector and discovered that transformational leadership positively impacted employee performance, while autocratic leadership had an adverse effect on it (Shoaib et al., 2019). In addition, work-life balance was found to be another critical factor contributing to employee performance. Aslam et al., (2019) conducted research in Pakistan's banking sector and found that work-life balance had a positive effect on employee performance. Furthermore, training and development opportunities were also significant

contributors to enhancing employee performance. Chandrasekar and Annamalai (2017) conducted research in India's private healthcare sector and concluded that training and development initiatives had a positive impact on enhancing employee performance. Similarly, empowering employees has also been found to enhance their overall job performance.

### **2.3.2 Measures of Employee Performance**

According to a study by Zhang et al., (2017), employees who have higher levels of job demands and job resources are more likely to have higher quality of work, as measured by supervisor ratings of work performance. Similarly, Huo et al., (2015), observed that increased workload can lead to higher levels of productivity, but only up to a certain point, after which productivity decreases due to fatigue and decreased motivation. Allen et al., (2015) discovered that employees with good attendance records tend to have higher job satisfaction and are perceived as more committed to their job, which can lead to better performance overall. Also, Huang et al., (2018), asserted that employees with strong communication skills are more likely to receive positive feedback from their supervisors, and are perceived as more effective in their job roles. Employees who are able to demonstrate strong problem-solving skills are more likely to be seen as valuable team members and are often given additional responsibilities or promoted to higher positions. On the other hand, Alagaraja1 & Shuck (2015) reveal that frequent training and improvement can be used to gauge employee performance.

### **2.3.3 Job Satisfaction**

Job satisfaction refers to the general attitude of an employee toward their job and the degree to which employees like their work (Aziri, 2011). It is one of the essential factors that drive employee performance. Past studies found a positive relationship between job satisfaction and employee performance. For example, a study of 340 hotel employees in China found that job satisfaction significantly predicted employee performance (Zhang & Wu, 2018). Similarly, a

study of 318 nurses in public hospitals in Kenya confirmed job satisfaction as an important antecedent of employee performance (Chesang, 2018). According to Judge et al., (2016), job satisfaction refers to an individual's overall positive or negative evaluation of their current job and work situation. Similarly, job satisfaction is a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences (Chu, et al., 2015). Furthermore, job satisfaction is the positive emotional state resulting from an individual's assessment of their job or job experiences. Satisfied employees have a higher level of motivation, job involvement, and organizational commitment, leading to increased performance (Choi & Kim, 2020; Malik, et al., 2021).

Job satisfaction is a complex and multi-faceted concept, encompassing the extent to which individuals are content with their job roles, working conditions, and relationships with colleagues and supervisors (Spector, 2019). A growing body of research has demonstrated a strong link between job satisfaction and employee performance (Bakotic, 2016; Lai, 2020). Employees who are satisfied with their jobs are more likely to be engaged, motivated, and committed to their organizations, leading to higher levels of performance and productivity (Judge et al., 2001; Saleem et al., 2020). Several factors have been identified as key determinants of job satisfaction, including job characteristics, supervisor support, coworker relationships, and organizational culture (Moorhead & Griffin, 2018). In a literary analysis conducted by Alharbi and Alharbi, (2019) the scholars synthesized research pertaining to the elements that impact job satisfaction among healthcare professionals. They highlighted a myriad of key factors, such as the manner in which leadership is executed, workload, work-life balance, compensation and benefits, and job security. The study emphasizes the imperative need for skilled leadership, adequate staffing, and a supportive work environment to enhance job satisfaction among healthcare professionals.

In a separate study conducted by Kalra and Puri (2019), the focus was on the influence of organizational justice on job satisfaction. The authors discovered that perceptions of fairness and impartiality within the workplace were positively associated with job satisfaction. Furthermore, they identified various factors that could potentially sway perceptions of organizational justice including leadership style, communication skills, and performance management. Similarly, in a study conducted by Kassa et al., (2020) the researchers examined the correlation between work engagement and job satisfaction among healthcare professionals. They established that work engagement was positively linked with job satisfaction and pinpointed several factors that could foster work engagement such as effective leadership support, opportunities for skill development, and positive relationships within the workplace. The positive impact of employee empowerment on job satisfaction was investigated in a study conducted by Alqahtani and Al Enazy, (2019). The authors identified various factors that may have an influence on empowerment, including leadership support, communication, and training. Similarly, Hassan et al., (2019) examined the effect of organizational culture on job satisfaction and discovered that supportive leadership, teamwork, and employee recognition could all improve job satisfaction.

Ahmed et al., (2018) conducted a study that focused on the relationship between work-life balance and job satisfaction. The authors discovered that work-life balance was positively associated with job satisfaction and highlighted factors that could contribute to this balance including flexible work arrangements, supportive supervisors, and access to family-friendly benefits. Furthermore, Sultana et al., (2019) investigated how employee engagement impacts job satisfaction. Their findings revealed that employee engagement had a positive correlation with job satisfaction. Additionally, factors such as leadership support, communication, and growth opportunities were noted to influence engagement levels. In a similar study carried out

by Salanova and Schaufeli (2018), the role of positive psychology in promoting job satisfaction was explored. The authors discovered that interventions based on positive psychology principles, such as job crafting and strengths-based coaching, could promote job satisfaction and identify several factors that could contribute to job crafting, including job autonomy, social support, and meaningful work.

### **2.3.3.1 Factors Determining Job Satisfaction**

Vidal-Blanco et al., (2020) observed that factors such as job autonomy, social support, and opportunities for career development are important for job satisfaction. Also, Ahn & Kim (2020) have found that workplace spirituality is positively associated with job satisfaction. Tariq et al., (2021) conducted a literature review on the impact of work-life balance on job satisfaction. They discovered that work-life balance is a significant predictor of job satisfaction and that employers can promote work-life balance through flexible work arrangements and policies. Similarly, Latif et al., (2021) assert that employee engagement, which refers to the emotional and cognitive connection employees have with their work, is positively associated with job satisfaction. Xu, et al., (2021) conducted a systematic review of studies on the impact of job demands and job resources on job satisfaction. They found that job resources, such as social support and opportunities for growth, are more strongly associated with job satisfaction than job demands, such as workload and stress. According to Squires et al., (2015), dissatisfied employees may not quit their jobs, but their feelings of dissatisfaction can have an impact on them, their colleagues, and the quality of performance and service they provide in the sense that such dissatisfied employees have a tendency to be hostile to other employees in the workplace. Furthermore, a study conducted in recent years has also examined the role of technology in job satisfaction. Employees who perceive that they are treated fairly and equitably in terms of pay, promotions, and other forms of recognition are more likely to be satisfied with their jobs, leading to increased performance

(Greenberg, 2018). Research conducted by Smith et al. (2019) revealed that employees who are satisfied with their jobs tend to display higher levels of organizational citizenship behavior and lower turnover intentions.

### **2.3.4 Job Attitude**

Job attitude refers to the overall evaluation of an individual towards their job. Positive job attitudes lead to increased job involvement, motivation, and job satisfaction, resulting in higher levels of performance (Bhatia & Bhatia, 2017; Strydom & Nienaber, 2019). Job attitude is a critical factor for job satisfaction and performance, and it is important to be aware of how attitude can influence job performance (Feng et al., 2018). Similarly, Job attitude influences job performance, job behavior, and job satisfaction" (Nguyen and Nguyen, 2017). Attitude, a psychological construct comprising an individual's evaluations, emotions, and behavioral tendencies towards an object or situation (Robbins & Judge, 2019), has also been identified as a crucial factor influencing employee performance. Positive attitudes towards work, such as commitment, engagement, and job involvement, have been shown to be positively related to employee performance (Meyer et al., 2019; Schaufeli et al., 2020). Scholars have also studied the role of organizational factors in shaping employee attitudes. Transformational leadership has been found to positively influence employee attitudes and performance by fostering a supportive and empowering work environment (Wang et al., 2018). Similarly, organizational justice, which refers to employees' perceptions of fairness in the workplace, has been linked to positive work attitudes and improved performance (Colquitt et al., 2013; Skarlicki & Folger, 2018). A study by Li and Guo (2018) found that employees with positive attitudes toward their work displayed higher levels of task performance and job satisfaction.



#### **2.3.4.1 Measures for Job Attitude**

According to a study by Schleicher et al., (2017), the contemporary framework for measuring job attitudes includes four distinct components: affective, cognitive, behavioral, and motivational. Similarly, Zafar & Ahmad (2019) asserted that job satisfaction is an important attitudinal factor that influences employee behavior and motivation. They observed that job satisfaction is influenced by various factors such as job security, work-life balance, and recognition from the employer. The study suggests that organizations should focus on providing a positive work environment and improving employee satisfaction to enhance their performance. Job attitudes are malleable and can be shaped by a variety of managerial practices, including job design and performance management (Muchinsky & Culbertson, 2015).

Alharbi and Alharbi (2019) identified several commonly used measures of job attitude, including the Job Descriptive Index (JDI), the Minnesota Satisfaction Questionnaire (MSQ), and the Job Satisfaction Survey (JSS). They noted that these measures have been widely used in healthcare settings and emphasized the importance of selecting a measure that is appropriate for the specific context and population being studied. Similarly, Alves et al., (2019) focused specifically on measures of job satisfaction among healthcare professionals. They identified several commonly used measures, including the Job Descriptive Index (JDI), the Minnesota Satisfaction Questionnaire (MSQ), and the Job Satisfaction Survey (JSS), as well as more specialized measures such as the Nursing Work Index and the Maslach Burnout Inventory. The authors emphasized the importance of selecting a measure that captures the unique aspects of job satisfaction in healthcare settings. Furthermore, Karim et al. (2019) examined measures of employee engagement, which is closely related to job satisfaction. They identified several widely used measures, including the Utrecht Work Engagement Scale (UWES) and the Gallup

Q12 survey, and noted the importance of selecting a measure that is appropriate for the specific context and research question.

Bartels et al., (2019) concentrated on the measurement of job attitudes in the context of the gig economy. The authors noted that traditional measures of job satisfaction may not be well-suited to this context and highlighted the importance of developing new measures that capture the unique aspects of gig work. Kozak et al., (2019) investigated measures of employee well-being, which are closely related to job satisfaction. They identified several commonly used measures, including the World Health Organization's Five-item Well-being Index (WHO-5) and the Perceived Stress Scale (PSS), and noted the importance of selecting a measure that is appropriate for the specific research question and population. Wu et al., (2019) examined measures of organizational citizenship behavior (OCB), which is another important aspect of job attitude. The authors identified several commonly used measures, including the Organizational Citizenship Behavior Scale (OCBS) and the Citizenship Behavior Scale (CBS), and noted the importance of selecting a measure that is reliable and valid. Chen et al. (2019) explored measures of job embeddedness, which refers to the extent to which employees feel connected to their job and organization. They identified several commonly used measures, including the Job Embeddedness Scale (JES) and the Organizational Embeddedness Scale (OES), and noted the importance of selecting a measure that captures the unique aspects of job embeddedness in the specific context being studied.

### **2.3.5 Job Attitude and Employee Performance**

According to a study by Zafar & Ahmad (2019), job satisfaction is an important attitudinal factor that influences employee behavior and motivation. They observed that job satisfaction is influenced by various factors such as job security, work-life balance, and recognition from

the employer. The study suggests that organizations should focus on providing a positive work environment and improving employee satisfaction to enhance their performance. Deery et al., (2019) conducted a review of studies on the impact of employee well-being on job performance. They observed that employee well-being, which includes physical and psychological health, is positively associated with job performance. Kristof et al., (2017) discovered that person-job fit, person-organization fit, person-group fit, and person-supervisor fit all have positive relationships with job attitudes such as job satisfaction and organizational commitment. Hasan and Mahmood (2019) conducted a study on the correlation between job attitude and employee performance. Their study revealed that job attitude can have both a direct and an indirect impact on employee performance, with various factors such as job satisfaction, organizational commitment, and job embeddedness mediating this relationship. Azizi et al. (2019) focused specifically on healthcare professionals' job attitude and performance using measures such as the Job Descriptive Index (JDI) and Performance Appraisal Scale (PAS). They emphasized the importance of selecting appropriate measures for the context and population being studied.

Additionally, Gao et al. (2019) investigated how job attitude affects employee creativity, finding that it has both a direct and indirect impact influenced by factors such as work engagement, autonomy, and a supportive work environment. Furthermore, Miller et al. (2019) explored how job attitude predicts employee turnover using commonly employed measures of job attitude like the Job Embeddedness Scale (JES) and Organizational Commitment Questionnaire (OCQ), demonstrating their usefulness in designing effective retention strategies. In their study, Zhang et al., (2020) investigated the correlation between job attitude and employee innovation. They highlighted that job attitude could impact employee innovation both directly and indirectly. They identified several factors that could play a mediating role in

this relationship, such as job satisfaction, work stress, and organizational backing for innovation. They stressed the significance of choosing appropriate measures that can gauge these factors precisely to evaluate the association between job attitude and employee innovation.

### **2.3.6 Job Equity**

Greenberg et al., (2017) define equity as a perception of fairness in the distribution of rewards, such as pay and promotion opportunities, among employees. Equity in the workplace means creating a culture where diversity is celebrated, inclusion is the norm, and everyone has a fair shot at success. It requires proactive efforts to identify and address systemic barriers to equality, and a commitment to ongoing learning and improvement, (Hunt & Prince, 2018). Kim et al., (2019) investigated employee equity and its effect on employee motivation and performance. According to equity theory, employees compare their inputs and outcomes to those of others in the organization, and perceptions of inequity can lead to unfavorable outcomes such as lower motivation and performance. Hwang et al., (2020) emphasized the importance of distributive justice in achieving employee equity and they defined distributive justice as the fairness of outcomes and identified many elements that can influence perceptions of distributive justice, including pay and promotions. According to Colle et al. (2018) in their study concluded that there is a connection between employee equity and Organizational Citizenship Behavior (OCB), which pertains to voluntary activities beyond one's expected role that benefit the organization. The researchers found a positive correlation between employee equity and OCB and identified perceived organizational support and affective commitment as potential mechanisms that explain this connection.

Meanwhile, Wang et al., (2019) explored the effect of employee equity on turnover intention. They discovered that employees' perceptions of equity can impact their intent to depart from

the organization, and identified job satisfaction and organizational commitment as possible factors that moderate this relationship. In a recent study, Schmitt et al., (2020) investigated how procedural justice can promote employee equity. They defined procedural justice as the fairness of procedures used to determine outcomes and highlighted voice and choice as factors that can impact perceptions of procedural justice. Al-Zadjali et al. (2018) focused on how employee equity can encourage knowledge sharing behavior among employees, which is crucial for organizational learning and innovation. They identified trust and perceptions of equity as factors that can influence employees' willingness to share knowledge. Lee et al., (2019) explored the connection between employee equity and job satisfaction, highlighting a positive correlation between the two variables. They suggested that perceived organizational support and trust in management may play a mediating role in this relationship.

#### **2.3.6.1 Basis for Measuring Job Equity**

Measuring job equity is an important aspect of compensation management in organizations. It involves ensuring that employees are paid fairly based on the value they bring to the organization, regardless of factors such as gender, race, or ethnicity. There are several bases for measuring job equity, including skills and qualifications required for the job, level of responsibility and complexity, market value, and internal pay structure. Job equity can be measured based on the skills, experience, and qualifications required for a particular job. This ensures that employees are compensated fairly based on the value they bring to the organization (Gandolfi & Stone, 2017). Job equity can also be measured based on the level of responsibility and complexity of the job. Jobs that require more skill, decision-making, and leadership should be compensated accordingly (Henderson et al., 2017). Another basis for measuring job equity is the market value of the job. This involves comparing the salaries and benefits of similar jobs in the industry to ensure that the organization is offering competitive compensation (Bloom et al., 2015). Furthermore, Job equity can also be measured based on

the internal pay structure of the organization. This involves ensuring that there is consistency in pay for similar jobs at different levels of the organization and that there are no unjustified pay gaps (Chung & Snyder, 2019).

### **2.3.6.2 Job Equity and Employee Performance**

Pepper & Gosling, (2015) asserted that equity has two dimensions, normative dimension which emphasize what should be done. And the ethical dimension that is concerned with what is perceived to be just? Another study by Arthur et al., (2016) discovered that perceived job equity was positively related to employee job satisfaction, organizational commitment, and job performance. Similarly, a study by Joo et al., (2015) found that perceived job equity was positively related to employee engagement and job performance. Therefore, ensuring job equity is crucial for maintaining a motivated and engaged workforce, which leads to higher levels of employee performance and organizational success.

### **2.3.7 Moderating the role of the physical environment on job satisfaction and employee performance.**

A study by Kim & Lee (2021) established that job satisfaction had a significant positive effect on employee performance, and this effect was mediated by job attitude. Similarly, Ahmad et al. (2021) observed that job satisfaction was positively related to employee performance, and this effect was moderated by the physical working environment. The physical environment of the workplace can have a significant impact on employee job satisfaction and job performance. However, the extent of this impact may be moderated by various factors. Zhang et al., (2018) observed that the physical environment of the workplace can moderate the relationship between job stress and employee job satisfaction. Specifically, a positive physical environment can buffer the negative effects of job stress on job satisfaction. Additionally, a study by Wang et al.,

(2016) found that the physical environment of the workplace can moderate the relationship between job demands and employee job satisfaction. Specifically, a positive physical environment can buffer the negative effects of high job demands on job satisfaction. Moreover, Ko et al., (2016) established that the physical environment of the workplace can moderate the relationship between job characteristics and employee job performance. Specifically, a positive physical environment can enhance the positive effects of job characteristics, such as autonomy and feedback, on job performance.

### **2.3.8 Moderating the role of the physical environment on job attitude and employee performance**

The physical environment of the workplace can have a significant impact on employee attitudes and job performance. However, the extent of this impact may be moderated by various factors. A study by Wang et al., (2016) found that the physical environment of the workplace can moderate the relationship between job demands and employee job satisfaction. Specifically, a positive physical environment can buffer the negative effects of high job demands on job satisfaction. Similarly, Kim et al., (2015) discovered that the physical environment of the workplace can moderate the relationship between job characteristics and employee job performance. Specifically, a supportive physical environment can enhance the positive effects of job characteristics, such as autonomy and feedback, on job performance.

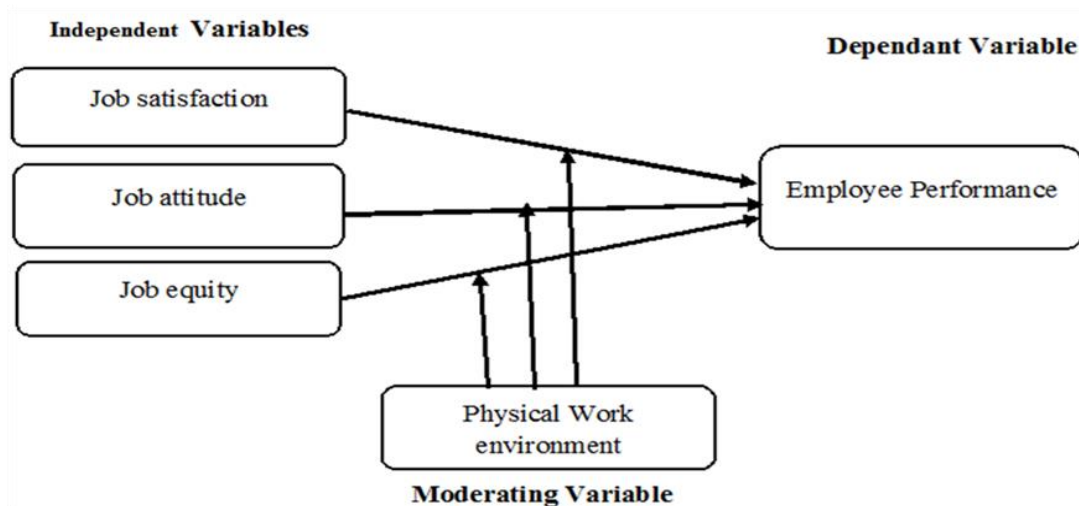
### **2.3.9 Moderating Role of the physical environment on Equity and employee performance**

A study by Konczak et al., (2017) observed that the physical environment of the workplace can moderate the relationship between job characteristics, including job equity, and employee engagement. Specifically, a positive physical environment can enhance the positive effects of job characteristics on employee engagement. Similarly, Parke et al., (2017)

ascertained that the physical environment of the workplace can moderate the relationship between job resources, including job equity, and employee well-being. Specifically, a supportive physical environment can enhance the positive effects of job resources on employee well-being. Overall, these studies indicate that the physical environment of the workplace plays an important role in shaping the relationship between job equity and employee performance. Organizations can benefit from creating a supportive physical environment that fosters employee engagement, well-being, and productivity, while also promoting job equity and fairness.

### 2.3.10 Conceptual Framework

Employee performance is a critical factor in the success of any organization. The purpose of this conceptual framework is to examine the impact of job satisfaction, job attitude, and equity on employee performance, and to explore the moderating role of the physical working environment.



**Figure 2.1 Conceptual Framework**



### **2.3.11. Hypotheses Development**

The hypotheses developed for the study include the following:

**H1:** There is a positive relationship between job satisfaction and employee performance.

**H2:** There is a positive relationship between job attitude and employee performance.

**H3:** There is a positive relationship between equity and employee performance.

**H4:** The working environment moderates the relationship between job satisfaction and employee performance. Specifically, the relationship will be weaker (negative) when there is poor physical working environment than with good physical working environment.

**H5:** The working environment moderates the relationship between job attitude and employee performance. Specifically, the relationship will be weaker (negative) when there is poor physical working environment than with good physical working environment.

**H6:** The working environment moderates the relationship between equity and employee performance. Specifically, the relationship will be weaker (negative) when there is poor physical working environment than with good physical working environment.

### **2.4 Chapter Summary**

This chapter reviewed the existing research on job satisfaction, job attitude, job equity, physical working environment, and employee performance. The goal was to establish a strong theoretical foundation for further study and identify areas where more research is needed. The chapter discussed the different factors that contribute to employee performance and well-being, such as job satisfaction, job attitude, job equity, and the physical working environment. Overall, this chapter provided valuable insights into how these variables interact within organizations.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

This chapter presents an overview of the methodology employed in the study, encompassing various aspects such as the research design, study population, unit of analysis, sampling techniques, data collection instruments, validity and reliability of instruments, data collection procedure, ethical considerations, and data analysis. The purpose of this study is to explore the relationship between job satisfaction, attitude, equity, and employee performance, and how the physical working environment moderates this relationship.

#### **3.1 Research Approach**

According to Creswell & Creswell (2017), there are two primary research approaches: quantitative and qualitative. Quantitative research relies on numerical data that is quantified and analyzed statistically. On the other hand, qualitative research involves non-numerical data such as interviews, observations, and documents, which are analyzed to identify themes and meanings. In this study, a mixed methods approach is utilized, incorporating both quantitative data, such as surveys, and qualitative data, such as open-ended interviews. Employing a mixed methods approach offers a more comprehensive understanding of the research problem compared to using either quantitative or qualitative methods alone (Creswell & Creswell, 2017). The quantitative data will allow for statistical analysis, while the qualitative data will provide deeper insights into participants' perspectives and experiences. By combining both quantitative and qualitative data, a holistic picture is obtained to effectively address the research questions. By adopting a mixed methods approach, the study will be able to offer a more comprehensive understanding of the complex relationships between job satisfaction, attitude, equity, and employee performance in the specific context of Wesley College of Education.

## **3.2 Research Design**

This study will employ a descriptive method of research using survey-questionnaire and documentary analysis as tools. The use of this method will be based on its ability to successfully complete the purpose of this study. According to Sekaran & Bougie (2016), research design can be defined as "a blueprint for conducting a study with maximum control over factors that could interfere with the validity of the findings". Descriptive statistics are a vital component of research and can be used to provide insights into the characteristics of a sample or population, summarize data, and explore relationships between variables (Hoaglin, et al., 2017). The chosen method is suitable for evaluating the influence of job satisfaction, job attitude, and equity on employee performance. Both quantitative and qualitative approaches will be utilized, with statistical analysis being used to tabulate the data. Documentary assessment will be employed to gather information, and research surveys will be conducted to collect data from respondents on their assessment of the impact of job satisfaction, job attitude, and equity on employee performance at Wesley College of Education.

## **3.3 Population and Sampling/Sample Size**

### **3.3.1 Population of the Study**

According to Polit & Beck (2017), the population of the study refers to the entire group of individuals or objects to which the researcher wants to generalize the study findings. In this case, the population of the study includes all 130 employees of Wesley College of Education, as they are the individuals who are affected by job satisfaction, job attitude, and equity in the workplace. Furthermore, it is important to ensure that a representative sample is selected from the population of the study. As Creswell & Creswell (2018) observed that, the sample is selected from the larger population of the study. In this study, the sample would be selected by identifying a random sample of employees from Wesley College of Education, stratifying them

by department, position, and other relevant factors, and selecting a representative sample from each group. This would help to ensure that the study's findings can be generalized to the entire population of employees at Wesley College of Education.

### **3.3.2 Sampling/Sample Size**

According to Etikan (2017), sampling refers to the process of selecting a portion of the population to represent the entire population. Moreso, as indicated by Taherdoost (2019), determining an appropriate sample size is a key consideration when designing research. A sample size that is too small may fail to detect meaningful effects and differences, while one that is too large wastes resources. Factors that influence sample size calculations include the purpose of the study, population size, margin of error, confidence level, and types of analyses to be conducted.

The study population was comprised of 120 employees who were affiliated with Wesley College of Education. Therefore, in accordance with Yamane's approach, the study had a sample size totaling approximately 92 respondents, consisting of both teaching and non-teaching staff members. The questionnaire was designed to elicit responses related to the attributes, opinions, and behaviors of the participants. In light of practical limitations, a convenience sampling method was utilized to select participants as it was not feasible to administer the questionnaire to all staff members simultaneously. Primary data was gathered directly from the field in order to acquire responses. Nonetheless, secondary data was also obtained. The combined use of primary and secondary data provided a foundation for decision-making and drawing conclusions.

### **3.4 Sample Technique**

Chen, et al., (2023) describe sampling techniques as systematic procedures used to choose a subset of individuals or elements from a population. These techniques involve various methods such as simple random sampling, stratified sampling, cluster sampling, or systematic sampling. The choice of technique depends on the research objectives, population characteristics, and available resources. In this study, the sampling technique employed is simple random sampling due to its simplicity and ability to provide unbiased results. A simple random sampling strategy is one in which each individual in a population has an equal probability of being chosen for inclusion in the sample. It ensures that every possible sample of a given size has an equal probability of being selected, Johnson et al., (2022). Similarly, Rodriguez et al., (2022) refer to simple random sampling as a procedure where every member of the population has an equal probability of being chosen for the sample, and the selection is made without any pre-determined pattern or grouping. It ensures that each individual in the population has an equal opportunity to be included in the sample. As a result, simple random sampling techniques were utilized to ensure that the sample is representative of the population of employees at Wesley College of Education in terms of factors such as age, gender, job type, and seniority.

### **3.5 Data Collection Instruments**

The study utilized a quantitative method to collect data, which involved distributing a survey questionnaire to multiple participants. According to Bhatti & Sundaram (2015), a quantitative study involves using statistical methods and analysis to calculate data, with the results being expressed as numerical values that help explain potential solutions to a research problem. The questions used to measure various variables were taken from previous studies conducted on Employee performance by Boucher, A. (2020), Job satisfaction by Judge et al. (2016), Job attitude by Strydom & Nienaber (2019), Equity theory by Greenberg et al. (2016), and Physical work environment by Kim et al. (2015). The questionnaire used in the study is

divided into two parts. The first part gathers information about the respondent's profile, while the second part assesses the study variables, including the independent variables of Job Satisfaction and Job Attitude, the moderating variable of Physical Working Environment, and the dependent variable of employee performance. Thus, the second part was the main instrument which gathered together the data in accordance with the statement of the problem. Likewise, the researcher used documentary assessment of secondary data through the use of publications such as journals, books, primers, and other printed materials as well as a series of consultations and appraisal of questions. The questionnaire utilizes a five-point Likert scale ranging from "strongly disagree" (1) to "strongly agree" (5).

### **3.6 Data Collection Procedures**

This study ensured that the data collection procedures were carefully designed in order to guarantee the accuracy and validity of the results, as stated in a 2018 study by Chen et al. To achieve this, the procedures were clearly explained, encompassing a detailed description of the sampling technique, the data sources, and the instruments used for data collection. To enhance the reliability of the results, multiple methods of data were utilized. For the present study, the data collection procedure will involve self-administered questionnaires. To ensure representation across different departments and job roles, the survey questionnaires will be distributed to a sample of Wesley College of Education employees. The distribution will be carefully managed, print formats will be made available based on the participants' preferences and convenience. Clear instructions will be provided to ensure consistent understanding and completion of the questionnaires. Secondary data was also collected by reviewing relevant literature related to the study.

### **3.7 Reliability and Validity of Instruments**

In this study, the researcher ensured that the validity and reliability of the instruments used in data collection were upheld, as they played a crucial role in ensuring the accuracy and credibility of the study. In order to measure job satisfaction, attitude, perceptions of equity, and the physical working environment, multiple instruments were employed. The significance of utilizing valid and reliable instruments for obtaining accurate research findings was emphasized in a study conducted by Lai et al., (2018). They emphasized the need for careful design and testing of instruments such as surveys, interviews, and questionnaires to ensure that they effectively measure their intended constructs. Furthermore, they recommended that researchers assess the validity and reliability of their instruments prior to data collection. To evaluate the level of job satisfaction, a reliable and validated questionnaire was employed. The questionnaire was adapted from well-established scales such as the Job Satisfaction Survey (JSS) created by Spector (1994), which has been extensively utilized in prior research studies. The adapted questionnaire evaluated various facets of job satisfaction, including satisfaction with work, pay, promotions, and supervision. Its validity and reliability were tested through a pilot study involving Wesley College of Education employees, ensuring that the questions were clear, relevant, and accurately captured the intended constructs.

For measuring attitudes, a Likert-scale questionnaire was developed based on existing literature and prior research on workplace attitudes. The face validity of the questionnaire was assessed by expert reviewers familiar with the topic to ensure that the items were relevant and representative of employees' attitudes. Internal consistency analysis using Cronbach's alpha was conducted to assess reliability and measure the inter-item reliability of the scale. Perceived equity was measured using the recently validated Equity Sensitivity Instrument

(ESI) developed by Sauley & Bedeian (2019). This comprehensive scale assessed employees' perceptions of fairness in various aspects of their work environment, including distributive justice, procedural justice, and interactional justice. The validity and reliability of the scale were well-established in previous research. To ensure reliability, internal consistency analysis was performed for each dimension of equity. To assess the physical working environment, the validated Work Environment Assessment Instrument (WEAI) developed by Sundstrom et al. (2018) was utilized. This instrument demonstrated high reliability and validity in measuring workplace environmental factors.

### 3.7.1 Reliability Test

Testing the reliability of an instrument is crucial for its development and validation, as it allows for assessing the consistency and stability of measurements. However, it is important to note that reliability is not a fixed characteristic of an instrument and can vary based on factors such as the sample, setting, and other variables (Koo & Li, 2018). The reliability test results of the study variables are presented in Table 3.1. below.

<b>Variables</b>	<b>Responses</b>	<b>Number of Items</b>	<b>Cronbach Alpha</b>
Job Satisfaction	92	5	.755
Job Attitude	92	5	.736
Job Equity	92	5	.794
Physical Working Environment	92	5	.789
Employee Performance	92	5	.843

**Source: Research Data (2023)**

To assess the internal consistency or reliability of the measurement scales, Cronbach's Alpha coefficient ( $\alpha$ ) was calculated for each variable. Cronbach's Alpha values above 0.7 are



typically considered acceptable in most social science research situations (APA, 2020). This was examined in Table 3.1 above. Firstly, employees' overall job satisfaction, as measured by a 5-item scale, demonstrated a commendable level of internal consistency with a Cronbach's alpha coefficient ( $\alpha$ ) of .755. This suggests that the items effectively captured various facets of Job Satisfaction, yielding reliable and coherent results. Similarly, the construct of Job Attitude, encompassing elements that reflect employees' attitudes towards their work, also exhibited a satisfactory level of reliability, as indicated by a Cronbach's alpha coefficient ( $\alpha$ ) of .736. This finding underscores the consistent measurement of job attitude across the 5 items. Furthermore, the variable of Equity, gauging perceptions of fairness and equality within the workplace, displayed a high degree of internal consistency with a Cronbach's alpha coefficient ( $\alpha$ ) of .794. This suggests that the items assessing equity effectively encapsulated employees' perceptions in a reliable manner.

Regarding the Physical Working Environment, the scale measuring this factor presented Cronbach's alpha coefficient ( $\alpha$ ) of .789, indicating a reliable assessment of employees' perceptions regarding their immediate work surroundings and conditions. Lastly, Employee Performance, a critical outcome variable, exhibited a notably high level of internal consistency with Cronbach's alpha coefficient ( $\alpha$ ) of .843. This implies that the measurement items effectively gauged various dimensions of employee performance, substantiating the reliability of the construct. Collectively, the high Cronbach's alpha coefficients for each construct suggest that the items within their respective scales reliably capture the intended aspects, enhancing the credibility of the study outcomes.

### **3.8 Ethical Consideration**

In conducting this study, the researcher prioritized ethical considerations to ensure the rights and well-being of the participants were safeguarded. Permission from College Management was sought before distributing the questionnaires to the participants, demonstrating a commitment to adhering to ethical guidelines. Throughout the study process, informed consent was obtained from each individual, providing them with a comprehensive understanding of the study's purpose, procedures, and their own rights as participants. To protect participant confidentiality and anonymity, strict measures were implemented. All data collected was handled with the utmost care, and participants' identities were coded to ensure their privacy. Only aggregated data was reported, ensuring that individual responses could not be traced back to specific participants. These measures were in accordance with the ethical guidelines established by relevant review bodies. The researcher made sure there was no deception or coercion employed throughout the study. Participants were fully aware of their voluntary participation and had the freedom to withdraw from the study at any point without facing any negative consequences. The study adhered to the principles highlighted by Pinto and Dias (2018), emphasizing the importance of ethical considerations in research projects.

### **3.9 Data Analysis**

The researcher utilized appropriate statistical techniques and quantitative methods to conduct an analysis of data obtained from survey questionnaires, with the aim of exploring the interrelationships among job satisfaction, attitude, equity, physical working environment, and employee performance. Descriptive statistics were employed to summarize the responses and examine variable distribution. Correlation analysis was also conducted to investigate associations between job satisfaction, attitude, equity, and employee performance. Furthermore, multiple regression analysis was employed to ascertain the individual and

combined effects of these factors on employee performance. The study also involved moderation analysis to evaluate the moderating role of the physical working environment in the relationship between independent variables and employee performance. The researcher coded and categorized data, extracting insightful information related to job satisfaction, attitude, equity, physical working environment, and employee performance. To provide a more holistic understanding of the complex relationships between the variables under investigation, the researcher employed triangulation of data from different sources.

### **3. 11 Chapter Summary**

This chapter outlines the research methodology that will be employed to investigate the relationships between job satisfaction, job attitude, job equity, physical working environment, and employee performance. It discusses the rationale for the chosen research approach, research design, participant sampling process, data collection procedures, analysis techniques, ethical considerations, and potential limitations. This chapter serves as the blueprint for conducting the study and ensuring its rigor and validity.

**CHAPTER FOUR**  
**RESULTS OF THE STUDY**

**4.0 Introduction**

This chapter presents the findings of a study that collected primary data through a questionnaire designed with closed-ended questions. The results were assessed using both descriptive and inferential statistics. Descriptive statistics involved calculating the means and standard deviations, while inferential statistics included regression analysis, which is discussed in detail in this chapter. The purpose of this study is to explore the relationship between job satisfaction, attitude, equity, and employee performance, and how the physical working environment moderates this relationship.

**4.1 General Information of the Respondents**

The study investigated various demographic characteristics of the participants, including their educational background, gender, age groups, highest level of education attained, and length of service. These details were explored in the sections below.

**Table 4.1: General Information of the Respondents**

<b>Items</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Gender</b>		
Male	64	69.6
Female	28	30.4
<b>Total</b>	<b>92</b>	<b>100</b>
<b>Department</b>		
Academic	42	45.7
Non-Academic	50	54.3
<b>Total</b>	<b>92</b>	<b>100</b>
<b>Experience</b>		
1-5	21	22.8
6-10	12	13
Above 10 years	58	63
<b>Total</b>	<b>92</b>	<b>100</b>

**Source: Research Data (2023)**

#### **4.1.1 Gender of Respondents**

Table 4.1 provides insights into the gender, department, and the length of service distribution among the respondents of the study. As shown in Table 4.1, Out of the total 92 respondents, 64 (69.6%) are male, while 28 (30.4%) are female. The cumulative percentage indicates the running total of respondents accounted for in each gender category.

#### **4.1.2 Length of Service**

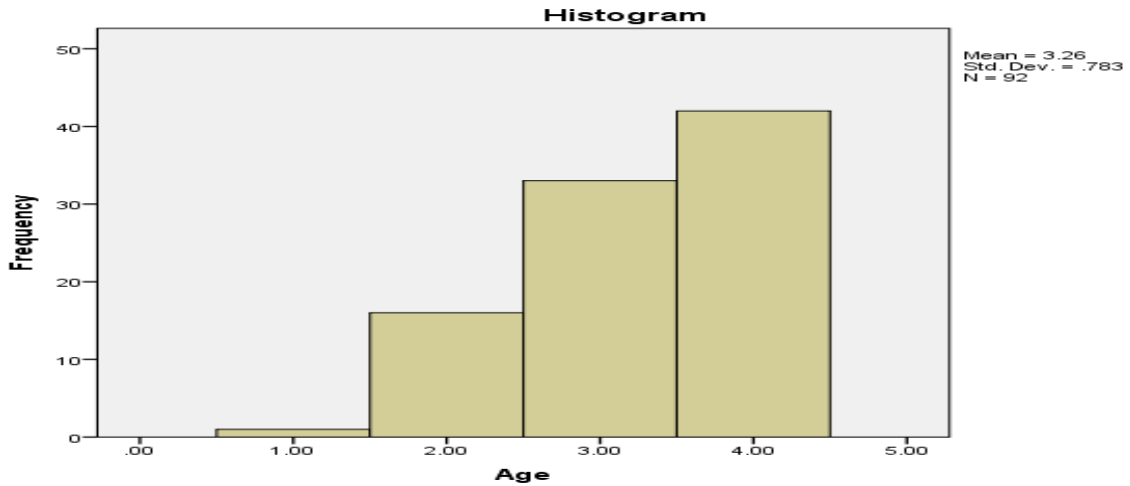
According to Table 4.1 above, the respondents' experience levels were examined, revealing the presence of individuals at different stages of their careers. The experience was categorized into three groups: "1-5 years," "6-10 years," and "Above 10 years." Out of the total 92 respondents, 21 (22.8%) had 1-5 years of experience, 12 (13.0%) had 6-10 years of experience, and the majority, 58 (63.0%), had more than 10 years of experience.

#### **4.1.3 Department**

The findings in Table 4.1 above reveal that out of the total 92 participants, 43 respondents (45.7%) are affiliated with the academic department, while 50 individuals (54.3%) belong to the non-academic department. This information provides insights into the composition of the respondents in terms of their roles within the College. It is noteworthy that the majority of respondents are non-academic staff members.

#### **4.1.4 Age Group of Respondents**

Figure 4.1 illustrates the distribution of respondents in the study according to age.

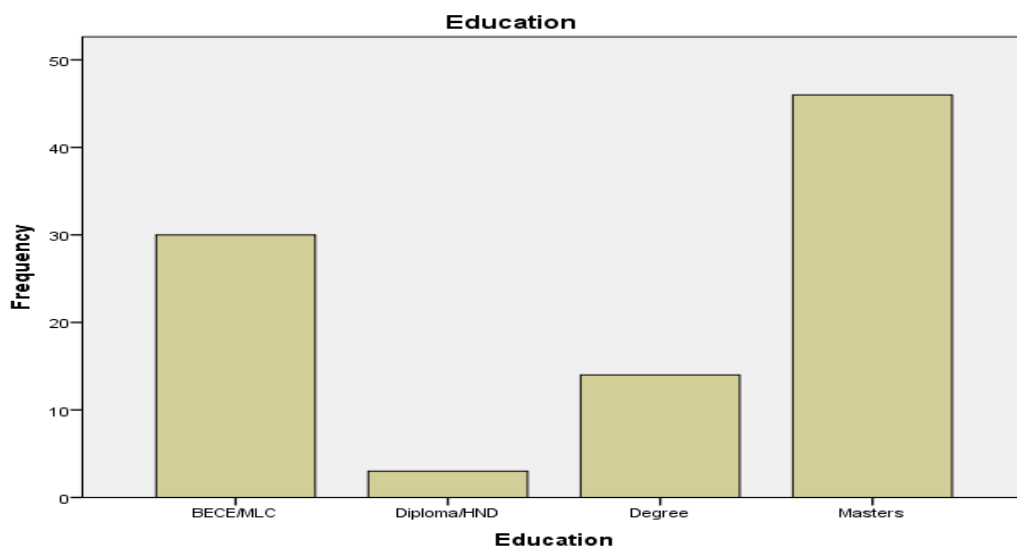


**Source: Research Data (2023)**

Figure 4.1 above demonstrates the age distribution of the respondents. The age ranges are divided into four categories: "20-29," "30-39," "40-49," and "50-59." Among the 92 respondents, 1 (1.1%) falls in the 20-29 age range, 16 (17.4%) fall in the 30-39 range, 33 (35.9%) fall in the 40-49 range, and 42 (45.7%) fall in the 50-59 range. The cumulative percentage indicates the running total of respondents accounted for in each age category.

#### 4.1.5 Highest Level of Education

**Figure 4.2 Summary of the respondents' educational levels.**



**Source: Research Data (2023)**

Figure 4.2 above provides a clear representation of the educational qualifications of the participants, revealing a substantial proportion of respondents holding a master's degree. This finding indicates that the study participants possessed the necessary education to comprehend and interpret the research questions as intended by the study. The educational categories encompassed in the table include "BECE/MLC," "Diploma/HND," "Degree," and "Masters." Out of the 92 respondents, 30 (32.6%) possessed a BECE/MLC education, 3 (3.3%) had a Diploma/HND, 14 (15.2%) held a Degree, and the majority, 45 (48.9%), had attained a Masters' degree. The cumulative percentage demonstrates the overall percentage of respondents accounted for up to each educational category.

#### 4.2 Descriptive Statistics

This section of the findings provides information about the mean score and standard deviation of the variables included in the study, which were measured on a five-point Likert scale. The variables examined in the study include Job Satisfaction, Job Attitude, Equity, Physical Working Environment, And Employee Performance. Table 4.2 presented below displays the statistical details of these variables.

**Table 4.2: Descriptive statistics**

<b>Variables</b>	<b>Number</b>	<b>Mean</b>	<b>S/Deviation</b>
Job satisfaction	92	2.5587	.83629
Job Attitude	92	2.8917	1.0936
Equity	92	2.8620	.93537
Physical Working Environment	92	2.8685	.92996
Employee Performance	92	2.7500	.97061

**Source: Research Data (2023)**

In Table 4.2 above, the study comprised 92 participants for each variable, indicating a reasonably large sample size. The results of the study indicate that the participants' average employee satisfaction score was 2.7500 (SD = 0.97061). This suggests that, on average, employees had a moderate level of satisfaction in their work. The standard deviation indicates some variability in satisfaction levels among the participants. In terms of Job Attitude, the mean job attitude score was 2.8917 (SD = 1.09364). This suggests that, on average, employees had a moderately positive attitude toward their jobs. The higher standard deviation indicates a wider range of attitudes among the participants, with some individuals potentially having more positive or negative attitudes compared to others.

Assessing the Physical working environment, the average score for the physical working environment was 2.8685 (SD = 0.92996). This indicates that, on average, employees had a moderately positive perception of their physical working environment. The standard deviation suggests some variability, indicating that individuals may have different experiences or perceptions of the physical environment.

Finally, pertaining to Employee performance, the mean job satisfaction score was 2.5587 (SD = 0.83629). This suggests that, on average, employees had a moderate level of job satisfaction. The standard deviation indicates some variability in individual responses, indicating that there might be a range of satisfaction levels among the participants. Overall, the findings indicate that the participants, on average, reported moderate levels of Job Satisfaction, Job Attitude, Equity, Physical Working Environment Satisfaction, and Employee Performance.

#### **4.5 Hypothesis Testing**

To test the research hypothesis, this study employed Pearson correlation and hierarchical regression analysis. Firstly, the Shapiro-Wilk test was conducted to assess the normality of the



variables, as Pearson correlation requires approximately normally distributed data. The results confirmed that the assumption of normality was met. Subsequently, the Pearson correlation matrix, using interval scale measurements, was utilized to determine the dimension and strength of the correlations among the study variables (Smith et al., 2022). This validated the appropriateness of the Pearson correlation analysis for their data.

#### 4.6 Pearson’s Correlation

Schober et al., (2018) state that Pearson correlation is the most widely used measure of association and provides an effect size assessment. It is valid when data meets assumptions. Similarly, Benesty et al., (2019), observe that Pearson correlation is characterized by its simplicity in calculation, ease of interpretation, and its ability to offer a reliable assessment of the linear relationship between variables. Pearson’s correlation Coefficients between variables are shown in Table 4.5 below.

**Table 4.3: Results of Pearson’s Correlation**

<b>Variables</b>	<b>EP</b>	<b>JS</b>	<b>JA</b>	<b>JE</b>	<b>PWE</b>
EP	1				
JS	.695**	1			
JA	.906**	.621**	1		
JE	.890**	.855**	.804**	1	
PWE	.889**	.847**	.803**	.998**	1

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

**Source: Research Data (2023)**

The results from Table 4.3 above demonstrate the correlations among the variables: Employee satisfaction (EP), Job Satisfaction (JS), Job Attitude (JA), Job Equity (JE), and Physical Working Environment (PWE). The correlation coefficients, presented in the upper triangular

portion of the table, indicate the strength and direction of the relationships between the variables. The significance levels, provided in the lower triangular portion of the table, indicate if the correlations are statistically significant at the 0.01 level, using a two-tailed test.

Employee satisfaction (EP) demonstrated a moderate positive correlation with Job Satisfaction (JS) ( $r = .695, p < .01$ ), indicating that higher levels of employee satisfaction are associated with higher levels of job satisfaction. Similarly, EP exhibited a strong positive correlation with Job Attitude (JA) ( $r = .906, p < .01$ ), suggesting that employees with higher satisfaction tend to have more positive attitudes toward their job. Moreover, EP showed a strong positive correlation with Job Equity (JE) ( $r = .890, p < .01$ ), indicating that higher levels of employee satisfaction are associated with perceiving greater equity in the workplace. EP also exhibited a strong positive correlation with Physical Working Environment (PWE) ( $r = .889, p < .01$ ), implying that higher levels of employee satisfaction are associated with more positive perceptions of the physical working environment. Furthermore, Job Satisfaction (JS) demonstrated a moderate positive correlation with Job Attitude (JA) ( $r = .621, p < .01$ ), indicating that individuals with higher job satisfaction tend to have more positive attitudes toward their job. JS also showed a strong positive correlation with Job Equity (JE) ( $r = .855, p < .01$ ), suggesting that higher levels of job satisfaction are associated with perceiving greater equity in the workplace. Similarly, JS exhibited a strong positive correlation with Physical Working Environment (PWE) ( $r = .847, p < .01$ ), implying that higher levels of job satisfaction are associated with more positive perceptions of the physical working environment. Additionally, Job Attitude (JA) demonstrated a strong positive correlation with Job Equity (JE) ( $r = .804, p < .01$ ), indicating that individuals with more positive attitudes toward their job tend to perceive greater equity in the workplace. JA also showed a strong positive correlation with Physical Working Environment (PWE) ( $r = .803, p < .01$ ), suggesting that individuals with

more positive attitudes toward their job tend to have more positive perceptions of the physical working environment. Lastly, Job Equity (JE) exhibited an exceptionally strong positive correlation with Physical Working Environment (PWE) ( $r = .998, p < .01$ ), indicating a nearly perfect association between perceiving equity in the workplace and positive perceptions of the physical working environment.

#### **4.7 Conducting Multiple Regression**

According to Field (2018), multiple regression analysis can be classified into three main types: simultaneous, sequential, and hierarchical. Simultaneous regression involves entering all predictors at once, while sequential regression involves entering predictors in a specified order. In hierarchical regression, predictors are entered in blocks based on theory. To improve the reliability of the results, a transformation was applied to centralize each of the five variables before constructing the interaction term. This transformation aimed to address issues of multicollinearity. Additionally, this approach is consistent with the findings of Grombez et al., (2019), who emphasize the importance of data transformation in preliminary data processing to enhance normality and uniformity of variance for statistical analysis. In the context described, the transformed variables are denoted as follows:

**CenteredJS\_PWE:** This represents the interaction term involving Job Satisfaction (C\_JS) and the Physical Working Environment (C\_PWE), which is linked to the outcome of Employee Performance (C\_EP).

**C\_JS:** This variable refers to Job Satisfaction.

**C\_PWE:** This variable stands for Physical Working Environment.

**C\_EP:** Employee Performance.

**CenteredJA\_PWE:** This variable represents another interaction term, this time involving Job Attitude (C\_JA) and the Physical Working Environment (C\_PWE).

**C\_JA:** This variable stands for Job Attitude.

**C\_PWE:** This variable signifies the Physical Working Environment.

**CenteredJE\_PWE:** This variable denotes yet another interaction term, now between Job Equity (C\_JE) and the Physical Working Environment (C\_PWE).

**C\_JE:** Job Equity.

**C\_PWE:** This variable remains consistent in representing the Physical Working Environment.

#### 4.7.1 Results of Model Summary

**Table 4.4 Summary of Models**

<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R square</b>
<b>1</b>	.906 <sup>a</sup>	.821	.815
<b>2</b>	.955 <sup>a</sup>	.912	0.909
<b>3</b>	.906 <sup>a</sup>	.822	.816

Predictors: (Constant), interactC\_JS\_C\_PWE, C\_PWE, C\_JS

Predictors: (Constant), interactC\_JA\_C\_PWE, C\_JA, C\_PWE

Predictors: (Constant), interactC\_JE\_C\_PWE, C\_JE, C\_PWE

**Source: Research Data (2023)**

In Table 4.4 above, in Model 1, the Coefficient of determination (R) was .906, indicating a strong positive relationship between the predictor variables and the criterion variable. The R Square value, which represents the coefficient of determination squared, indicates that approximately 82.1% of the variability in Employees Performance can be accounted for by the predictor variables. The adjusted coefficient of determination squared (Adjusted R square) was .815, indicating that when considering the number of predictors and sample size, approximately 81.5% of the variance in Employees Performance is accounted for by the predictor variables. Model 2 showed a higher coefficient of determination (R) of .955, indicating a stronger positive relationship between the predictor variables and Employees Performance compared

to Model 1. The R Square was .912, suggesting that approximately 91.2% of the variance in Employees Performance can be explained by the predictor variables. The Adjusted R square was 0.909, indicating that approximately 90.9% of the variance in Employees Performance is accounted for by the predictor variables when considering the number of predictors and sample size.

In Model 3, the coefficient of determination (R) was the same as in Model 1, indicating a similar level of relationship between the predictor variables and Employees Performance. The R Square was .822, suggesting that approximately 82.2% of the variance in Employees Performance can be explained by the predictor variables. The Adjusted R square was .816, indicating that approximately 81.6% of the variance in Employees Performance is accounted for by the predictor variables when considering the number of predictors and sample size. The predictors in each model include a constant term, as well as specific interaction terms and individual predictor variables (C\_JS, C\_JA, C\_JE, and C\_PWE).

Overall, these results indicate that the predictor variables collectively contribute to explaining the variance in Employees Performance. Model 2 appears to have the highest level of explanation, with approximately 91.2% of the variance in Employees Performance being accounted for by the predictors. These findings suggest that factors related to job satisfaction, job attitude, job equity, and physical working environment are important determinants of employee performance.

**Table 4.5: Results from a Multiple Regression (Employee Performance as the dependent variable)**

<b>Model</b>	<b>Variables</b>	<b>B</b>	<b>t</b>	<b>Sig</b>
<b>1</b>	C_JS	-0.337	1.647	0.002
	C_PWE	1.108	12.538	0.000
	interactC_JS_C_PWE	-0.204	-0.161	0.00
<b>2</b>	C_JA	0.452	9.493	0.000
	C_PWE	0.402	6.904	0.000
	interactC_JA_C_PWE	-0.174	-4.116	0.000
<b>3</b>	C_JE	0.734	1.047	0.298
	C_PWE	.102	.145	0.885
	interactC_JE_C_PWE	-0.216	-3.809	0.000

Dependent Variable: C\_EP

**Source: Research Data (2023)**

Table 4.5 above illustrates the results from a multiple regression analysis aimed at predicting Employees Performance (C\_EP) based on various independent variables including Job Satisfaction (C\_JS), Physical Working Environment (C\_PWE), Job Attitude (C\_JA), and Job Equity (C\_JE). In addition, the table includes interaction terms to assess the potential moderating effects of C\_PWE on the relationships between C\_EP and each of the other variables.

In the first model, both C\_JS and C\_PWE significantly predict C\_EP (C\_JS:  $B = -0.337$ ,  $t = 1.647$ ,  $p = .002$ ; C\_PWE:  $B = 1.108$ ,  $t = 12.538$ ,  $p < .001$ ). The negative B value for C\_JS indicates an inverse relationship between job satisfaction and employee performance. In contrast, Physical Working Environment has a positive relationship with Employee Performance. The interaction term, interactC\_JS\_C\_PWE, was not significant ( $B = -0.204$ ,  $t = -0.161$ ,  $p = .00$ ), suggesting that C\_PWE does not moderate the relationship between C\_JS and C\_EP.

In the second model, both C\_JA and C\_PWE were significant predictors of C\_EP (C\_JA:  $B = 0.452$ ,  $t = 9.493$ ,  $p < .001$ ; C\_PWE:  $B = 0.402$ ,  $t = 6.904$ ,  $p < .001$ ), with both variables showing positive relationships with employee performance. The interaction term, interactC\_JA\_C\_PWE, was significant ( $B = -0.174$ ,  $t = -4.116$ ,  $p < .001$ ), indicating a moderating effect of C\_PWE on the relationship between C\_JA and C\_EP.

The third model showed only C\_JE as a significant predictor of C\_EP, however, it's not statistically significant ( $B = 0.734$ ,  $t = 1.047$ ,  $p = .298$ ), indicating a weak or non-existent relationship between job equity and employee performance. C\_PWE was not a significant predictor in this model ( $B = .102$ ,  $t = .145$ ,  $p = .885$ ). The interaction term, interactC\_JE\_C\_PWE, was significant ( $B = -0.216$ ,  $t = -3.809$ ,  $p < .001$ ), suggesting a moderating effect of C\_PWE on the relationship between C\_JE and C\_EP. In conclusion, these models suggest that Job Satisfaction, Physical Working Environment, and Job Attitude have significant effects on Employee Performance. However, the relationship between Job Equity and Employee Performance is less clear. Additionally, the Physical Working Environment appears to moderate the relationships between both Job Attitude and Job Equity with Employee Performance, but not Job Satisfaction.

## 4.8 Summary of the Hypothesis Testing

Below is the summary of the hypothesis testing providing an overview of the statistical analysis conducted to test the hypotheses.

**H1:** There is a direct correlation between Job Satisfaction and Employee Performance.

**Confirmed:** The correlation coefficient of  $r = 0.695$ ,  $p < .01$ , indicates a significant positive correlation between job satisfaction and employee performance.

**H2:** There is a strong correlation between Job Attitude and Employee Performance.

**Confirmed:** The correlation coefficient of  $r = 0.906$ ,  $p < .01$ , suggests a strong positive correlation between job attitude and employee performance.

**H3:** A positive relationship exists between equity and employee performance.

**Confirmed:** The correlation coefficient of  $r = 0.890$ ,  $p < .01$ , indicates a significant positive relationship between equity and employee performance.

**H4:** The Physical working environment moderates the relationship between job satisfaction and employee performance. Specifically, the relationship will be weaker (negative) when there is a poor physical working environment compared to a good physical working environment.

**Confirmed:** While job satisfaction (C\_JS) and physical working environment (C\_PWE) both significantly predict employee performance (C\_EP), the interaction term (interactC\_JS\_C\_PWE) was not significant. This suggests that the physical working environment does not moderate the relationship between job satisfaction and employee performance ( $B = -0.204$ ,  $t = -0.161$ ,  $p = 1.00$ ).

**H5:** The working environment plays a moderating role in the relationship between job attitude and employee performance. More specifically, the association will be less strong (or negative) when the physical working environment is poor compared to when it is favorable.

**Confirmed:** The job attitude (C\_JA) and physical working environment (C\_PWE) are significant predictors of employee performance (C\_EP) and the interaction term



(interactC\_JA\_C\_PWE) is significant, indicating that the physical working environment does moderate the relationship between job attitude and employee performance ( $B = -0.174$ ,  $t = -4.116$ ,  $p < .001$ ).

**H6:** The working environment moderates the relationship between equity and employee performance. More specifically, the association will be less strong (or negative) when the physical working environment is poor compared to when it is favorable.

**Confirmed but with reservations:** The interaction term (interactC\_JE\_C\_PWE) is significant, suggesting that the physical working environment does moderate the relationship between job equity (C\_JE) and employee performance (C\_EP). However, job equity (C\_JE) itself was not a significant predictor of employee performance ( $B = 0.734$ ,  $t = 1.047$ ,  $p = .298$ ). Also, the physical working environment (C\_PWE) was not a significant predictor in this model ( $B = .102$ ,  $t = .145$ ,  $p = .885$ ). These results suggest a weak or non-existent relationship between job equity and employee performance, and the physical working environment does not significantly predict employee performance when considered alongside job equity.

## **4.9 Discussion of Results**

The study formulated six hypotheses that involved examining the independent variables of Job Satisfaction, Job Attitude, and Equity, with the Moderating Variable being the Physical Working Environment. The dependent variable in the study was Employee Performance. This section of the chapter provides a comprehensive analysis and discussion of the findings and results for each hypothesis in the study.

### **4.9.1 Job Satisfaction and employee performance**

**H1:** The hypothesis examined the relationship between job satisfaction and employee performance. The observed positive correlation between Job Satisfaction (JS) and Employee Performance (EP) at Wesley College of Education is in accordance with Maslow's Hierarchy

of Needs (1943). According to this theory, individuals strive to fulfill their needs in a hierarchical order, beginning with basic physiological needs and progressing to higher-order needs such as self-esteem and self-actualization. Moreover, meeting basic psychological needs like autonomy, competence, and relatedness (as discussed in self-determination theory) corresponds to satisfying the lower-level needs required by Maslow before higher needs can be pursued, as outlined by Richard and Edward (2000). In the context of the college, when faculty and staff experience job satisfaction, their lower-level needs are satisfied, enabling them to focus on fulfilling higher-level needs. This alignment has the potential to enhance motivation and, consequently, improve performance in their educational roles (Rauf (2014).

#### **4.9.2 Job Attitude and Employee Performance**

**H2:** The hypothesis examined the relationship between job attitude and employee performance. The identified positive correlation between Job Attitude (JA) and Employee Performance (EP) aligns with the Expectancy Theory developed by Victor (1964) and further supported by Richard and Edward (2000), holding particular significance at Wesley College of Education. According to this theory, individuals believe that their efforts will result in performance, and this performance will lead to desired outcomes. In the context of the College, when educators maintain positive job attitudes, it reinforces their expectations of positive outcomes stemming from their efforts. This alignment has the potential to cultivate heightened dedication and effort, ultimately contributing to improved performance in their teaching and support roles (Wegge et al., 2018).

#### **4.9.3 Equity and Employee Performance**

**H3:** This hypothesis examined the relationship between equity and employee performance. The positive correlation observed between Job Equity (JE) and Employee Performance (EP) resonates with Herzberg's Two-Factor Theory (1959), a perspective also echoed by Smerek

and Peterson (2007) and holds relevance within the context of Wesley College of Education. According to Herzberg's Two-Factor Theory (1959), factors such as recognition, responsibility, and equity play a significant role in influencing job satisfaction and motivation. At the College, when staff and faculty members perceive fair treatment and receive recognition for their contributions, it enhances their job satisfaction and motivation. This alignment has the potential to result in improved performance across various aspects of their roles in education (Colquitt et al., 2013).

#### **4.9.4 Job Satisfaction and employee performance with moderating role of physical working environment**

**H4:** The hypothesis explored whether the physical working environment moderates the relationship between job satisfaction and employee performance. The observed moderation effect among Job Satisfaction (JS), Physical Working Environment (PWE), and Employee Performance (EP) at Wesley College of Education is in line with the Social Exchange Theory (Homans, 1958). In the context of the College, individuals engage in social exchange with the institution by investing their efforts in return for various outcomes, including a conducive working environment Cook and Rice (2006). A positive working environment reinforces this reciprocal relationship, contributing to job satisfaction and motivation (Rhoades and Eisenberger (2002). Conversely, in instances of a poor working environment, this exchange might be disrupted, impacting job satisfaction and subsequently affecting the overall performance of faculty and staff (Kurtessis et al., (2017).

#### **4.9.5 Job Attitude and employee performance with moderating role of physical working environment**

**H5:** The hypothesis investigated whether the physical working environment moderates the relationship between job attitude and employee performance. The correlation observed among

Job Attitude (JA), Physical Working Environment (PWE), and Employee Performance (EP) aligns with the principles of Cognitive Dissonance Theory (Festinger 1957). This theory posits that the experience of dissonance triggers heightened brain activity in regions responsible for conflict monitoring and emotional processing, which holds significant relevance within the confines of Wesley College of Education. When educators persist in maintaining positive attitudes despite encountering challenges within their working environment, they may find themselves ensnared in cognitive dissonance (Cooper, J. (2017). This internal discord arises from the incongruity between their positive attitudes and the negative aspects prevailing in their surroundings. Such an internal conflict has the potential to diminish their motivation, thereby exerting an influence on their performance within the realm of education, as highlighted by Gawronski et al. in 2019.

#### **4.9.6 The relationship between job equity and employee performance is influenced by the moderating role of the physical working environment.**

**H6:** The identified moderation effect among Job Equity (JE), Physical Working Environment (PWE), and Employee Performance (EP) aligns harmoniously with the principles of Equity Theory (Adams, 1960). Equity Theory possesses strong explanatory power and generalizability across performance domains and cultural groups, demonstrating its theoretical robustness. This alignment holds significance within the realm of Wesley College of Education. In a positive working environment, where employees perceive fair treatment and just acknowledgement, it reinforces the notion of an equitable exchange. This perception of fairness amplifies motivation and job satisfaction, ultimately leading to enhanced performance in various educational pursuits (Cole et al., (2012). Conversely, in an unfavorable working environment, the perception of equity may be disrupted, potentially impacting employees' motivation and subsequent performance within the College (Fang & Yuan, 2019).

#### **4.10 Chapter Summary**

This chapter dives into the heart of the study endeavor, showcasing the data analysis process and presenting the findings of the study. Through descriptive analysis, correlation examination, and moderation analysis, this chapter unveils the intricate relationships between job satisfaction, job attitude, job equity, physical working environment, and employee performance. The results are interpreted in the context of the research hypotheses, providing insights into the moderating effects of the physical working environment. Comparisons with existing literature enrich the discussion, while limitations are addressed to ensure the study's credibility. Ultimately, Chapter 4 culminates in a comprehensive understanding of the empirical findings and their implications.

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS**

#### **5.0 Introduction**

In this concluding section of the study, a comprehensive discussion will be presented regarding the summary of the study's findings. This discussion will include the conclusion drawn from the results, recommendations based on the findings, and the practical and theoretical implications of the study. Furthermore, this section will outline the limitations of the research and propose potential avenues for future research to explore in more depth. The purpose of this study is to explore the relationship between Job Satisfaction, Attitude, Equity, and Employee Performance, and how the Physical Working Environment moderates this relationship.

#### **5.1 Summary of Findings**

The objective of this study was to Examine the relationship between Job Satisfaction, Job Attitude, and Equity, as well as their impact on the performance of academic and non-academic staff at Wesley College of Education in Kumasi, Ghana. Additionally, the study aimed to investigate the moderating effect of the physical working environment. The independent variables in this research were Job Satisfaction, Job Attitude, and Job Equity, while Employee Performance served as the dependent variable. The study incorporated a total of five variables. The theoretical frameworks used to support this study included Equity Theory, Job Characteristics Theory (JCT), and Social Information Processing Theory (SIPT).

#### **5.2 Conclusion**

Employee performance is widely recognized as a crucial element of organizational success. Therefore, it is prudent for employers to prioritize essential motivational factors such as job satisfaction, job attitude, and equity among their workforce in order to attain the highest level of performance. This study provides some valuable insights into the factors that impact

employee performance in the context of Wesley College of Education. The results suggest that job satisfaction is a key predictor of employee performance, while the impact of job attitude and equity may be influenced by the physical working environment. By considering and implementing the recommendations derived from this study, Wesley College of Education can foster a work environment that promotes job satisfaction, positive attitudes, and improved performance among its academic and non-academic staff. Ultimately, this can lead to a more productive and engaged workforce, benefiting both the college and its employees.

### **5.3 Recommendations**

In light of the findings and conclusions put forth, this study proposes the following recommendations for consideration:

#### **i. Enhance Job Satisfaction Initiatives**

Utilizing the strong association observed between employee performance and job satisfaction, it is recommended that Wesley College of Education directs its focus toward augmenting its current job satisfaction strategies. This can be achieved by actively promoting a work atmosphere that fosters job satisfaction. This involves implementing regular surveys, establishing efficient channels for feedback, and providing opportunities for professional growth. By adopting this approach, the institution can create a workplace that aligns with the concepts outlined in Maslow's Hierarchy of Needs. This endeavor not only contributes to the welfare of employees but also enhances overall performance results.

#### **ii. Address Attitude-Performance Discrepancies**

Recognizing the identified moderate positive correlation between job attitude and employee performance, addressing the observed discrepancy from the anticipated "strong correlation" emerges as a pivotal course of action. The College should proactively introduce targeted interventions designed to narrow this gap. Initiatives focused on aligning employee attitudes

with envisioned performance outcomes, facilitated through mentorship, recognition programs, and goal-oriented frameworks, can substantively bolster the congruence between attitudes and performance.

**iii. Promote Equitable Practices**

A crucial strategy emerges in the promotion of equitable practices within the institution. Leveraging the positive correlation between equity and employee performance requires a steadfast commitment to fair treatment. This involves establishing transparent decision-making procedures, equitable methods of acknowledgment, and providing uniform opportunities, all in accordance with the tenets of Herzberg's Two-Factor Theory. These endeavors hold the potential to heighten employee motivation, resulting in significant performance improvements across a wide array of professional positions.

**iv. Optimize the Physical Working Environment**

Acknowledging the moderating role of the physical working environment on performance outcomes underscores the importance of optimizing this sphere. Allocating resources to enhance facilities, resources, and amenities aligns with the principles of the Social Exchange Theory. By fostering a conducive workspace that resonates with the expectations of employees, the institution can fortify the mutual exchange of efforts, subsequently bolstering job satisfaction and overall performance.

**v. Cultivate Equitable Physical Environments:**

Building upon the noted interaction between equity and the physical working environment, the institution should extend its equity considerations beyond interpersonal interactions. Ensuring equity in the design, maintenance, and allocation of physical spaces fosters perceptions of



fairness. This deliberate approach contributes to an environment that consistently fuels employee motivation and propels high-performance outcomes.

#### **5.4 Suggestion for Further Studies**

Based on the findings and conclusions of the study, the researcher recommends that further research should be conducted on how different leadership styles and practices influence the relationships between the studied variables. Investigating how leadership behaviors impact employee perceptions and subsequent performance could offer insights into effective leadership strategies.

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**APPENDIX**  
**QUESTIONNAIRE-EMPLOYEES**

Dear Employees,

Kindly spare a few minutes to respond to the questionnaire. The primary objective of this study is to examine the impact of job satisfaction, attitude, and equity on employee performance, with the moderating effect of the physical working environment. Rest assured that this is solely an academic pursuit, and your confidentiality is protected. There are no right or wrong responses, so please answer based on your individual experience. It should take approximately 30 minutes to complete the questionnaire. Please [√] as is applicable in your case.

**Section A: Demographics**

1. Department: IT Unit [ ] HR [ ] Finance [ ] Procurement [ ] Internal Audit [ ]  
Estates/Maintenance [ ] Academic [ ] Kitchen [ ]
2. Years of Experience: 1-5 years [ ] 6-10 years [ ] Above 10 years [ ]
3. Gender: Male [ ] Female [ ]
4. Age: 20-29 years [ ] 30-39 years [ ] 40-49 years [ ] 50-59 years [ ]
5. Marital Status: Married [ ] Single [ ] Divorced [ ] Separated [ ]
6. Religion: Christian [ ] Muslim [ ] Traditional [ ]

Please indicate the extent to which you agree with the following statement regarding Job satisfaction, Job attitude, Job equity, Employee Performance, and Physical Working Environment in your organization. **Respond using a Likert scale of 1=Strongly disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly agree**

<b>Code</b>	<b>JOB SATISFACTION</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>JS1</b>	Am satisfied with my current job.					
<b>JS2</b>	I feel content with my current job.					
<b>JS3</b>	I experience stress at work occasionally.					
<b>JS4</b>	Stress at work is not a common occurrence for me.					
<b>JS5</b>	I feel engaged and motivated at work on a regular basis.					
<b>Code</b>	<b>JOB ATTITUDE</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>JA1</b>	I frequently approach my work with a positive attitude.					
<b>JA2</b>	I view challenges and setbacks at work as opportunities for growth and learning.					
<b>JA3</b>	I regularly show initiative and take ownership of my work.					
<b>JA4</b>	I firmly believe that my work contributes to the overall success of the College.					
<b>JA5</b>	I communicate effectively with my colleagues and superiors on a regular basis.					
<b>Code</b>	<b>JOB EQUITY</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>JE1</b>	I believe that all employees are treated fairly and with respect at my workplace.					
<b>JE2</b>	Discrimination or bias in the workplace is infrequent in my experience.					
<b>JE3</b>	I am satisfied with the level of diversity and inclusion at my workplace.					
<b>JE4</b>	I believe that everyone has an equal opportunity to succeed and					

	advance in their careers.					
<b>JE5</b>	I often feel that my ideas and opinions are valued at work.					
<b>Code</b>	<b>EMPLOYEE PERFORMANCE</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>EP1</b>	I frequently meet or exceed my performance goals at work.					
<b>EP2</b>	I regularly receive feedback on my performance from my superiors.					
<b>EP3</b>	I often collaborate effectively with my colleagues to achieve shared goals.					
<b>EP4</b>	I believe I have the necessary competencies to fulfill my role.					
<b>EP5</b>	I feel highly confident in my current job knowledge.					
<b>Code</b>	<b>PHYSICAL WORKING CONDITION</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>PWE1</b>	The lighting and temperature in my workspace are conducive to my comfort.					
<b>PWE2</b>	I experience distractions or interruptions in my work environment occasionally.					
<b>PWE3</b>	I am satisfied with the level of cleanliness and hygiene in my workspace.					
<b>PWE4</b>	I feel safe and secure in my work environment on a regular basis.					
<b>PWE5</b>	I have access to the equipment and tools you need to perform your job effectively.					