

**Implications of Equity Theory on the Job Satisfaction Levels of the Academic Staff at Business Faculties in Private Universities in Jordan**

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**Abstract**

Motivation is viewed as one of the most dominant factors that affect human performance in carrying out tasks. Among various behavioral-motivational theories, the Equity Theory of Motivation has been examined in this paper in conjunction with employees' job satisfaction.

The participants were the academic staff members of business faculties at six Jordanian private universities. Data were collected using a questionnaire survey that consisted of two parts.

The outcomes of the study indicated that there is an immense support for a positive relationship and a robust correlation between the equity of the wage and incentive system, job satisfaction, and job satisfaction related variables (staff turnover, absenteeism, job performance and productivity, work engagement, and work relationship with superiors). The results also showed that there was statistically no significant evidence that indicated differences in the level of job satisfaction related to equity factor and demographics (gender, age, marital status, income, and academic ranking).

**Key words in this study: Motivation, Equity Theory, Employees' Perspective, Job Satisfaction**

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## 1. INTRODUCTION

Performing tasks efficiently in any context requires an effective rewarding system or motivational power that stimulates cognition and attention of individuals toward accomplishing the required goals and objectives. The significant role of motivation in organizations is obviously apparent through its effect on employees' enthusiasm and thus their contributions for achieving organizational goals and objectives. Moreover, motivation has become a crucial part in any effective management system, and its lack may result in catastrophic effects, such as employee depression, high rate of labor turnover, and poor performance in a manner that derails and hinders the progress of an organization.

## 2. LITERATURE REVIEW

### Theoretical Perspective

Motivation is one of the key factors that positively affects the satisfaction of employees, thus pushing them toward a targeted performance that achieves organizational goals and objectives, as well as reinforces its competitive advantage (Osabiya, 2015). Furthermore, it is an internal desire that thrusts individuals toward trying hard to efficaciously and efficiently accomplish specific tasks and duties. However, it is not sufficient for someone to be motivated to accomplish tasks since two additional factors are essential: 1) performance, which is an outcome and the interaction of an individual's motivation, ability, and environment (Iddekinge et al, 2018), 2) ability, which refers to possessing the required experience, knowledge and skills to perform a task or job. Moreover, environment as the third dimension that influences employee performance involves elements such as the availability of sufficient resources, necessary information, coordination and management support. These three factors are the major determinants of employees and their performance and outcomes (Iddekinge et al, 2018).

Payment (wages and salaries), incentives and reward system are key determinant factors of staff's attitude toward their organizations and their personal outcomes and productivity. However, lack of justice and a fair system in the payment and reward system could lead to negatively affect the job satisfaction level of the staff and consequently affect some significant factors that are related to job satisfaction such as productivity and work engagement. Job satisfaction has significant influence on work and organization. Prior studies (e.g., Baaren and Galloway, 2014) demonstrated three main effectiveness. First, job satisfaction can be an indicator of emotional wellness of employees. Second, job satisfaction influences the extent that an organization may achieve its goals and objectives. Third, job satisfaction is a key determinant of the staff's mood and attitude toward their jobs and workplace.

Despite a common emphasis on and an agreement among researchers about motivation and its primary aspects its significant role in stimulating people, there remains much debate surrounding a consolidated definition of motivation, as well as its mechanism and consequences. This debate does not necessarily take the form of conflict; rather, it reflects the personal dimensions of motivation. Indeed, researchers share more commonalities, in this regard, than differences. Motivation, among other significant issues, is a matter of perception (Petri and Govern, 2013). It is a situational mechanism that is related to individuals' perspectives and assessments of factors that either influence them or have more influential consequences on them than other motivational instruments or mechanisms (Vermeeren, 2017).

The mechanism of motivation is related to the behavior and satisfaction of individuals and their choice to act in a certain way in different situations (Kuranchie-Mensah and Amponsah-Tawiah, 2016). It indicates the interrelated connection between mental activity and performance. Psychologists view this connection as a reflection of the internal psychological status that persuades and drives individuals toward adopting a certain behavior to achieve predetermined goals and objectives (Iddekinge et al, 2018). It is a stimulation process through which individuals correlate some variables in a mutual causal relationship as a sort of conditional process such as striving to achieve specific goals or expecting their efforts to be returned back with certain rewards. The main aim of motivation, thus, as revealed by many researchers, is to lead to in serving satisfaction among employees or individuals. The mechanism of motivation is to specify what are the people's needs, wants, and expectations. Thus, to identify the factors that may make employees more satisfied and productive. A study conducted by Lepold et al (2018) found that employees become highly job satisfied and show a high level of work engagement when they have a rewards and incentive system that meets their expectations.

One main dilemma that represents a real challenge for managers in terms of employees' motivation is to recognize what motivates employees or the factors that may have greater influence on them rather than other factors. Since distinguished management works to employ the most effective tools in any field, including motivation, managers who seek excellence in maximizing quality of work and productivity strive to find and apply most efficient instruments that stimulate employees and enhance their performance (Vito et al, 2016; Wu and Fan, 2017). Scholars from management backgrounds and from other related fields, such as sociology and psychology, tried to answer this question and address what motivates individuals more. Different schools and varied classifications were developed in this regard. The main (and famous) categorization in this regards are content/needs theories and process/cognitive theories. For some researchers (e.g. Reeve, 2018), this categorization involves other types, namely, instrument theories and contemporary theories, and consequently, they reordered theories according to these categorizations and their perspectives.

Content theories and process theories of motivation have represented a solid basis and have usually been learned, considered and applied by managers in their efforts to look for effective motivation to increase productivity. Content theories consider motivation as a set of internal factors that energize and direct human behavior and are usually derived by individuals' needs, and the theories try to answer what motivates individuals. Examples of these theories are Maslow's hierarchy of needs, Herzberg's motivator-hygiene theory, Alderfer's ERG theory, and McClelland's three-need theory (Reeve, 2018). On the other hand, process/cognitive theories focus mainly on why and how motivation occurs and the process through which individuals are stimulated. Goals-setting theory, reinforcement theory, expectancy theory, and equity theory are among those theories that try to examine how motivation (thus frustration as well) occurs and why (Griffin, Phillips and Gully, 2017).

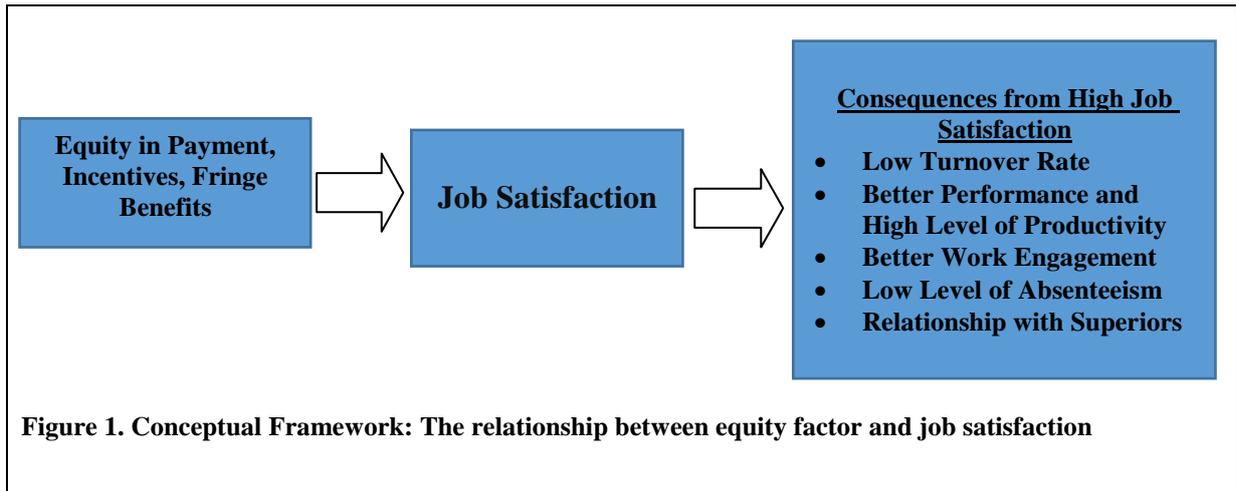
Although these theories, in some way or another, are all linked, each has its own interpretation of motivational factors and stimulation mechanism. Indeed, the debate is still existing regarding which of these theories has the most significant impact and has an effective application in stimulating employees (especially from the employees' perspective).

## **Job Satisfaction and Motivation**

Understanding motivation examining the concept and meaning of “job satisfaction” as it is a key force in employees' performance and productivity and an instrument leading to frustration if it does not exist. Job satisfaction (or the lack thereof) is a subjective issue that depends mainly on employees' perception of the extent that their work contributes in meeting their desires and meets or exceeds their expectations. Thus, job satisfaction is considered as an emotional case and sensation that can be felt through responses that could be inferred out of individuals or employees' performance (Klein, 2017). Indeed, employees' job satisfaction, thus their productivity, depends on the positive atmosphere and supportive work environment based on the existence of effective motivational factors and reward system. For many researchers (i.e.; Green et al, 2017), motivation is viewed as a process that governs job satisfaction and its related variables, such as work engagement, job performance and productivity of employees.

Organizations, in general, give job satisfaction high interests because of its major role in fulfilling employees, who are the cornerstone in organizations' progress and success. Maharjan (2012) noticed that employees who were more efficient and productive, were more engaged with their work and collaborated with colleagues, and were more committed toward their organizations were those employees who had a high level of job satisfaction. Job satisfaction, which is defined by Wicker (2011, p. 3) as “a sense of inner fulfillment and pride achieved when performing a particular job. It is a pleasurable emotional state that often leads to a positive work attitude and improved performance,” represents a main engine that steers employees' attitude and behavior within a work environment. This relationship was highlighted by many researchers such as Perdue, Reardon and Peterson (2007) who pointed out that employees' high level of job satisfaction has an enormous interconnection with high job performance and self-efficacy, low staff absenteeism and turnover, and high job engagement. Indeed, job satisfaction can be seen through some measures and factors. Also, it can be a result of many factors. Researchers, such as Oerlemans and Bakker (2018), Yen (2012), and Lu et al (2012), underlined the most influential factors that affect job satisfaction. Among these factors, which involve work environment, management policy and leadership style, workload, and nature of work, the motivation and reward system was on top.

Individuals, in general, are different in their perceptions, responsiveness and interaction with events (Ariana, Soleimani and Oghazian, 2018); response to motivations and experiences job satisfaction are not exceptions. This makes evaluating and weighing job satisfaction a significant challenge (Oerlemans and Bakker, 2018). The dispositional approach suggests that job satisfaction is varied from one person to another as it is to some extent an individualistic issue that is influenced by individuals' perceptions and traits (Tziner et. al, 2008). This study aimed to explore the impact of equity as a motivational factor on employees' job satisfaction through examining the correlation between equity factor on staff turnover, absenteeism, job performance and productivity, work engagement, and relationship with superiors (see Figure 1).



### Equity Theory: A Process Motivational Theory

Among various behavioral-motivational theories, equity theory is portrayed as the most contemporary-related conceptualization of individual motivation (Armstrong and Taylor, 2017). This theory looks at motivation as a process that involves a systematic mechanism of how individuals use their perception, their expectations, and their notion of equity to draw a mechanism of motivation. The correlation between process theory and employees' perception is highlighted by many researchers, such as Armstrong and Taylor (2017), who, based on this perspective, used the term "cognitive theory" as a synonymous name of process theory.

Equity Theory, which was developed in 1960s, examines and deals with motivation as a process-based issue and a rational process through which individuals analyze their environment, evolve thoughts and feelings, and then respond in certain ways, rather than an action that aims to satisfy a need (like the content theories of motivation). It gives explanations about the cognitive processes that are related to some individual factors such as perception, knowledge, experience and abilities, which individuals are influenced by and which they follow to make choices (Robbins and Coulter, 2018).

Equity Theory claims that people usually compare between their performance and what they give to their work and what they encounter in return from this, and what they receive and what others are given on the same work. Then they determine the fairness of the situation and seek to find a balance between their outcomes and returns or rewards. Thus, individuals are concerned with both the total amount of rewards they receive and the amount that others receive. They compare their own job inputs and outcomes with those of others (Gordon-Hecker et al, 2017).

According to this theory, individuals are motivated (or demotivated) through a mechanism that involves four stages or steps; all these steps are related mainly to individual perception and assumption. First, individuals seek to maximize their productivity and assume that this will result in rewards. Then a system or standards of equity are set based on individual perception. After that, individuals tend to compare two things whether they receive what they deserve or, most importantly, they compare themselves with others in terms of outcomes and rewards. Finally, when individuals experience inequitable situations, they become frustrated and distressed. By contrast, if they see that there is an equity, their feelings will be positive

and justice reigns and prevails. Individuals who perceive that they are in an inequitable situation tend to change this situation by restoring equity (Bereby-Meyer, 2017).

Hence, an unjust situation, as perceived by individuals, exists, this may lead those who feel the unfairness to reduce their outcomes and effort as a reaction to their dissatisfaction and to lessen their sense of injustice. Even though the individual may not reduce his/her performance because of his/her sense of injustice, he/she will still be unsatisfied and frustrated, which may have a negative impact in the long term (Al-Ashqar, 2017). In the comparison process, if employees find an inequity this can negatively and remarkably affect their job satisfaction and, thus, their productivity. Therefore, managers should maintain fair treatment with their employees. This requires developing an adequate work environment that achieves fairness and justice in all issues including incentives. Understanding the impact of equity factor in motivating employee, its implications on employees' job satisfaction, and its outcomes help managers to realize the significance of this factor's role in stimulating employees if it is considered and applied properly.

### **3. RESEARCH METHODOLOGY**

Several factors may influence employees' job satisfaction or dissatisfaction; equity is among these factors. According to various literature on motivation, employers often have problems about what their employees believe that is essential in the motivation and reward system in the work context (e.g., Perdue, Reardon, and Peterson, 2007). This study aimed to find to what extent employees' feeling of equity controls their job satisfaction. This may give explanations about why, in many instances, an organization may have unsatisfied or frustrated employees although it implements an effective motivation and reward system, at least from the management perspective. The study supposed that equity factor is a major factor that may help in answering the question and thus may enable organizations to better understand its role in driving employees to have a high level of job satisfaction. Another objective of the study was to determine whether demographics (gender, age, marital status, income, and academic ranking) affect faculty members' job satisfaction in connection with equity factor.

#### **Questions of this study:**

- Will faculty members' job satisfaction level be higher when they feel that equity highly exists in the payment and reward system?
- How does equity affect faculty members' turnover, absenteeism, productivity, work engagement, and work relationship with superiors?

#### **Hypotheses of the study:**

- H1: There is a significant relationship between faculty members' equity factor and job satisfaction.
- H2: There are significant differences among faculty members in responding to and being influenced by equity factor in relation to their gender, age, marital status, income, and academic rank.

The importance of this empirical descriptive study was to empower managers to recognize to what extent equity factor influences employees' job satisfaction and then to consider meritoriously where to focus when they intend to stimulate their employees. The article highlighted some key theoretical sides and tackled the main challenging question about the vigorous and powerful influence of equity in stimulating employees in the work environment through their feeling of job satisfaction. This was measured by investigating the participants' opinions about the impact of equity factor on their decision to stay or leave their organizations, absenteeism, productivity, work engagement, and work relationship with their superiors.

### **Quantitative Research Method**

The chosen method for collecting data in this study was a quantitative research questionnaire. To achieve the highest possible rate of responses, the written questionnaire was hand-delivered to most of the participants, while others were contacted by their managers (i.e.; the Dean or Head of Department). Using on-paper surveys, which are distributed by hand (i.e.; personally), always gained a very high response rate compared with those acquired when using online surveys (Nulty, 2008).

The questionnaire consisted of two parts where two types of questions were used: demographic survey questions for the first section and rating scale questions for the second section. Demographic survey questions were used as an integral part of the survey to identify characteristics of the participants and to gain a more accurate description of the participants in terms of gender, age, income, academic rank, and marital status. On the other hand, rating scale questions were used as measures of the intensity of the participants' attitudes and responses. The survey used the Likert scale type questions that offered a range of five answer options: strongly agree (=5), agree, neither agree nor disagree, disagree, and strongly disagree (=1). According to Patten and Newhart (2017). Likert scales are very reliable and effective way for measuring attitude, behavior, and perceptions. By using it, the respondents did not need to write down any answer. Instead, they only marked how much they agree with a question. The accuracy rate is 95% where no more than 5% error is acceptable in this study.

The questionnaire was divided into three parts. In the first part, the participants were requested to answer questions about demographical descriptions, such as gender and age. The second part focused on measuring the participants' attitudes toward equity factor. For the reliability purpose, some questions were reversed and asked in different places in the questionnaire to make sure that the participants understood the questions accurately. Validity (mainly content validity) was maintained in this study to ensure that questions were truly adequate measures of what is supposed and intended. This was done by asking three academic staff who are experts in the topic of this study to read and evaluate questions. Their comments have been considered, and consequently, some questions have been amended.

For the purpose of this descriptive study, the quantitative research technique was used as the main source of data, where literature review was the secondary source. Academic staff of six Jordanian private universities was targeted. The total of 274 questionnaire were distributed, which represented the total number of academic staff working in business colleges of targeted universities. The number of targeted participants (the study sample) was suitable, as Sekaan (2000) suggested, comparing with around 1015 faculty members (Ministry of Higher Education and Scientific Re-search, 2017) the total number of academic staff who work in

business colleges of Jordan private universities. A total of 207 questionnaires were received back, making the response rate 75.55 %, which is considered, using Cronbach's alpha measure, an acceptable ratio that achieves internal consistency and reliability (Tavakol and Dennick, 2011). However, two respondents were excluded because of having unanswered questions, which made the number of valid responses to 205.

### **Research Variables**

In this study, job satisfaction has been employed as a diagnostic variable that has two interrelated roles: one as a dependent variable and the other as an independent variable. As a dependent variable, employees' job satisfaction was used as a significant indicator to measure the consequence and effect of equity factors (the independent variable) on motivating employees and thus to their job satisfaction level. The second role of employees' job satisfaction was an independent variable that influences other distinctive dependent variables which served as indications of employees' responses and reactions to equity through their job satisfaction.

These variables enable readers to have a deeper insight into the impact of equity on job satisfaction. They involve (but are not limited to) employees' turnover, job performance and productivity, work engagement, level of absenteeism, and relationship with superiors. Selecting these variables as measurements for job satisfaction was owing to many studies which found that there was a major association between job satisfaction and employees' turnover, absenteeism, job performance and productivity, work engagement and commitment, and their relationship with superiors (e.g., Ariana, Soleimani and Oghazian 2018; Mabekoje, 2009; De Nobile and McCormick, 2007). Therefore, they would be useful tools and variables to predict and investigate job satisfaction.

The purpose of the study is to explore to what extent equity factor affects the motivational level, thus employees' job satisfaction, among the academic staff of Jordanian private universities in Jordan. The study assumed that the impact of the equity factor could be measured by employees' job satisfaction that could be shown by employees' turnover, absenteeism, job performance and productivity, work engagement and commitment, and their relationship with their superiors. These job-related variables have been chosen as previous studies found an interrelated relationship between these variables and job satisfaction. Examples of these studies include job satisfaction and subordinate-supervisor relationship by Wang (2018); job satisfaction and job performance and productivity by Platis, Peklitis and Zimeras (2015); job satisfaction and employee turnover by Mathieu et al (2016); job satisfaction and work engagement by Mroz and Kaleta (2016); and job satisfaction and absenteeism by Deery et al (2016).

### **Consent to Participate**

A consent statement was placed in the first page (the cover page) of each questionnaire and included the name and address of the researcher and the aim of the study. The participants were guaranteed that their confidentiality and privacy would be maintained by keeping the data far from access except for the researcher. In addition, the participants were informed that: (a) they could withdraw from the involvement at any time without the need to give a reason and that (b) There is no potential harm from their involvement in the study, and their

names and work place will remain anonymous. Prior to the study, permission was obtained from the concerned authorities of each respective university of the participants.

### Research Setting

The academic staff in universities are the cornerstone of the learning process who bear a significant responsibility in the human capital development process, and on part of the entire business of universities. It is generally expected that the academicians who are motivated will be more job satisfied and possess a high level of commitment and productivity in terms of education and research (Kumar, 2013). On the other hand, absence of motivation can have adverse impacts on both learning process outcomes and on the academic staff's commitment toward their work, behavior, superiors, and colleagues. However, many factors play noteworthy roles in determining and affecting the motivational level of the academic staff. Among these factors is equity. This factor may affect the academic staff's job satisfaction and other related variables such as job performance, productivity, absenteeism and employees' turnover, and work commitment, and behavior and work attitude (Roming and Denmark, 2011).

The participants were the academic staff members of business colleges at six Jordanian private universities. As mentioned earlier, all the 274 academic staff in the business colleges of these universities were targeted. The chosen universities and campuses were in the Grand Amman District. This was necessary to achieve more consistency in terms of living costs and the surrounding environment as this study is not a comparative one; rather, it is a phenomenon-descriptive study.

## 4. DISCUSSION

### Analysis of study data

After examining and reviewing the first question regarding the degree of satisfaction in relation to work being closely related to the fairness of the wage system, the study found that the mean (arithmetic average) of the total sample answer was 3.8 according to the five-point Likert scale. The percentage of "agree" responses was 53.20%, and the standard deviation reached 0.99.

**q1\_The degree of satisfaction with my work is highly correlated with the fairness of the pay system**

			Frequency	Percent
Valid	Extremely Disagree		8	3.9
	Disagree		17	8.3
	Indifferent		26	12.7
	Agree		109	53.2
	Extremely Agree		45	22.0
	Total		205	100.0

For the second question, "The degree of satisfaction is very much related to the fairness of the incentive system," it was found that the arithmetic mean of the total number of responses

was 3.75 according to the five-point Likert scale, whereas the percentage of “agree” answer was 49.80%, and the standard deviation was 1.047.

**q2\_The degree of satisfaction with my work is very much related to the fairness of the incentive system**

			Frequency	Percent
Valid	Extremely Disagree		8	3.9
	Disagree		23	11.2
	Indifferent		26	12.7
	Agree		102	49.8
	Extremely Agree		46	22.4
	Total		205	100.0

For the third question regarding, “The degree of satisfaction with practical incentives depends mainly on what my colleagues receive,” the mean of the total responses was 3.57 according to the five-point Likert scale with a standard deviation of 1.11. The percentage of “agree” was 42.90%.

**q3\_The degree of satisfaction with my job incentives depends mainly on what my colleagues get**

			Frequency	Percent
Valid	Extremely Disagree		14	6.8
	Disagree		20	9.8
	Indifferent		44	21.5
	Agree		88	42.9
	Extremely Agree		39	19.0
	Total		205	100.0

For the fourth question, “The degree of satisfaction with my salary depends mainly on what my colleagues of the same rank receive,” the mean was 3.84, whereas the standard deviation was 1.76, and the percentage of “I agree” responses was 48.80% of the sample's total answers.

**q4\_The degree of satisfaction with my salary depends mainly on what my colleagues receive**

			Frequency	Percent
Valid	Extremely Disagree		5	2.4
	Disagree		16	7.8
	Indifferent		37	18.0

Agree	100	48.8
Extremely Agree	46	22.4
Total	205	100.0

For the fifth question, “I will be satisfied with a salary that achieves justice rather than a higher salary without justice,” the total number of (I agree) answers was 78 out of 205 with a percentage of 38.1%. The mean was 3.68 according to the five-dimensional Likert scale, with a standard deviation of 1.163.

**q5\_I will be satisfied with the salary that achieves justice even if it is less than the highest salary but without justice**

		Frequency	Percent
Valid	Extremely Disagree	6	2.9
	Disagree	14	6.8
	Indifferent	67	32.7
	Agree	78	38.1
	Extremely Agree	40	19.5
	Total	205	100.0

Questions from 1 through 5 constitute the results of the first axis of this study related to the independent variable in relation to the dependent variable. The study found that the independent variable obtained an average mean arithmetic of 3.733 on the five-point Likert scale.

Concerning questions of the second axis of this study, from questions 6 to 16, related to the "independent variable" of the first hypothesis (equity factor), the study found the following: In question number 6, “The wage system at the university achieves the principle of justice among employees,” it was found that 74 answers out of 205 were “neutral” with a percentage of 36.10% of the total sample responses. The mean was 3.09 on the five-point Likert scale and the standard deviation was 1.91).

**q6\_The university's wage system achieves the principle of justice among employees**

		Frequency	Percent
Valid	Extremely Disagree	22	10.7
	Disagree	31	15.1
	Indifferent	74	36.1
	Agree	62	30.2
	Extremely Agree	16	7.8
	Total	205	100.0

In the seventh question, “The system of incentives at the university achieves the principle of justice among employees,” it was found that 71 answers were “neutral.” The percentage of these answers was 34.60%, whereas the mean was 3.06 on the five-point Likert scale, with a standard deviation equal to 1.073.

**q7\_The university's incentive system achieves the principle of equity among employees**

		Frequency	Percent
Valid	Extremely Disagree	21	10.2
	Disagree	35	17.1
	Indifferent	71	34.6
	Agree	65	31.7
	Extremely Agree	13	6.3
	Total	205	100.0

Analyzing the eighth question, “I compare my salary with the salaries of my colleagues at work,” the mean for this question was 3.53 based on the Likert scale. The most common answer was “I agree” with a percentage of 41% and a standard deviation of 1.198.

**q8\_I compare my salary with the salaries of my colleagues at work (college / department)**

		Frequency	Percent
Valid	Extremely Disagree	20	9.8
	Disagree	19	9.3
	Indifferent	40	19.5
	Agree	84	41.0
	Extremely Agree	42	20.5
	Total	205	100.0

As for the ninth question, “When I am asked to determine my salary for a new job, I take into account the salaries of my colleagues working in the same job,” it was found through the answers of the sample respondents that the highest frequency was the answer “I agree,” with a percentage of 46.0%. The arithmetic average (mean) was 3.74 on the five-point Likert scale, with a standard deviation of 1.003.

**q9\_When I am asked to set a salary for my new job, I take into account what my colleagues are making in the same job**

		Frequency	Percent
Valid	Extremely Disagree	7	3.4
	Disagree	18	8.8
	Indifferent	40	19.5
	Agree	96	46.8
	Extremely Agree	44	21.5

**q9\_When I am asked to set a salary for my new job, I take into account what my colleagues are making in the same job**

		Frequency	Percent
Valid	Extremely Disagree	7	3.4
	Disagree	18	8.8
	Indifferent	40	19.5
	Agree	96	46.8
	Extremely Agree	44	21.5
	Total	205	100.0

In the analysis of question 10, “When I apply for a new job, I expect to get the same incentives as my colleagues,” the highest frequency was for “I agree,” with a percentage of 45.90%. The mean for this question was 3.75 on the Likert scale, with a standard deviation of 1.005.

**q10\_When I apply for a new job, I expect to get the same incentives as my current colleagues**

		Frequency	Percent
Valid	Extremely Disagree	9	4.4
	Disagree	12	5.9
	Indifferent	45	22.0
	Agree	94	45.9
	Extremely Agree	45	22.0
	Total	205	100.0

In question number 11, “I built my expectations to get my salary on the basis of what the others get in the same job,” the highest frequency was “I agree,” with a percentage of 48.80%. The mean was 3.72 on the Likert scale with a standard deviation of 0.981.

**q11\_I built my expectations of getting my salary based on what others get in the same job**

		Frequency	Percent
Valid	Extremely Disagree	10	4.9
	Disagree	9	4.4
	Indifferent	47	22.9
	Agree	100	48.8
	Extremely Agree	39	19.0
	Total	205	100.0

Concerning question number 12, “The absence of the justice factor negatively affects my decision to stay in my current job,” the results indicated that the highest frequency answer was “I agree,” with a percentage of 44.90%. The mean was 3.85 on the five-point Likert scale with a standard deviation of 1.011.

**q12\_ The absence of the justice factor negatively affects my decision to continue****my current work**

			Frequency	Percent
Valid	Extremely Disagree		8	3.9
	Disagree		12	5.9
	Indifferent		37	18.0
	Agree		92	44.9
	Extremely Agree		56	27.3
	Total		205	100.0

For question number 13, “The absence of the justice factor negatively affects my productivity in my current job,” it was apparent from the responses that the majority of participants chose “I agree,” with a percentage of (38.50%) and a mean of 3.55 on the five-point Likert scale. The standard deviation was 1.063.

**q13\_ The absence of the justice factor adversely affects my productivity in my current****work**

			Frequency	Percent
Valid	Extremely Disagree		11	5.4
	Disagree		19	9.3
	Indifferent		58	28.3
	Agree		79	38.5
	Extremely Agree		38	18.5
	Total		205	100.0

In response to question 14, “The absence of the justice factor negatively affects my regular attendance at work,” the highest percentage of all answers was for “I agree.” This percentage represented 32.20% with an average mean 3.46 on the five-point Likert scale and a standard deviation of 2.450.

**q14\_ The absence of the justice factor adversely affects my regular attendance at****work**

			Frequency	Percent
Valid	Extremely Disagree		18	8.8
	Disagree		34	16.6
	Indifferent		52	25.4
	Agree		66	32.2
	Extremely Agree		35	17.1
	Total		205	100.0

Similar to the previous questions, in question number 15, “The absence of the justice factor negatively affects my relationship with my superiors at work,” the highest answer was “I agree,” with 31.70% and a standard deviation of 1.116.

**q15\_The absence of the justice factor negatively affects my relationship with my bosses at work**

			Frequency	Percent
Valid	Extremely Disagree		13	6.3
	Disagree		30	14.6
	Indifferent		63	30.7
	Agree		65	31.7
	Extremely Agree		34	16.6
	Total		205	100.0

For the last question, question number 16, “The absence of the justice factor negatively affects my integration at work,” it was found that “I agree” had the highest score with a percentage of 46.80%. The standard deviation reached 1.107, and the mean was 3.65 on the Likert scale.

**q16\_The absence of the justice factor negatively affects my integration into work**

			Frequency	Percent
Valid	Extremely Disagree		12	5.9
	Disagree		23	11.2
	Indifferent		31	15.1
	Agree		96	46.8
	Extremely Agree		43	21.0
	Total		205	100.0

After examining the results of the second axis questions regarding the dependent variable in the first hypothesis of this study (satisfaction factor), It was apparent that the arithmetic mean of (I agree) answers was dominant with 3.52 based on the Likert scale, and the percentage of this mean was 40%. The overall results of the two axes are shown in the following table:

Description	Std. Deviation	Mean	N	
			Missing	Valid
<b>q1_The degree of satisfaction with my work is highly correlated with the fairness of the pay system.</b>	0.99897	3.8098	0	205
<b>q2_The degree of satisfaction with my work is very much related to the fairness of the incentive system.</b>	1.04742	3.7561	0	205
<b>q3_The degree of satisfaction with my job incentives depends mainly on what my colleagues get.</b>	1.11161	3.5756	0	205
<b>q4_The degree of satisfaction with my salary depends mainly on what my colleagues receive.</b>	1.07629	3.8488	0	205
<b>q5_I will be satisfied with the salary that achieves justice even if it is less than the highest salary but without justice.</b>	1.16398	3.6829	0	205
<b>q6_The university's wage system achieves the principle of justice among employees.</b>	1.09195	3.0927	0	205

q7_The university's incentive system achieves the principle of equity among employees.	1.07339	3.0683	0	205
q8_I compare my salary with the salaries of my colleagues at work (college / department).	1.19854	3.5317	0	205
q9_When I am asked to set a salary for my new job, I take into account what my colleagues are making in the same job.	1.00318	3.7415	0	205
q10_When I apply for a new job, I expect to get the same incentives as my current colleagues.	1.00565	3.7512	0	205
q11_I built my expectations of getting my salary based on what others get in the same job.	0.98195	3.7268	0	205
q12_The absence of the justice factor negatively affects my decision to continue my current work.	1.01193	3.8585	0	205
q13_The absence of the justice factor adversely affects my productivity in my current work.	1.06321	3.5561	0	205
q14_The absence of the justice factor adversely affects my regular attendance at work.	2.45047	3.4634	0	205
q15_The absence of the justice factor negatively affects my relationship with my bosses at work.	1.11601	3.3756	0	205
q16_The absence of the justice factor negatively affects my integration into work.	1.10723	3.6585	0	205
Satisfaction	0.79052	3.7346	0	205
Equity	0.74537	3.5295	0	205

### Reliability and validity of the study questionnaire

The coefficient of Cronbach Alfa for all questionnaire's questions (the 16 questions) was 0.871. The first column in the table below shows the average measure when the question is deleted. In the second column, the scale differs when the question is deleted. In the third column, the correlation coefficient is corrected between each term and the total score of the scale. In the fourth and last column, the value of the Cronbach alpha factor is explained when the question is deleted. Therefore, questions 6, 7 and 14 were found to weaken the value of the Cronbach alpha factor.

Reliability Statistics

Cronbach's Alpha	N of Items
.871	16

Item-Total Statistics

Questions	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
q1_The degree of satisfaction with my work is highly correlated with the fairness of the pay system	53.6878	112.843	.611	.860
q2_The degree of satisfaction with my work is very much related to the fairness of the incentive system	53.7415	114.046	.521	.863
q3_The degree of satisfaction with my job incentives depends mainly on what my colleagues get	53.9220	111.053	.619	.859
q4_The degree of satisfaction with my salary depends mainly on what my colleagues receive	53.6488	111.180	.637	.859

q5_I will be satisfied with the salary that achieves justice even if it is less than the highest salary but without justice	53.8146	115.524	.397	.868
q6_The university's wage system achieves the principle of justice among employees	54.4049	120.174	.227	.875
q7_The University's incentive system achieves the principle of equity among employees	54.4293	118.540	.304	.872
q8_I compare my salary with the salaries of my colleagues at work (college / department)	53.9659	109.827	.618	.859
q9_When I am asked to set a salary for my new job, I take into account what my colleagues are making in the same job	53.7561	111.460	.677	.858
q10_When I apply for a new job, I expect to get the same incentives as my current colleagues	53.7463	111.494	.673	.858
q11_I built my expectations of getting my salary based on what others get in the same job	53.7707	112.727	.629	.860
q12_The absence of the justice factor negatively affects my decision to continue my current work	53.6390	112.898	.599	.861
q13_The absence of the justice factor adversely affects my productivity in my current work	53.9415	110.634	.672	.857
q14_The absence of the justice factor adversely affects my regular attendance at work	54.0341	105.347	.307	.896
q15_The absence of the justice factor negatively affects my relationship with my bosses at work	54.1220	110.412	.646	.858
q16_The absence of the justice factor negatively affects my integration into work	53.8390	110.283	.658	.858

## 5. RESULTS

For the first hypothesis of the study, that is, “There is a significant relationship between faculty members' equity and job satisfaction,” the research accepted this hypothesis and found that there is a significant relationship between equity factor and faculty members' job satisfaction.” Thus, the study rejected the null hypothesis: “there is a no significant relationship between equity and faculty members' job satisfaction”

For the second hypothesis, that is, “There are significant differences among faculty members in responding to and in being influenced by equity factor in relation to their age, gender, marital status, income, academic rank, and academic position,” the study rejected this alternative hypothesis and found that there are significant differences among faculty members in responding to and in being affected by equity factor in relation to their age, gender, marital status, income, academic rank.” Accordingly, the study accepted the null hypothesis: “There

are no significant differences among faculty members in responding to and in being affected by equity factor relation to their gender, age, marital status, income, and academic rank.”

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	3.644	.524		6.953	.000
Participants ID	.000	.001	-.072-	-1.004-	.317
Gender	-.180-	.136	-.102-	-1.326-	.186
Age	-.001-	.063	-.002-	-.020-	.984
Academic Rank	.024	.084	.023	.284	.777
Monthly Income	.054	.078	.062	.692	.490
Social Status	-.26	.199	.000	.000	1.000

a. Dependent Variable: equity

## 6. CONCLUSION

The results of the survey showed that a robust correlation existed between the presence of equity factor in the payment and incentives system (i.e., the motivation and reward system) and employees' job satisfaction. This condition was apparent from their reaction in responding to this factor. The study findings suggested that equity factor was perceived as significant in motivating academic staff. A commonality among all respondents was that equity is the crucial element in the motivational process. In addition, no significant connection was found between selected demographic variables (gender, age, marital status, income, and academic ranking) and the participants' job satisfaction or their attitudes that related to the equity factor in terms of turnover rate, performance and productivity, work engagement, absenteeism rate, and work relationship with supervisors.

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