

Impact Of Grievance Management On Job Satisfaction: A Study Of The Education Segment

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ABSTRACT

Purpose: Grievance management is one of the most significant aspects of industrial relations. Various researchers have made an effort to understand the reasons behind employee complaints and how they affect workers' levels of job satisfaction, but in the field of education, the impact is still vague and imprecise. In addition to examining the methods the school administration uses to address complaints, this paper will also determine the pertinent effects of teachers' grievance handling on work satisfaction at selected 4 private secondary schools in the Faridabad area of Haryana state.

Methodology: For analysis, the study includes both primary and secondary data. Teachers are surveyed for primary information using simple random sampling. Secondary information is gathered from several internet publications, academic articles, etc. The use of descriptive statistics allows for the drawing of conclusions and inferences.

Findings: In any organization, better employee-employer relations result from the management of complaints. Resolving grievances also improves the teacher's performance and work happiness, which boosts the school's overall performance. The study unequivocally demonstrates that the adoption of compromise and integrating grievance redressal techniques results in the majority of instructors being the happiest. As a result, the study shows that compromising and integrating styles foster a sense of belonging in the minds of the teachers towards the school administration and results in higher job satisfaction, whereas teachers experience lower satisfaction when dominating, avoiding, and obliging styles are used.

Research limitations: The primary constraint of the study is the paucity of literature on the education sector. The study's time frame restricts its ability to conduct an in-depth analysis of the issue. The study is restricted to a private secondary school, thus it is possible that the findings cannot be extrapolated to other organizations or public schools.

Practical implications: The study will give the administration of the school a clear understanding of the different grievance-handling techniques that promote job satisfaction, which will ultimately be helpful to the school managers in fostering good employee- employer relations. The paper provides a deeper understanding of how job satisfaction can be improved by effectively resolving teachers' grievances.

Keywords: Human resource management, Grievance Handling Management, Job satisfaction, Teacher grievances, Industrial relations, Employee employer relations

1. INTRODUCTION

Grievances are a common occurrence in all workplaces, and it is crucial to effectively address them in order to sustain a cohesive and efficient work atmosphere. The concept of grievance management pertains to the effectiveness with which issues are addressed and resolved. In the contemporary global context, it is of utmost importance (Bemmels and Reshef, 1991) . In contemporary times, numerous organizations assert that their people resources hold paramount importance, hence referring to them as people Capital. Therefore, it is necessary to verify the veracity of these statements (Meyer, 1994). This can be accomplished by quantifying the speed at which employee issues are identified, addressed, and resolved. If the task is completed at a quicker pace, it can be inferred that the level of employee engagement within the firm is notably high. The employees' concerns cover a wide range of issues, such as contractual issues, workplace rules and regulations, policies and procedures, laws pertaining to safety and health, established practises, unilateral changes to cultural norms, specific instances of victimisation, as well as problems with pay and bonuses. (Rose, 2004) . In this context, the management's approach towards comprehending employee issues and resolving them peacefully is likely to enhance the maintenance of a high-performance culture. Managers must fully comprehend their role in maintaining healthy relations with the labour union and the relevance of the grievance procedure. The proficient management of grievances plays a pivotal role in fostering positive employee relations and maintaining an equitable, prosperous, and efficient work environment (Vidhya, 2012). Positive labor relations are characterized by a mutual exchange of efforts

and cooperation between all parties involved. It is essential for both sides to demonstrate a willingness to compromise and collaborate in order to foster a harmonious working environment. The establishment of strong relationships is crucial for achieving success in labor relations.

Complaints are an inevitable part of working in any occupation. It is extremely unlikely that any business will be able to operate well in a professional environment that is comprised of a diverse collection of individuals. It is also extremely unlikely that any organization will not experience some form of complaint (Obiekwe et., al ,2019). When considering the field of education, it is essential to take into account the procedures, as well as the speed and effectiveness, with which issues are addressed and resolved. It's possible that these factors will have an effect on the general harmony, organizational performance, and overall output of educational institutions (Nurse and Dwayne, 2007) As a result, it is reasonable to deduce that the implementation of appropriate grievance procedures can lead to the commencement of positive transformations inside an organization, which will ultimately result in improvements in organizational productivity and employee satisfaction (Narwat and Mohsin, 2022) . When an employee does not express their grievance or is unable to convey their grievance in an effective manner, it can result in a number of unfavorable consequences, including a decrease in productivity, an increase in employee absenteeism (Rakhimova, 2023), a decrease in the quality of work, and other repercussions that are related to these results.

2. LITERATURE REVIEW

2.1 2. Grievance Handling

According to Rose (2004), the term "grievance" encompasses any type of discontent expressed by an employee towards their work or workplace, which is formally communicated to their immediate supervisor. Similarly, according to D'Cruz (1999), the concept of grievance pertains to instances where employees express their discontent with management practices as a means to instigate desired alterations. Furthermore, the author posits that employee grievances can be conceptualized as a procedural mechanism wherein an employee endeavors to demonstrate that they have experienced harm or injustice, often stemming from the acts or decisions of a management working on behalf of the firm. One notable advantage of the aforementioned definitions of grievance is their explicit articulation of the concept of grievance. Additionally, certain sources offer insights into the various elements that can contribute to employee grievances in the workplace. However, these studies do not fully explore how employee complaints affect work output. In the context of this research, grievance can be understood as a scenario in which an employee expresses their discontent with the manner in which they are being treated to their immediate supervisor, with the expectation that appropriate measures will be taken in response.

2.2 Grievance Handling and Job Satisfaction

Job satisfaction is an employee's good and negative thoughts about his job or his enjoyment with it. Thus, work satisfaction is a popular organizational psychology issue. Locke defined job satisfaction as a pleasant and enjoyable sensation after evaluating one's employment or job experience.

Previous studies show that satisfied employees work harder to meet organizational goals. Generally, happy workers are more timely, productive, devoted, and happy in life. To maximize job happiness and performance, employees should be given promotion possibilities, such as pay scales, policy participation, and organizational commitment. Safety and strong relationships with heads and colleagues are the largest satisfiers , while job type, supervision, security, recognition, and promotion affect organizational commitment. Participants in pension, profit-sharing, and job security plans are positively connected with job satisfaction, but several research indicate professional growth as the largest driver . Job happiness may be affected by managers' styles of leadership for their subordinates. When managers and supervisors include workers in decision making, morale and productivity of the employees soar. Compassionate supervision also boosts job satisfaction. Diverse, stimulating, and demanding tasks are more likely to make you happy. Managers affect job satisfaction, says McNeese-Smith (1997). Job dissatisfaction can result from supervisor neglect, inability to resolve issues, and tendency to criticize during crises. Recognition and managers' role in creating a positive workplace environment boost productivity, according to the author. McNeese-Smith's study emphasizes leadership and open communication. In organizational dynamics research, McNeese-Smith (1997) found a high degree of correlation between job satisfaction, productivity, and retention. The same is supported in a study by Irvine and Evans (1995). Research shows that work satisfaction, behavioral intentions, and turnover are strongly inversely related. This study found that administration and employees' control over work content and surroundings are more correlated with job satisfaction than economic or individual differences. Organizational job satisfaction impact Work satisfaction affects organizational well-being, says Gupta (2004). Happier workers cooperate and help the company succeed. People who are unhappy may strike, miss work, file grievances, resign, or produce poor work. These actions can raise hiring costs, lower production, increase accidents, and disrupt the workplace. Grievances waste time and resources and make employees unhappy, according to Bennet (1997). All companies want happy workers. Employee satisfaction boosts productivity. Not always. Bruce and Blackburn (1992) found satisfied workers perform differently. A worker can have high job satisfaction and poor performance, says Benett (1998). Related to performance. According to Cooper and

Makin (1984), academics believe job satisfaction does not improve performance. However, high pay may boost job satisfaction. Pay is the biggest external incentive. Remember that people have different needs, so monetary incentives cannot motivate everyone. This force may be powerful because it satisfies many human needs. Maslow proposed a motivation theory in 1959. His theory held that people are driven by many competing demands. The person believed that higher-order needs become more important after lower-order needs are met. Lower-order needs are met externally, while higher-order needs are met internally. Robin (1998) learned. Their relative importance may change over time, but lower-order requirements are still important. Higher-order needs cannot affect lower-order demands until met. According to Maslow's (1959) theory, people can't recognize or pursue higher-level needs until their current needs are met.

2.3 Grievance handling styles

According to Holt and Devort (2005), the manner in which an organization handles employee complaints can have an effect on its industrial relations culture. Green (1987) suggests that "an organization that is more centralized may use avoidance and dominating techniques to resolve grievances (Ukaidi,2023). When confronting employee complaints, a bilateral organization that is more decentralized might use compromising, integrating, or accommodating styles" (Rose, 2004) . The research conducted by Rahim (1983) measured five distinct grievance-handling styles which were "integrating, accommodating, compromising, dominating, and avoiding".

Integrating style: Integrating style prioritizes self and conflicting parties. The parties collaborate (share information, examine differences) to find a solution that works for both (Rahim and Magner, 1995). Problem-solving approach, according to Hook et al. (1996). Thomas and Kilmann (1974) called this method collaborative. Collaboration entails working with others to create a solution that addresses their concerns. It requires looking into a problem to determine the two parties' requirements and wants. Two people can collaborate by discussing differences in order to learn from each other or coming up with an innovative remedy to an interpersonal issue. Collaboration is aggressive and cooperative. The cooperative style was coined by Deustch (1949). He believes cooperative grievance management fosters open communication between supervisors and employees. Collective objectives are union and management endorsement of each other's aims and a shared comprehension of the problem and its solution. Tjosvold and Morishima (1999) found that respondents were convinced they could engage successfully and address grievance concerns freely and constructively under a cooperative grievance handling method. In addition, cooperative approach was linked to pleasant impact, efficient resolution, and innovative, high-quality solutions.

Obliging style : Obliging people seem to care little about themselves. A conciliatory individual emphasizes shared values in an effort to allay the worries with respect to the opposing party (Rahim and Magner, 1995). "Accommodating mode" was coined by Thomas and Kilmann (1974) coined the term to describe this approach. One must be polite and unobtrusive in order to be accommodating. Being accommodating means putting the other person's happiness ahead of your own and adjusting your plans accordingly. Selfless giving, charity, submission to authority, or a willingness to compromise show a accommodating behavior. The "ask and tell" method is how Hook et al. (1996) characterize this strategy. In this method, workers exercise more discretion over their interactions.

Compromising style : This approach balances concerns for oneself and the other person involved in the conflict quite evenly. It's linked to the concept of compromise, wherein each party makes concessions so that an agreement may be reached that everyone can live with (Rahim and Magner, 1995). Compromise, as defined by Thomas and Kilmann (1974), falls somewhere in the middle of the assertiveness and cooperation continuums. The objective here is to find a quick, mutually beneficial solution that satisfies both parties. It's not quite cooperative nor aggressive. Making concessions is more costly than striving but less so than accommodating. It's an alternative to teamwork in which the issue at hand is addressed directly without going into excessive depth. Compromise can take the form of weighing the relative merits of competing viewpoints, exchanging concessions, or searching for a rapid middle ground solution.

Dominating style : Self-interest is prioritized over consideration for the other person in a dominant style of conflict resolution. It's been linked to a zero-sum mentality (Rahim and Magner, 1995) and winner-take-all behavior. Dominant style, according to Thomas and Kilmann (1974), is either a power-oriented mode or a competitive style. Aggressive and uncooperative, competition occurs when one person prioritizes their own needs above those of another. The term "competition" refers to the act of "standing up for your rights," defending a stance one believes to be correct, or simply striving to win. The narrating style, in which authority is given to superiors, is described by Hook et al.(1996). The term "competitive style" was coined by Deustch (1949). There is a negative correlation between the style and sentiment, productivity, and quality. The manner inspires feelings of resentment toward the administration. Fighting styles that seek to determine a victor and a vanquished are known as winner-take-all by McGrane et al. The "4611 and self" strategy, as coined by Hook et al., is one in which a supervisor tells an employee of a choice he or she has made and then "tries" to convince the employee that the decision was correct.

Avoiding style : An avoidant approach to confrontation is indicative of a lack of care for both oneself and the other person. "see no evil, hear no evil, talk no evil" is a coping mechanism linked to this disorder (Rahim and Magner, 1995). By avoiding, a person is being uncooperative and uninterested in meeting anyone's demands, even their own. Therefore, he avoids addressing the source of the conflict. Leaving a potentially harmful situation, postponing dealing with a problem, or using diplomatic language are all instances of avoidance techniques. (Thomas and Kilmann, 1974). This approach is known as the "flight method" by McGrane et al. (2005). They explain it as a process of shifting focus away from a troublesome topic.

Employee grievance management uses several styles, according to research. In managing employee grievances, D'Cruz (1999) found that integrating, compromising, and dominating are most common. In addition, Rahim and Magner (1995) suggest the obliging style for employee grievances. Low self-esteem is the style, to them. They also demonstrate that avoiding style is used to manage employee grievances. Furthermore, studies have shown that well-applied grievance management styles can significantly reduce employee dissatisfaction at work. According to Daud (2011), resolving employee dissatisfaction fairly requires effective grievance management. Managing grievances immediately after they occur prevents further dispute construction, the author says Effective grievance management, according to Mante-Meijja and Enid (1991), provides fairness and aids managers in making ethical judgements. Schakowsky and Slotsve (1992) and Tan (1994) suggest that the success of preventing employee complaints from escalating into formal grievances rests on the competence of managers and supervisors to recognise, diagnose, and productively implement grievance management procedures. Managers can respond appropriately to employee complaints if they adopt the suitable management style (Ivancevich, 2001). Managers that are skilled at handling employee complaints are able to resolve conflicts amicably so that everyone can move on. The researchers of this study hypothesise that colleges and universities should examine their approaches to managing employee complaints to see if they help or hurt the situation.

2.4 Statement of the problem

The literature affirms that poor grievance management causes labor disputes. Researchers like Gothoronto (2008) and Yahya et al. (2011) clearly stated manager grievance handling affects employee satisfaction. Private secondary schools with temporary teachers are often nonunionized where, teacher and management, often the school owner, negotiate better working conditions. Managers are often non-educators with business backgrounds who hire, fire, and make major decisions. Because business and employee goals seem out of sync, employers and employees may clash frequently. Employers want success and revenue, while employees want fairness, dignity, and equality. When corporate goals conflict with employee interests, grievances arise. Similarly, Gupta (2004) stresses grievance management for job satisfaction. Hook et al. examined how telecom supervisors and managers handle complaints. The study found respondents preferred participatory grievance resolution. People act more autocratically when they perceive a power threat. This involves advising and convincing subordinates of their choices. Grievance resolution outcomes affect behavior and subjective interpretations, according to Tjosvold and Morishima (1999). Managers resolved complaints through integration, compromise, and dominance. In grievance handling, extraversion negatively affects integrating style, commitment significantly predicts dominating style, and psychological wellness positively affects compromising style. Clark (1988) found substantial correlation between supervisors' and grievance procedure attitudes. Most grievance management research involves industrial and telecommunications companies. This study surveyed private secondary school teachers to fill a knowledge gap. The present study aimed to address the following inquiries:

What are the most preferred types of grievance handling styles leading to employee satisfaction in private secondary schools within the Faridabad district? Additionally, what is the impact of grievance management on employee job satisfaction within the context of Private secondary schools of Faridabad district.

3.OBJECTIVES OF THE STUDY

1. To examine the impact of grievance management on employee job satisfaction within the context of Private secondary schools of Faridabad district.
2. To identify the most preferred types of grievance handling style leading to employee satisfaction

4.RESEARCH METHODOLOGY

4.1 Research design : The study employed a survey methodology as its research design. The fundamental aim of survey research is to determine and examine the existing conditions of a population in relation to their beliefs, mindsets, preferences, and perceptions (Kothari, 2004) . Mugenda and Mugenda (2003) state that the purpose of survey research is to assemble information that characterises a population at a given juncture. The study's chosen research strategy was justified by its aim to investigate the impact of current grievance management procedures in secondary private schools on workers' perceptions of their own jobs.

4.2 Population and Sampling: The study's sample comprised educators who were employed at privately-run secondary schools situated within the Faridabad district. The district was considered appropriate for selection due to its

manifestation of the desired demographic characteristics. The geographical area encompassed privately-funded secondary educational institutions situated in both urban and suburban regions. According to Mugenda and Mugenda (2003), it is imperative that the population that can be studied and the target audience demonstrate comparability across various criteria that hold significance for the current study. The sampling frame consisted of 37 teachers from 5 different private secondary schools in Faridabad district. Snowball sampling and convenience sampling technique were used to collect relevant data from the teachers employed in the selected private secondary schools in the Faridabad region.

4.3 Data Collection and Analysis : This study's participants were employed teachers at private secondary schools in the district of Faridabad. The district was selected because it was feasible for the author to gather data and the area possessed the desired demographic characteristics. The information was collected through the use of standardized questionnaires containing only closed-ended questions. Mugenda and Mugenda (1999) assert that the rapid use of closed-ended questionnaires makes them advantageously analyzable. Additionally, the administration is facilitated by the inclusion of alternate answer options for each question. The research entailed the collection of firsthand information regarding the various grievance resolution techniques and the effect they have on the level of satisfaction with employment experienced by employees. The raw data went through editing processes to ensure its accuracy and coherence. The program underwent encoding and error-checking procedures to detect and correct any coding errors or omissions. There was a classification and tabulation of the encoded data. Utilizing statistical methods that were descriptive, including measures such as means, mode, ranges, and percentages, the data analysis employed descriptive statistics. According to Mugenda (2003), descriptive statistical analysis suffices when investigating a pre-existing scenario. Mugenda and Mugenda (2003) assert that it is essential for the population that is available and the target population to demonstrate comparability on a variety of criteria relevant to the current study.

5. DATA ANALYSIS

Respondents characteristics: The research focused on examining the impact of grievance handling on employee/teachers' satisfaction in selected private secondary schools located in the Faridabad District. The study's sample comprised 37 participants who were selected from a range of private secondary schools located within the Faridabad district.

5.1 Gender :

	Frequency	Precentage
Male	5	13.5%
Female	32	86.5%

Table: 5.1

Thirty-seven of the forty sampled individuals responded by completing and returning the questionnaires. The respondents consisted of 13.5% males (n=5) and 86.5% females (n=32). This constitutes a response rate of 72.72%, which is considered to be a respectable amount.

5.2 Length of Employment :

Years of Service	Frequency	Percentage
Below 5	8	21.62%
6-10 years	17	45.94%
11-15 years	9	24.32%
16-20 years	3	8.11%

Table : 5.2

From the questionnaire responses, 21.62% of respondents had worked in their respective schools for 0-5 years , 45.94% had worked for 6-10 years, 24.32% had worked for 11-15 years, and 8.11 % had worked for 16-20 years.

5.3 Education Level:

Level of education	Frequency	percentage
Graduation	19	51.35%
Post graduation degree	14	37.83%
Diploma	4	10.81%

Table: 5.3

Education level would indicate the capacity to comprehend instructions and provide informed feedback. The data analysis revealed that 51.35 percent of respondents held a bachelor's degree, 37.83 percent held a postgraduate diploma, and 10.81 percent held a diploma.

5.4 Grievance handling style preferences

The respondents were teachers here. On a five-point Likert scale, they were questioned about their level of satisfaction with grievance handling. First 6 statements in the questionnaire enquired about the Integrating style of handling grievances; the subsequent 3 statements pertain to the Dominating style; next 2 statements were related to the Compromising style; lastly 2 statements enquired about obliging and avoiding style respectively. The results are summarized in Table 5.4 below.

S. No.	Statements	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
		F	%	F	%	F	%	F	%	F	%
1.	“The management tries to find a solution to a problem that satisfies my expectations.”	0	0	2	5.4%	18	48.6%	14	37.8%	3	8.10%
2.	“The management collaborates to come up with decisions acceptable to us.”	1	2.7%	1	2.7%	16	43.24%	12	32.43%	7	18.91%
3.	“The management integrates ideas to come up with a decision jointly.”	0	0	2	5.4%	11	29.72%	19	51.35%	5	13.51%
4.	“The management try to investigate and find a solution acceptable to us.”	1	2.7%	1	2.7%	14	37.8%	15	40.54%	6	16.21%
5.	“I try to bring all concerns out in the open so that the issue can be resolved in the best possible way.”	0	0	0	0	13	35.13%	19	51.35%	5	13.51%
6.	“The management tries to understand the problem properly.”	1	2.7%	2	5.4%	21	56.75%	10	27.02%	3	8.1%
7.	“The management uses its authority to make a decision in its favour.”	11	29.72%	8	21.62%	15	40.54%	2	5.4%	1	2.7%
8.	“The management sometimes use its power to win a competitive situation.”	6	16.21%	11	29.72%	13	35.13%	5	13.51%	2	5.4%
9.	The management often use its influencing power to get mv ideas accented.	9	24.32%	14	37.8%	10	27.02%	3	8.1%	1	2.7%
10.	“The management tries to find a middle course to resolve an issue.”	4	10.08%	2	5.4%	19	51.35%	7	18.91%	5	13.51%
11.	The management usually proposes a middle ground for	3	8.1%	6	16.21%	14	37.8%	10	27.02%	4	10.08%

	breaking deadlocks.										
12.	The management try to avoid unpleasant exchanges.	8	21.62%	14	37.8%	10	27.02%	2	5.4%	2	5.4%
13.	The management completely agrees with my ideas and viewpoints.	18	48.64%	11	29.72%	4	10.8%	2	5.4%	2	5.4%

Table 5.4 : Grievance handling style

Table 5.4 shows different statements which were related to grievance handling styles. The respondents were asked to rate their agreement with the statements ranging from strongly agree to strongly disagree.

5.5 Level of satisfaction with grievance handling style :

Agreement to the statements	Integrating style		Dominating style		Compromising style		Avoiding style		Obliging style	
	%	C%	%	C%	%	C%	%	C%	%	C%
Strongly agree/ Agree	52%	52%	12%	12%	34%	34%	12%	12%	12%	12%
Neutral	43%	95%	34%	46%	41%	75%	27%	39%	11%	23%
Disagree	4%	99%	30%	76%	16%	91%	39%	78%1	29%	52%
Strongly disagree	1%	100%	24%	100%	9%	100%	22%	100%	48%	100%

Table: 5.5 Level of satisfaction with grievance handling style

According to an analysis of Table 5.4, 52% of the respondents were happy with the Integrating style of handling complaints, while 43% were neutral. On average, 12% of people were satisfied with their dominating style, while 24% were less satisfied. Compromise style received a 34% very satisfied response from respondents and a 9% dissatisfied response. Only 12% of respondents reported being satisfied with their avoidance style, and nearly 50% of them expressed dissatisfaction. Regarding the Obliging method of handling complaints, 12.5% of people expressed satisfaction, 11% some degree of satisfaction, and 48% showed dissatisfaction. Figure 5.1 provided a more in-depth analysis of these results.

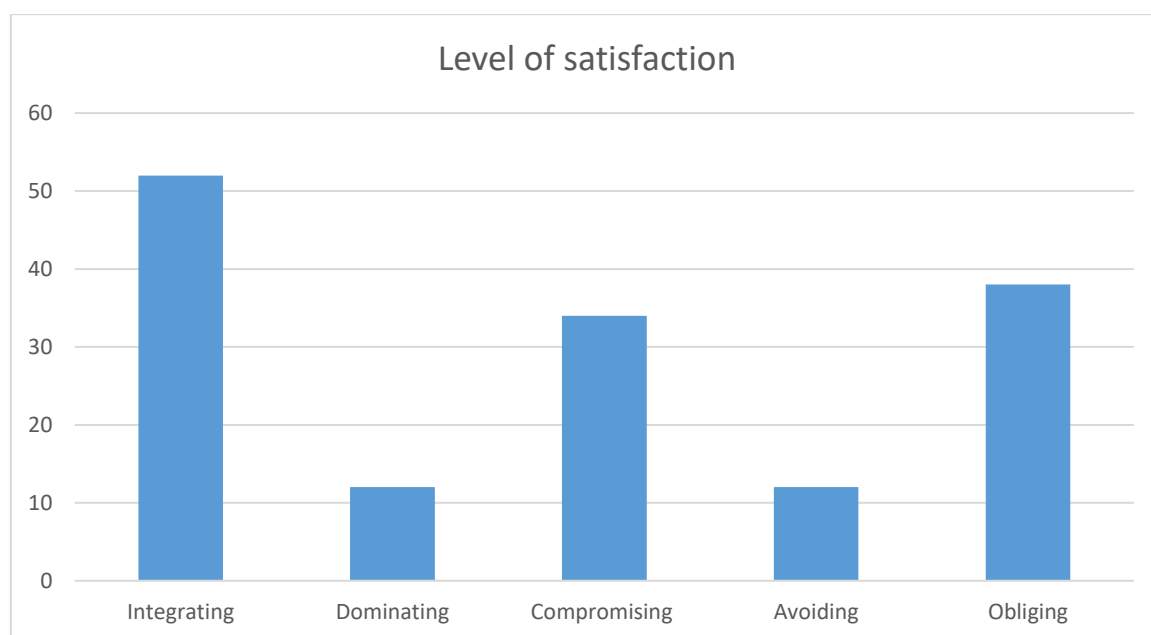


Figure : 5.1 Preference of Grievance handling style

According to the analysis of Figure 5.1, 54% and 34% of respondents, respectively, are extremely satisfied with the Compromising and Integrating styles. 12% of respondents say they were satisfied with the Obliging style. 12% of the respondents were satisfied with the dominating style, while 12% found the avoiding style to be the least satisfying. According to the respondents, compromising style led to the highest level of satisfaction.

6. FINDINGS OF THE STUDY

The major findings of the study are :

1. According to the findings, the compromising style was found to be associated with the highest degree of satisfaction among the teachers in private secondary schools in the Faridabad region.
2. The integration style was ranked as the second most satisfactory approach for addressing grievances. When incorporating grievance handling style, managers prioritize fostering a sense of collaboration and cooperation with the subordinate who has expressed dissatisfaction.
3. Three styles, namely Obliging, Dominating, and Avoiding, were reported by 12%, 11%, and 12% of respondents, respectively, as being associated with satisfaction. A significant proportion of the participants expressed discontentment with the aforementioned styles.
4. The least satisfying aspect was the avoiding style style. The labor arrangement between a company and a union explicitly outlines the obligation to address grievances, emphasizing that all managers are accountable and cannot evade the task of addressing the concerns raised by their subordinates.

Plunkett and Attner (1994) posit that the presence of an unfulfilled need can lead to employee frustration, which in turn can have a lasting impact on their behavior until the need is addressed. Managers can effectively engage with employees by discerning the specific level of need they are seeking to fulfill and endeavoring to incorporate within the work setting opportunities that facilitate the fulfillment of these needs.

Therefore, the findings of the study indicate that the manner in which grievances are addressed has a significant impact on the level of job satisfaction experienced by employees. The study revealed that there is a positive correlation between employees' job satisfaction and the extent to which their concerns are taken into account during the resolution of grievances. Conversely, when employees' concerns are disregarded, it leads to a decrease in job satisfaction. Additionally, the utilization of Compromising and Integrating styles in conflict resolution has been found to be positively correlated with increased job satisfaction. These styles are characterized by a strong emphasis on addressing the concerns of all parties involved in the conflict, thereby fostering a sense of mutual understanding and satisfaction. The utilization of Dominating, Avoiding, and Obliging conflict management styles has been found to result in decreased levels of job satisfaction. These styles are characterized by a significant emphasis on the interests and needs of one party involved in a conflict, while displaying a relatively low level of concern for the other party.

7. CONCLUSION AND RECOMMENDATION

The findings of the study indicate that the manner in which grievances are addressed has a significant impact on the level of job satisfaction experienced by employees. The study revealed that there is a positive correlation between employees' job satisfaction and the extent to which their concerns are incorporated in the process of addressing grievances. Conversely, a lack of consideration for employees' concerns is associated with lower levels of job satisfaction. The study suggests that individuals who adopt compromising and integrating styles in conflict resolution tend to experience higher levels of job satisfaction. This is attributed to the fact that these styles are characterized by a strong consideration for the concerns of all parties involved in the conflict. The utilization of Dominating, Avoiding, and Obliging conflict resolution styles has been found to result in decreased levels of job satisfaction, as these styles are characterized by a significant focus on the interests and needs of one party involved in the conflict, while neglecting the concerns of the other party.

The primary objective of grievance management is to effectively address and resolve the dissatisfactions experienced by subordinates, with the ultimate goal of fostering and sustaining a harmonious working environment. In order to address these circumstances, it is necessary to carefully choose appropriate strategies to effectively resolve various grievances, as each grievance possesses distinct characteristics and requires tailored approaches. The effective management of grievances is contingent upon the capacity of managers and supervisors to identify, analyze, and rectify the underlying factors that may lead to employee discontentment, thereby preventing their escalation into formal grievances. Consequently, it is recommended that school managers undergo training to enhance and enhance their ability to handle grievances, as this directly influences the satisfaction of teachers and, subsequently, their performance.

9. Further research : The present research has demonstrated that the utilization of Integrating and Compromising styles is associated with increased job satisfaction among teachers in private secondary schools. To further validate these findings, additional research should be conducted in various educational settings, including public schools, colleges, and universities, in order to ascertain the generalizability of these results. Additional investigation could be

conducted to ascertain the underlying reasons for the lack of preference among the majority for Obliging, Dominating, and Avoiding styles of grievance handling in private secondary schools.

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