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## A STUDY ON RELATIONSHIP BETWEEN PERCEPTIONS OF EQUITY & JOB SATISFACTION AMONG UNIVERSITY FACULTY

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### Abstract:

*The significance of perception of equity continues to progress and develop, and the function of justice in a variety of outcomes is being investigated by researchers. The aim of the present study was to investigate the relationship between perceptions of equity and job satisfaction among university faculty of Karachi, Pakistan. A number of 80 faculties (47 males & 33 females) of different private business universities were used as a sample of the study. Procedural Justice Scale (PJC; Greenberg, 1986); Distributive Justice Index (DJI; Price and Mueller, 1986); and Job satisfaction Survey (JSS; Spector, 1994) were used. In order to interpret the results Pearson Product Moment Correlation and t-test were applied. The findings of the study supports that procedural justice was positively correlated whereas distributive justice depicts weak correlation with job satisfaction. However, gender difference was found in perceptions of procedural and distributive justice among faculty.*

### KEYWORDS:

Procedural Justice, Distributive Justice, Gender Difference, Job Satisfaction

### INTRODUCTION:

Morale in the teaching profession has been steadily moribund due to perceived inadequacies in employees working conditions. Critical variables have been highlighted within organizational settings that are supportive or detrimental to the performance of employees. This notion holds true while focusing on quality of human resources that is major factor which contribute significantly to the organizational success (Pohlman & Gardiner, 2000). Perception of equity and job satisfaction is widely studied factors, are the precursors of worker's performance. The above mentioned factors are even more imperative to study in educational institutions, especially universities which are the sources of human resources and sole responsible for educating the intellect of nations. Teacher is the vital and important element in educational system holding various important responsibilities. The overall performance of universities depends upon their teachers and ultimately their perception of equity and job satisfaction. Thus understanding their behaviors and attitudes needs more attention in organizations (Tsui & Cheng, 1999). This study was an effort which aimed at investigating the relationship between job satisfaction and perception of equity among business university faculty in private sector universities of Karachi, Pakistan. Faculty members generally feel a sense of passion and responsibility to their work. In an era of rapid change, knowledge capital must be retained in order for the organization to remain productive and responsive to the needs of its stakeholders (Bloch, 2001). Understanding of teachers' job satisfaction and commitment to their

universities, and to what degree various factors contribute to their level of commitment is really important to boosting up their performance. Beside this there is strong research evidence to support the equity theory belief that, in fact, employees who perceive inequitable treatment are most likely to lower their efforts, increase their absenteeism, lower their cooperation and morale, even spread their unhappiness to others, or perhaps leaves the organization. There is also sufficient evidence in the literature that disgruntled employees retaliate to organizational injustice directly: e.g., by theft, vandalism and sabotage, or indirectly: e.g., withdrawal of OCB, psychological withdrawal and resistance behavior (De More, Fisher & Baron, 1988; Greenberg & Scott, 1996; Homans, 1961; Jermier, Knights & Nord, 1994).

However, to the best knowledge of the researchers, a few studies have addressed the job satisfaction and perception of equity of the teachers particularly in the context of private sector business universities in Pakistan. Thus, the current study aimed at determining impact of university teachers' satisfaction with job dimensions based on equity in private sector of Pakistan. In addition, its objective was to explore to what extent these teachers perceive equity to their job and satisfaction with different dimensions of their job. In this connection, important contribution has been made to advance the body of knowledge is on perception of equity and job satisfaction of teachers employed by institutions of higher education in the developing country.

Organizational justice was defined by Greenberg (1996) as a concept that expressed employees' perceptions about the extent to which they were treated fairly in organizations and how such perceptions influenced organizational outcomes such as commitment and satisfaction. The perception of justice subdivided into distributive justice and procedural justice. Distributive Justice described as the perceived equality of the outcomes that worker be givens from organizations. Procedural Justice refers to the perceived procedures and fairness of the policies applied to make decisions.

The literature suggests a signification correlation between job satisfaction and perception of equity (Parboteeah, & Shim, 2007, Deconinck & Bachmann, 2007, Paik; Lambert, Hogan, & Griffin, 2007) and while a worker experiences equity consequently feels job satisfied. Lambert et al. (2007), they analyzed that job satisfaction, job stress and organizational commitment has significant effect by procedural and distributive justice where as the significant impact on job satisfaction was due to procedural justice. In fact, a large number of the studies were carried out to examine the association among job satisfaction and perception of equity on different professions.

A little research has been done on gender difference in the context of procedural and distributive justice. Sweeney & McFarlin (1997) proposed that women and men weight procedural and distributive justice differently. Whereas the relationship of procedural justice and organizational outcomes is more positives for women than men, the opposite occurred for the relations between distributive justice and outcomes. Moreover, Brockner & Adsit (1986) also specifically emphasize that perceived distributive justice had a stronger association with job satisfaction for men compared to women. Fields, Pang, & Chiu (2000) found that no difference in procedural and distributive justice for men and for women, and proposed that women expects more fair treatment in the distribution of incentive.

On the basis of above literature the main objective of this study was to fill the knowledge gap and to study the association among job satisfaction and perceptions of equity among university faculty of Karachi, Pakistan. Following hypotheses were formulated a) there would be a positive correlation between perception of equity (perceptions of procedural & distributive justice) and job satisfaction, b) there would be a gender difference on the variables of distributive and procedural justice.

## **METHODOLOGY:**

### **Sample:**

The participants comprised of 80 faculties (47 males & 33 females) of different private business universities of Karachi, Pakistan. The age range of participants was from 22-77 with mean age of 39 years. The educational level of the participants was from Masters to PhD. The length of service was less than one year to more than 5 years. The income level range was from 20,000Pkr- 61,000Pkr or above (See table 1) Measure:

A demographic form was developed that includes information about age, gender, income level, length of service, and marital status.

A Job satisfaction Survey (JSS; Spector, 1994) was used to measure the job satisfaction level of the faculty. Participants of the study were asked to respond on 5-point likert scale (very satisfied=5 to not at all satisfied=1) on ten job dimensions (i.e. pay, promotion, supervision, fringe benefits, contingent rewards, operating conditions, co-workers, nature of work, and communication). JSS found to be internally consistent at the level of = .80

Procedural Justice Scale (PJC; Greenberg, 1986) is nine-item scale and the responses ranged from 1 = strongly disagree to 5 = strongly agree. Procedural Justice Scale measures how employees perceive the fairness of the procedures used to determine their outcomes. PJC was found to be consistent at the level of .82

Distributive Justice Index (DJI; Price and Mueller, 1986) a six-item scale based on internal judgments of reward fairness relative to education, effort, experience, responsibility, stress, and work quality. Five response categories range from "not at all fair" to "very much fair." In the present study, DJI found to be internally consistent at the level .85.

### PROCEDURE

All participants were given a concise introduction about research. The Participants were informed that participation is on voluntary basis and the responses were kept anonymous. Then questionnaires were distributed to the faculties from various reputed Private Business Universities of Karachi. All respondents were required to fill a demographic information form first then the researcher gave direction for Procedural Justice Scale (PJC; Greenberg, 1986); Distributive Justice Index (DJI; Price and Mueller, 1986); and Job satisfaction Survey (JSS; Spector, 1994).

### STATISTICAL ANALYSIS

After the collection of data, the answer sheets were scored. Procedural Justice Scale (PJC; Greenberg, 1986); Distributive Justice Index (DJI; Price and Mueller, 1986); and Job satisfaction Survey (JSS; Spector, 1994) were scored according to the instructions given in the manual. In order to analyze data in terms of statistics, firstly, data was tabulated on Microsoft excel sheet. Statistical Package for the Social Sciences (SPSS), version 16.0 was used for all statistical analyses. Descriptive statistics for demographic information, bivariate analysis was performed in order to find out the relationship between job satisfaction and perception of equity among faculty of private business universities in Karachi, Pakistan. In addition t test was applied to test gender difference on the variables of procedural & distributive justice.

### RESULTS:

**Table 1 Demographic Information of the participants**

Demographic Variables		Percentage %	Demographic Variables		Percentage %
Qualification	Masters	70.4%	Length of Service	Less than One year	19.6%
	MS/M.Phil	21.6%		1-2 Years	12.8%
	PhD	8%		2-3 years	24.4%
				3-4 Years	16%
				More than 5 years	27.2%
Gender	Female	58.75%	Marital Status	Married	57.6%
	Male	41.25%		Single	34.4%
				Divorce	8%
Income Level	20,000 -30,000 Rs	20.6%	Designations	Lecturer	35.75%
	31,000-40,000 Rs	32%		Senior Lecturer	19.4%
	41,000-50,000 Rs	18%		Assistant Professor	8.75%
	51,000-60,000 Rs	12%		Associate Professor	13.2%
	61,000 Rs or above	17.4%		Professor	8.8%
			Senior Fellows	15%	

Note. Demographic information of participants in percentage.

**Table 2 Pearson Correlation between Perception of Equity (Distributive Justice & Procedural Justice) and Job satisfaction**

Variables	Job Satisfaction
Distributive Justice	.182
Procedural Justice	.404**

**Table 3 represents t- test Gender Difference on Perception of Equity (Procedural Justice & Distributive Justice)**

Variables	Gender	N	Mean	Std Dev	t	df	Sig.
Procedural Justice	Male	47	131.13	6.386	4.324	78	.000
	Female	33	126.91	7.379			
Distributive Justice	Male	47	142.29	11.559	-3.670	78	.000
	Female	33	132.96	11.015			

#### DISCUSSION:

The aim of the investigation was to explore the association among job satisfaction and perceptions of equity. The statistical analysis suggest positive correlation ( $r=.404$ ) among procedural justice and job satisfaction. These findings are inline with Tang and Sarsfield-Baldwin (1996) study which suggested that procedural justice has a positive effect on job satisfaction. The possible reasons of this finding is that as procedural justice is associated to satisfaction with supervision, commitment, performance appraisal, and job involvement, if faculty perceived fairness in the procedures and policies used in decision making they experience more satisfaction with their job. Moreover, faculties also feel satisfaction when the incentives were provided fairly on their performances and in line with compensation policies. The compensation consists of a range of perks and benefits other than financial growth. Faculties with high job satisfaction were significant as they considered that the university would be of incredible future in the long term and think about the eminence of their performance. Therefore, they were more devoted to the work and organization.

In addition, weak relationship (.182) was found between distributive justice and job satisfaction. Lambert et al. (2007) found only procedural justice have noteworthy impact on job satisfaction than distributive justice. As distributive justice is related to the individuals conceptions about the results of the process and is always perceived via fairness in social interactions in a way that people compare their shares with that of others and perceived justice or injustice according to it (Bhal, 2006). In faculty context when the outcomes are distributed unfairly, they give more importance to the quality of treatment of their supervisor or management's representative and information and justification provided by them (the source of justice) for the decision. They are relatively less conscious about the outcome and the procedures involved in deciding that outcome.

A gender difference was found on perceptions of equity i.e. procedural & distributive justice. These findings are consistent with previous researches. For example, Leventhal and Lane (1970) suggest that men and women hold on differently to the rules of justice. In particular men main concern in remuneration distribution was protecting their interests, whereas women main concern was continuing the



well-being of all members. Brockner and Adsit (1986) suggest that men responded more strongly than women on unequal outcomes. The possible explanation of the findings is that the men expected to be in higher-status roles, display gender-stereotypic “agentic” qualities (e.g., assertive, competitive, controlling), and women, expected to be in lower-status roles, display gender-stereotypic “communal” qualities (e.g., nurturing, kind, selfless) (Crosby, 1982). Moreover, men in Pakistani society is the main bread winner and supporting their family as compare to that women income is considered to be the gap filling in household income in the family.

A few limitations of the research are as follows. The participants were from private business universities of Karachi, Pakistan. The results of the study, therefore, may not be generalizable to public sector universities faculties. Organizational justice has three dimensions (distributive, procedural and interactional), whereas only two dimensions i.e. procedural and distributive justices was studied in relation to job satisfaction. Further research should include interactional justice with relation to job satisfaction for better understanding of organizational justice. The implication of the study suggest that university management should take a positive approach to recognize faculty's discernments of procedural and distributive justice, and endow with suitable working atmosphere can potentially reap reimbursements together with cost associated to faculty intention to stay. Moreover, to maintain faculty's satisfaction, management should also take care that distributions procedures is fair.

#### CONCLUSION:

To conclude the results of the research supports that procedural justice was positively correlated whereas distributive justice depicts weak correlation with job satisfaction. However, gender difference was found in perceptions of procedural and distributive justice among faculty. Thus the study is the starting point for future study on university faculty.

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