

Impact of grievance management and grievance handling styles on job satisfaction through the mediating role of employee empowerment in the education sector in the twin cities of Pakistan.



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Discovering Knowledge

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Abstract

In today's world there is a very important role and impact of employee grievance management and grievance handling styles on the satisfaction levels of private and public university teachers, with the mediating effect of employee empowerment in the education sector of Islamabad and Rawalpindi in Pakistan.

The purpose of this study is to explore and understand how employee grievance management and grievance handling styles, with the mediating help of employee empowerment, prove satisfactory to employees in the education sector of Pakistan, specifically in the twin cities, Islamabad and Rawalpindi.

Keywords:

Grievance management, Grievance handling styles, Employee empowerment, job satisfaction.

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Topic: The impact of employee grievance management and grievance handling styles on job satisfaction through the mediating effect of employee empowerment, in the education sector in the twin cities of Pakistan.

Chapter 1: Introduction

1.1 Background:

The education industry consists of foundations, institutions and organizations that prepare and provide with training, tutoring, nurturing, discipline and civilization with the help of a wide variation and diversification of subjects and themes. Education can be considered as an investment for the betterment and success of the future of a country, and can have reaching and long-lasting impact on humanity. This industry employs a great number of people in its public, private, non-profit, and profit institutions, where the main aim of the employees is to facilitate and help in the ease of acquisition of skills and knowledge in a formal or an informal educational setting. The formal educational settings in the education industry are popularly known as schools (elementary and secondary), colleges, universities and even ministries of departments of education.

First, the elementary school, which is considered the foundation of primary education, is for children from the ages of 6 to 11, it is the initial stage of education in the education industry. Next come the secondary school, which follows elementary schooling, and is considered the second stage of education and schooling phase and the third and last stage of the three schooling phases is college, which is known to be the post-secondary schooling education or even undergraduate studies in the western world. Then apart from these there are also other units of modern education structures such as vocational centers, offline and online academies, community colleges and charter schools, all which exist to enhance a learner's skills and knowledge in a chosen field.

The main focus of this study will remain on the higher education, public and private university faculty members, in the twin cities (Islamabad and Rawalpindi) in Pakistan.

The education industry has played a significant role in the development and growth of Pakistan since the birth of the country and still contributes significantly to its socio-economic development. The education industry, as reported in many articles, provides uplift to the economy of a country and brings forth higher returns to the economy with the lasting effect of superior health, decrease in fertility rates, employment opportunities, educated and hardworking workforce and greater productivity by the citizens of the country (Munawar, 2003). The education sector also plays an important part in the depletion of poverty and

imbalance in the economy of a country as the sector holds 5% of the global labor force. Research shows that education has been a top priority and the education industry has been given immense significance by every government that has taken office in Pakistan and every regime has catered educational institutions and the industry as a whole by providing incentives to the education sector in order to boost the quality and elevate the standard of this industry. All the governments have expressed extreme importance regarding providing Pakistani children with basic education and how vital it is for the citizens to experience education for all (EFA), all this value has been given since the year 1995 (World Bank, 1996).

According to Monaza Aslam et al. (2003) it is solely up to the teachers, the faculty members, to transform the quality of education in a country through their expertise, skills and high motivation which they will achieve through employee empowerment and high levels of satisfaction. If the teachers are not equipped with the skills required to transfer knowledge to the learners, the education industry of Pakistan will lack in upgrading the quality of education and the education industry as a whole (Ghulam, 2007). Articles and research shows that quality of education is highly dependent on the quality of teachers that are present in the industry. In order to aim for the advancement and development of quality education, one must put extra focus on the history of education and the high standards of educational that are followed on international platforms (dr. iffat, 1996).

Human resource for education industry, the teachers, is the building blocks for the education sector of Pakistan. When the human resource of an industry, speak against the quality of the said industry and show their dissatisfaction, it speaks volumes. The educational organizations are facing problems with their employees which mainly include low job satisfaction, motivation, morale, productivity and industrial peace in the educational organizations. It is also proven that this industry's employees are not well aware of the courses of actions that are required to handle grievances. According to bean (1994), grievances and the issues and problems regarding them mainly arise due to lack of satisfaction among employee.

In order to come to a solution regarding grievances, first the resentful and distressed employees are likely to file a complaint, making their dissatisfaction obvious and it is up to the managers to take a positive and purposeful action to deter long lasting consequences of grievances (Rose, 2004). In order to improve employee's performance, satisfaction and efficiency, managers should use suitable techniques and practices in employee grievance procedures (Magner and Sharpiro et al. 2000). These 5 key styles or techniques of grievance management are avoiding, dominating, obliging, comprising and integrating.

It is common knowledge that highly satisfied employees are those that end up being highly productive employees, and every organization aims to achieve such employees (Spector,

1997). According to Gupta (2004) Job satisfaction can be seen as the wellbeing of an organization because employees are more likely to be productive, motivated and cooperative when they are satisfied with their work and their management, and when they are not; they are more likely to press towards grievances or turnover intentions. Low job satisfaction levels have been identified amongst teachers in the education industry because educational organizations are spending far less time in employee training and empowerment programs and rather in earning a lot of money in quick and deceiving ways for the past two decades (Muhammad Zahid Rifat, 2019). Thus, this takes the motives far away from investing in quality education and motivated teachers who will provide the said quality education. Educational organizations are facing problems concerning the commitment, motivation, retention and satisfaction of employees as workers are starting to feel more and more demotivated at their workplace and this can affect the learners to whom they have to pass down their knowledge and can affect the quality of education they provide, as well as, deteriorate the teacher's professionalism and school's infrastructure and repute (Munaza Aslam et al. 2006).

The research paper seeks to identify the impact employee grievance management and grievance handling techniques can have on employee satisfaction in public and private universities and to also investigate the role employee empowerment plays as a mediator in the relationship between employee grievance management and handling styles/techniques and employee satisfaction among teacher in the public and private universities of the twin cities of Pakistan.

1.2 Problem Statement:

The education industry plays as an investment towards the better future of the country and can have many positive effects on the economy of a country as well as on humanity. However the problems that exist in the education sector are huge and are not likely to decline anytime soon. Teachers, on whose backs the industry survives, play the most vital role in one's life, not only because they make us become successful and competent enough to make something good of our life and follow our ambitious careers, but they also make their students into good human beings and positive citizens of a country.

However this is not the case anymore as governments and industries are falling short of the expectations one holds to achieve from the industry and the benefits they will produce. Pakistan's Education industry has been suffering and facing problems of decreasing levels of satisfaction among the teachers. It has been noticed that teachers hold strong grievances against their managements due to many different, unsatisfactory policies and work environments (Pearson and Robertson, 1997). Research concludes that most of these problems are due to poor standards of grievance handling and conflict management (ACAS, 2011). According to Tan et al. (1994) it is vital for the management of educational

organizations to acknowledge, determine and rectify the root and sources of potential employee dissatisfaction before the turn into authoritative grievances and in this process the management should employ appropriate grieves handling procedures. There was also an analytical research held by GEO, and their main aim was to raise concern over the fact that the educational sector of Pakistan faces many problems and around 1300 of the teachers who were interviewed communicated about their grievances that were majorly related to job dissatisfaction and dishonestly in the educational organizations (Alif Ailaan, 2013). According to Gathoronjo (2008), his research study reveals that the number one reason for employee management disagreements and disputations is due to abysmal quality of grievance handling by organizations. It is also he, who in his study, proposed the idea of setting up proper grievance handling techniques, styles and mechanism in order to take care of aggrieved employees.

Job satisfaction can be seen as a paradigm of sentiments towards ones job or management that an employee holds, without it employee cannot be motivated towards their work or cannot be encouraged to work till their full potential (Vroom, 1964). The education industry can be severely affected by high levels of employee dissatisfaction. Research shows that the lack of grievance expression by teachers and grievance management by the education organization can lead to severe stress, burnout and low levels of satisfaction which can have an adverse impact on the whole industry. Job satisfaction can have a direct impact on the levels of absenteeism, employee commitment, employee performance and productivity. Every employee has certain expectations with their organizations and its management, which is not fulfilled, can lead to feelings of discontent of dissatisfaction. It is essential for teacher so feel like they are a key member and feel satisfied with their organization, because this can lead to the teachers having a strong will to commit to giving their best in the process of educating their students (Roche, 2002). The adverse consequences can be high teacher turnover, absenteeism, demotivation and poor quality of education, if the teachers feel unsatisfied and unvalued at their jobs. The less unsatisfied the teachers are, the more productive they will prove to be.

In order to ensure less absenteeism, high productivity, high performance and most importantly, high levels of employee satisfaction it is vital for educational organizations and their management to ensure that they are equipped with the proper knowledge about the sources and causes of grievances in an organization. Whether they are fully expressed or not, are acknowledged or not, have been come to terms with the parties included or not, yet holding feelings and emotions of unhappiness and displeasure that are directly related to the company, organization or the management, and seems to be unfair, is what a grievance can be described as (Dr. Rachna, 2015). Lack of grievance management can have a huge impact on the education industry because research shows that a high number of teachers have not ever been made aware of the procedures and management of grievance handling in

organizations. The right application of proper grievance management makes sure that the issues and worries that the teachers face are acknowledged and accepted in a timely manner before the grievances have a disadvantageous impact on the satisfaction of employees (Dr. Sharma, 2015). If grievances are left untouched and are mishandled, they can have a strong negative impact on not only the morale, motivation and satisfaction of employees but also damage employee-management relations and demoralize employee and their productivity (Aboagye and Benyebaar, 2015).

The establishment of proper grievance management handling styles, techniques and mechanisms by organizations can cater to the worries of the employees, their dissatisfaction, discontent in a way that will not only shed positive light upon the adequate results of grievance resolution but also lead to increase in the satisfaction levels of employees (Mante-Meija & Anid, 1991). Chaykowski and Slotsve (1992) that valuable and productive grievance handling majorly contingent on the capacity and capability of management and managers to recognize, diagnose and rectify the reasons and sources of dissatisfied employees before they have the potential of becoming formal grievances. According to Yahya et al, (2011) in order to bring about positive changes in employee satisfaction, it greatly depends on employee grievance management styles and techniques.

Educational organizations that empower their employees, their teachers can benefit greatly from the profits they get in the long run because of a hardworking and effective work climate they help in creating. According to Elnaga et al (2014), an employee's self belief and confidence will increase only when there is a strong impact of empowerment and this confidence can lead to increased job satisfaction, greater level of productivity and fewer chances of grievance complaints.

Basically grievances arise when employees feel that their best interests are not being considered and due to this differences and disagreements start. Once these differences surface, they lead to dissatisfaction among the employees when they realize that the management is not properly handling their grievances (Gupta, 2004). This researcher also places great importance of grievance handling styles on employee satisfaction and he asserts that an employee's level of satisfaction or dissatisfaction depends largely on the style or techniques the management or manager exercise in the process of handling their grievances. Therefore this study aims to investigate and build a bridge to cover a gap by researching about the influence employee grievance management and grievance handling styles can have on the satisfaction of university teachers with the mediating effect of employee empowerment. This study will give empirical evidences and theoretical contribution by adding to the body of knowledge.

1.3 Research objectives:

- To examine the impact of employee grievance management on employee satisfaction.

- To examine the impact of employee grievance handling styles on employee satisfaction.
- To investigate the mediating role of employee empowerment between employee grievance management and employee satisfaction.

1.4 Research Questions:

- What is the impact of employee grievance management on employee satisfaction?
- What is the impact of employee grievance handling styles on employee satisfaction?
- Does employee empowerment mediate the relationship between grievance management and employee satisfaction?

1.5 Contributions of the study:

We can tell that there is an importance regarding this topic in the education industry thus it needs to be studied. The results and outcomes of this research study will benefit in occupying and filling the holes left behind regarding understanding the effects of employee grievance management and grievance handling styles on employee satisfaction with the mediating effect of employee empowerment among teachers and educational faculty members, who are considered as the backbone of the education sector. This research is also a prime and significant contribution in the education industry, specifically in the higher education, private and public universities.

The education industry plays a very vital and important role in the socio-economic growth of Pakistan, and the teachers are considered to be the core of the educational institutions. The results that come out of this study will be beneficial to university management in employee grievance management and grievance handling styles and techniques so that they can evoke and boost better working associations and a satisfied workforce.

The result of this study will not only be very effective, profitable and helpful to management in the education industry in trying out the best grievance management handling procedures at work and help organizations enhance better working conditions, relations, more empowered employees and thus more satisfied teachers. This will also open up many different routes and methods for the teachers, through which they can settle their grievances, increasing their satisfaction levels and making their performance effective and productive. Moreover, this study will form part of literature review for future researchers and will be tremendously important for the future of the educational and pedagogical world.

1.6 Research Gap:

Teachers are the core of the educational institutes and educational industry and play the most vital role in the deliverance of education, and their dissatisfaction is a major issue that is faced by the management and administrations of educational institutions. It is crucial for all educational institutions to make sure that their teachers are highly satisfied because it is their

satisfaction that can have a positive impact on their teachings and their performance. In a developing country like Pakistan, which holds about 216 public and private universities, it is essential to know that the management holds a grievance-free attitude towards their policies set for their employees. There have been many studies done relating to job satisfaction and studies which also focused on job satisfaction and many other variables with regard to employee performance (Khalid S. Irshad et al). According to Bhatti K.K (2011), it has been advised that there should be more comprehensive research on job satisfaction, especially on teachers of educational institutions since they hold a great deal of responsibility on their shoulders and it is required of them to perform effectively for the learners.

Many studies have been done regarding employee satisfaction; however this study will build a bridge between the grievance management and grievance handling styles and techniques that are considered appropriate in order to enhance satisfaction among university teachers in the twin cities of Pakistan. According to Gathoronjo (2008) it is poorly done grievance management and handling techniques that can be a major contributor and adversely impact teacher's performances and lead to labor disputations. Therefore high levels of employee empowerment and its results can lead to more satisfied employees and better performance in their workplace which can result in lesser grievance complaints. Study by Human Resource (2009) shows that cordial and healthy relation between workers and their management leads to better industrial congruity.

This study will also fill the gap by investigating the relationship between employee empowerment and in improving an employee's satisfaction levels. Many studies have been done regarding job satisfaction in other industries as well; however this study mainly focuses on the education industry. There is also no documentation on how private and public university teachers can be more satisfied through empowered and how educational organizations and their management can impact the employees and their satisfaction levels with their grievance management and handling styles.

1.7 Scope of the study:

The scope of this study is extended to the educational industry in the twin cities (Islamabad and Rawalpindi) of Pakistan. The unit of analysis and also the main target of the study are teachers, of both private and private universities, in order to explore and investigate the impact of employee grievance management and grievance handling styles on employee satisfaction with the mediating effect and role of employee empowerment. The topic of this study holds great importance in the present as well as, in the future.

1.8 Limitation of the study:

There were many limitations and issues faced in the research of this study, in terms of time, geography, and resources however the study came out with great and effective contributions.

One of the first limitations of the study is that the study's focal point is only the education sector, and therefore it covers only the employees of public and private university. Secondly, the unit of analysis for the study is teachers. Third, the study considers the twin cities (Islamabad and Rawalpindi) of Pakistan to collect the data due to geographical, time, and resources constraints. And lastly, the study is cross sectional.

Chapter 2: Literature Review

2.1 Employee Grievance Management:

Grievance can be defined as any feeling or an emotion of dissatisfaction, whether it is outwardly expressed or not expressed, with an organization or a management, when an employee feels that they are being mistreated by their employers (Michael Jucious). It can be also considered as a state of discontent and disappointment, and can be expressed in a written or an unwritten way or in a justified or an unjustified way, that can directly impact an organization's productivity and their relations with their employees (Manikandan B.) For confirmed grievance to transpire there must have been a major infraction or a breach of an employee's rights (Meyer, 1994). Hollenbeck (2003) asserts that whether there are few grievances or a lot of them, both show that there are evident problems and issues in the organization.

The dissatisfaction that arises among employees which are classified as grievances are mostly related to work procedures and work facilities (Bean, 1994) and the breach of actions regarding the company's policy (Ayadurai, 1996) and the breach against the terms and conditions stated in contracts (Salamon, 2000).

According to the National Commission of Labor, grievances start when employee profess discontent towards their work in respect of their salaries, overtime work, their holiday or leave, advancement or promotion or any unfavorable scenario. Unhappiness, annoyance, resentment and dissatisfaction, being unproductive and ineffective at work, all these are the outcome of holding grievances, and are formally expressed or filed to an immediate supervisor or the administration of the organization (Rose, 2004). Causes of grievances can be relative to economics matters, the job or work environment, supervision or supervisory personnel, organizational change, employee relations with management or colleagues or other miscellaneous matters.

There is evidence that shows that if an organization has little to no grievance complaints, the major cause for that is likely to be the fact that employees are afraid to file complaints/grievances, or they think that filing a grievance would have no positive repercussions or outcomes, so employees tend to lack faith in their employee grievance management system.

In order to resolve issues and increase morale and satisfaction among employees, it is essential for everyone to be given a right to be heard and conduct open communication (Hareman, 2004). Employee grievance management should be conducted in all organizations in a way to provide employees with a way, a route, to file their complaint and express their discontent. Their discontents should be handled fairly by grievance management personnel that leave the unsatisfied employees content with the practically handled egalitarianism and ethically-appropriate decision making as well as, the grievance resolutions (Mante-Meija & Enid, 1991). It is obligatory for supervisors or management to take quick action regarding a grievance that is filed in the state of dissatisfaction (Rose, 2004).

Juneja (2018) clearly notifies that the major cause of low morale, inefficiency and general dissatisfaction among employees is due to grievances and should not be left unattended. Huselid et al. (1997) asserts that having effective grievance management aids employees in coming to terms with their issues and apprehensions and this in return benefits them in attaining greater satisfaction and productivity. All in all, employee grievance management ensures that there are set up uniform circumstances and states of employment that are originally composed for the reason of staying clear of discontent situations and employee dissatisfaction and dispute occurrences (S. Poongavanam, 2017).

H1: Employee grievance management has a significantly positive impact on employee satisfaction among teachers in public and private universities.

2.2 Employee Grievance Handling Styles:

According to Cole (2002) organizations should have good and well-managed grievance procedures and make sure that the grievances are resolved immediately and as close to the source as possible. Rahim et al. (2000) states that it is vital to use up-to-date and effective methods to solve grievances so that they prove grievance management handling procedures to be efficient. The two most effective and beneficial measurements of handling grievances is to be aware of self and be aware of others around, and these two measurements highly impact the five styles of grievance handling which are avoiding, obliging, dominating, integrating and compromising (Rahim and Magner, 1995). Research by Gomez (2005) suggests that if organizations want to adopt effective grievance management and apply these 5 grievance handling styles or techniques, then it is crucial for organizations to train their management and grievance handling personnel regarding the effective use of these 5 styles. An organization which is more separate and self concentrated is more likely to employ avoidance and dominating styles in the process of handling grievances (Green, 1987) while an organization which is more decentralized and has a multilateral cooperation is more likely to employ compromising, obliging or an integrating style when it comes to handling grievances of their employees (Rose, 2004). Research done by Rahim (1983) shows that in order to evaluate and assess the 5 styles, requires one to do different calibrations on them.

2.2.1 Integrating Style:

This style of style is when whilst facing a conflict, one is aware of themselves as well as the other side that is involved. According to Hook, et al (1996) an integrating style can also be called a problem solving technique, where enough light is shed upon candor and frankness in positive exploration of differences, which will eventually lead to reaching a satisfactory outcome. It can also be seen as a cooperative and mutual approach which leans towards working with people, understanding their point of view and reaching a solution that is beneficial to all the parties involved, and if faced with disagreements, those should also be dealt with collaborative and open-minded discussions and reach a resolution that benefits everyone (Deustch, et al. 1949). Research by Tjosvold and Morishima (1999) shows those employees that are dealt with in an integrating style, are more likely to talk about their grievances in a more candid, genuine and free spoken way.

2.2.2 Obliging Style:

This style is a more complaisant form of a grievance handling style and can also be called an accommodating mode (Kilmann, 1974). According to Rahim and Magner, 1995) an obliging person puts more emphasis on common attributes with the other party in order to please them, while setting aside their own concerns which would satisfy themselves only. Hook, et al (1996) states that in this approach, employees can have a more authority and command over their grievance interchange with management.

2.2.3 Compromising Style:

In this style there is only an ordinary amount of concern for both the parties that are in between conflict and depends more on a compromise from one party and reach a mutually accepted outcome (Rahim and Magner, 1995). As asserted by Thomas and Kilmann (1974) it is a combination of both decisive and communal form of dealing with grievances, whereby a compromise is approached which pleases both parties, reaching a settlement or a neutral territory is landed on.

2.2.4 Dominating Style:

This style conducts a more win-lose approach where one party cares more about themselves and has less concern for the other party (Rahim and Magner, 1995). According to Thomas and Kilmann (1974), a dominating style gives light to a more disobliging, unaccommodating and unwilling mode of style. The command is ultimately in the management's hands and this leaves the employees to feel resentful towards their superiors (Deustch, 1949). Hook et al (1996) says this style is one where the power is unwillingly bestowed to the managers, and can lead to feelings of dissatisfaction and bitterness towards superiors.

2.2.5 Avoiding Style:

This style shows a complete lack of assertiveness, concern and cooperation for both self and the other party, or either for one of them, like the other styles had. According to McGrane et al (2005), the avoiding style can be seen as a flight or a ditching kind of a method, since there is clear avoidance to take a step to achieve better outcome or simply disengaging from a grievance issue. This style is seen as a completely unhelpful and unaccommodating type of a mode, where the person has no interest in dealing with the conflict, neither for himself or the other.

H2: Employee grievance handling styles have a significantly positive impact on employee satisfaction among teachers in public and private universities.

2.3 Employee Satisfaction:

According to Andrew .J .DuBrins, if you enjoy your job with a deep passion then you will be highly satisfied and you dislike your job with deep passion, then you will be highly dissatisfied, therefore employee satisfaction measures the height of fulfillment and happiness you get from your work and job. All organizations aspire and desire to get a highly satisfied workforce since the more satisfied they are, the more they will be productive (Spector, 1997). Job satisfaction can also be highly influenced and shaped by the sort of leadership and management style that the management or a manager applies on the employees (Gupta, 2004). Therefore it is best to apply a participative kind of a leadership style and an attentive sort of supervision and management on the employees in order to retain more satisfied employee and improve work contentment.

The wellbeing and the productivity of an organization are also highly dependent on its satisfied employees, because not only will these employees be efficient and productive but they will also more motivated and cooperative with management and strive towards achieving their organizational goals. According to Gupta (2004), there are many negative outcomes of unsatisfied employees which can lead to adverse consequences such as a high absenteeism rate, lack of good quality of work, strikes and industrial disputes, quitting of jobs and other grievances. Sills (1968) states the employee satisfaction and their dedication towards their work are almost one and the same and one cannot do without the other. A need of an employee that is not met by an organization or their management can lead to feelings of unfair treatment and discontent and these feelings can effect and influence the behavior at work, until and unless the need are not met by the organization (Plunkett and Attner, 1994). Therefore, it should be seen as essential for the management to build an environment where not only the employee finds it possible to satisfy their own needs but also with the help of the management, they can identify what and which needs of their needs to be satisfied and fulfilled in order for them to give out their best and most productive performance.

The word job satisfaction was brought into light by Happock (1935) who considered this word to be a blend of environmental, psychological and physiological elements that help an employee come to the conclusion that they indeed are happy and content at their job and what they feel are the “end state of feelings”. While Mullins (2000) asserts that employee satisfaction can be seen as a state of a person’s intramural emotional attitude and it can also be related to the feeling of accomplishment whether it is subjective or objective. Glimmer (1961) states that the higher the job is on the job hierarchy, the more satisfied the person will be and that is because they are more likely to be getting a higher salary, more command over their work and less interpersonal communication problems.

2.3 Mediating role of employee empowerment:

According to Wilkinson (2003), the word empowerment goes back to the 1780s when in an organizational role this word was given an authoritative meaning. It can also be seen as an action or an operation of giving more authority, legal power and ability to the people (Cameron, 2008), or giving decision making potentials to people who require it the most (Fry, 2005). According to Fong and Snape (2014), empowerment is when you empower people enough so that they become more self aware and self confident and feel less uncertain and incapable. Furthermore, technically the word empowerment can also be defined as directing and putting in inner motivation and stimulus so that one can do their tasks efficiently (Smitch, 2000). Konczak (2000) even goes as far to say that in order to define empowerment; one must first come into terms with its boundaries and frontiers.

Most of the reporting and writings that are associated with empowerment put forth the suggestion that empowerment programs are beneficial for all those involved in them. For employees, empowerment programs benefit them by providing more job satisfaction and monetary gains whereas for customers, they are left with a positive impression of enhanced and upgraded service quality. Brymer et al. (1991) maintained that there were 3 key goals that organizations want to come out of empowerment programs at the workplace and they were to improve staff retention, boost customer services and also enhance employee motivation. The main objectives for why organization apply empowerment programs at the workplace are also due to pass down decision making authorities down to the employees and also make sure that these programs bring out employees that are ready to take on more autonomy, independence and control over their work (Drath, 1993). However Lashley et al. (1994) argues that often outcomes like downsizing and cut backs in an organization lead to the development of empowerment programs and empowerment groups.

In administrative terms, the past or history of applying empowerment goes back to the time of industrial democracy, when management willingly let employees participate in decision making that took place around the organization and labeled this as team work or team building and total quality management (Hardy and O’Sullivan, 1998). According to Urei

Yazdani (2002), he went as far as to notice that empowerment was not a newly created concept, rather it went far back. Spritzer (1997) even declared that empowerment is and was a two-sided notion and held different meaning to different groups of people, be it in the past or in the present. This approach he called the organic approach. However Yari (2007) concluded that the vital issue about empowerment was the obvious absence of scientific amenities or reliable patterns or standards that would help in applying empowerment at organizations and workplaces, and it is due to this lack of reliability that managers at organizations are self discouraged to explore and implement this area of study.

According to Smith (2000) empowerment for employees was to inspire them to take up more decision making authority that would have a positive effect on their day to day activities. This way, employees can show that they can come up with good ideas and also apply those ideas into their work (Butts et al, 2009). Kim (2002) and Iromason (1997) assert that empowerment is similar to assistive management, more importantly assistance in decision making and amplifying commitment to the organization. In order to enhance self confidence, dedication and liberation against development and growth, it is vital to create a habitat, or rather a domain where the empowerment processes are applied. However, one should note the fact that the aura of empowerment is not always handed down by the management or managers to their employees, rather it is the circumstances that the employees make up for themselves (Lamei, 2003).

Kinla's Empowerment Model (2004) talks about 6 key steps on empowering employees and the first step is to define and transmit the idea of empowerment to the employees, while the second step is developing and composing objectives and aims that would help enhance and encourage the growth of empowerment as an organizational substructure. The third step is to calculate the enhancement and acknowledgement of employees in the organization by assessing and amending empowerment of those employees, where as the forth step is to coach and instruct the employees so that they adopt and take part in new activities and roles and also direct their tasks and functions as according to the goals and aims of the organization so that they promote and stimulate empowerment. The fifth step is to apply the functions of the forth step so that they not only promoted lean administration but also lessened the hold of the administration and encouraged more freedom. The last and sixth step is to accommodate and implement organizational systems that promote and encourage empowerment of employees, such as incentives, training and development, promotions, etc.

Another empowerment model by Noller (1997) suggested 4 features of employee empowerment that any empowered individual or groups have, known as 'Webern Ideal Model'. The four features are that they have complete power to make decisions, they were completely answerable to implementing decisions of any kind, they had complete means of approaching decision making resources and their execution and lastly, they had complete authority over the results of the decisions that they take.

H3: Employee empowerment mediates the relationship between grievance management, employee grievance handling styles and employee satisfaction.

2.4 Relationship of employee grievance management and employee grievance handling styles with employee satisfaction and the mediating role of employee empowerment:

In order to greatly influence or leave a positive impact on job satisfaction depends largely on the grievance handling style the managers adopt in the process of handling grievances. McNeese-Smith (1997) stated that the way an a manager conducts his management style and handles grievances greatly influences employee satisfaction levels.

Bateman (1993) attested that employee empowerment in an organization can lead to greater quality performance, enhanced motivation, low absenteeism and turnover rate and highly satisfied employees. All these resulted when the employees mastered 3 key physiological frames of mind; the first was when they thought their work was significant and worthwhile to other people, the second state was when they took personal authority and power over the results and outcomes of their work and the third state was when they come to terms about how skillfully and expertly they performed their work and duties. There is a positive association between employee empowerment and employee satisfaction as many studies have shown the impact and effectiveness of employee empowerment programs on an employee's satisfaction levels by providing a positive link between the two variables.

Employee empowerment and employee empowerment program is a very productive way to get an organization's employees to make use of their creative capabilities and to enhance their performance, their motivation levels and their satisfaction (Elnaga, et al. 2014).

2.5 Theory:

Some of the key theories regarding employee satisfaction include an Equity Theory that was proposed by Gupta (2004) who asserted that the leadership styles that the management and the managers exercised on their employees could have a major impact on the satisfaction levels of those employees and this theory maintained that the opinions of the group that an individual looks up to direction and enlightenment, their needs are as important as those of the individual. Thus it is vital for managers to make an entreaty of collaborative employee leadership styles in order to evoke greater satisfaction.

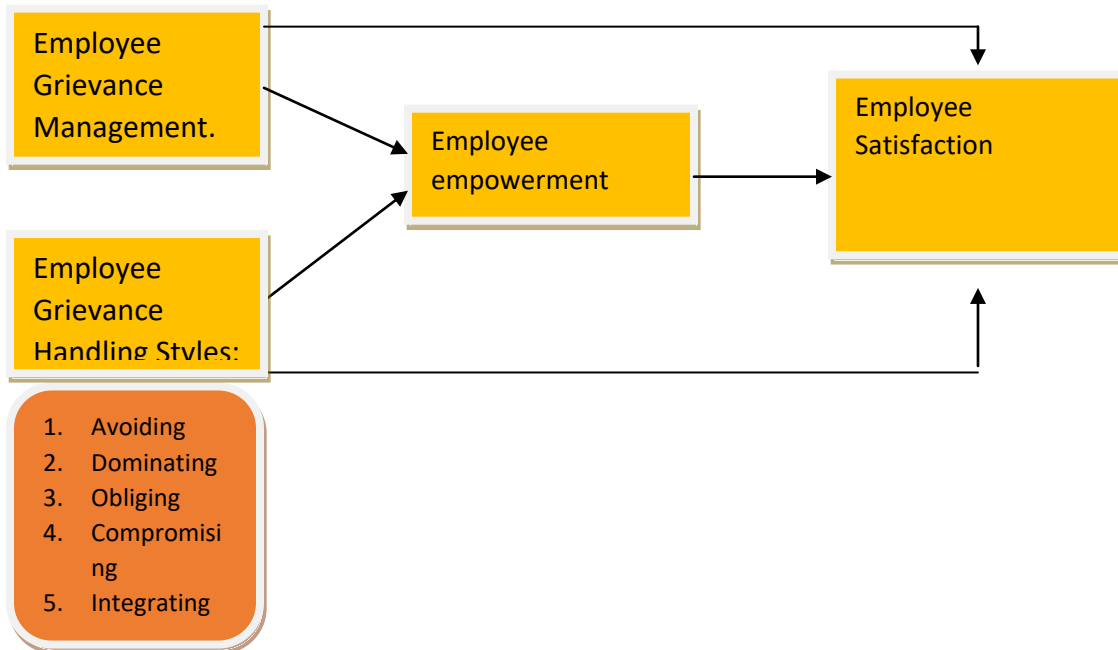
A theory presented by Maslow (1970), a Need Fulfillment Theory, stated that an employee is surely to be satisfied if/when they can get out from their job what they want.

Fredrick Herzberg and his famous "Two Factor Theory" (1950) asserted that satisfaction has a high interdependency on dissatisfaction and goes on to apply his motivation and hygiene theory, where one of the factors which is hygiene depicts the attributes and features of a work place such as salary, working condition, colleagues, regulation and control, etc and how these features of a work place cannot always motivate employees but can reduce

dissatisfaction. Whereas the other factor, which is motivation, which speaks about the essence of the work itself, employee acknowledgment and acceptance, job control and a chance to enhance and grow, when these characteristics exist the job can be assumed to more motivating and satisfying.

Lawler (1977) talks about the discrepancy theory in regard of job satisfaction and proclaims that what a person receives from their job is highly contingent on employee satisfaction.

2.6 Theoretical Framework:



In this figure it is portrayed that the independent variables are ‘Employee Grievance Management’ and ‘Employee grievance handling styles’ which consist of 5 major techniques (Avoiding, Dominating, Obliging, Compromising and integrating) , the dependent variable is ‘Employee Satisfaction’, and the mediating variable is ‘Employee Empowerment’. The hypothesis that came out of this study are:

H1: Employee grievance management has a significantly positive impact on employee satisfaction among teachers in public and private universities.

H2: Employee grievance handling styles have a significantly positive impact on employee satisfaction among teachers in public and private universities.

H3: Employee empowerment mediates the relationship between grievance management, employee grievance handling styles and employee satisfaction.

Chapter 3: Research Methodology

3.1 Research Design:

The research design of this study is quantitative, descriptive and cross sectional in nature. The study is also based on the results, analysis and collection of studies, report, articles, research paper and books related to the topic of the current study for the purpose of identifying the relationship between employee grievance management on job satisfaction with the mediating role of Employee empowerment. The research has also developed three hypotheses through a deductive approach.

3.2 Population:

The population under the study is teachers, specifically university faculty members, in Islamabad and Rawalpindi, Pakistan. The choice of this area was chosen because the population showed the desired characteristics. They are mostly urban area, HEC recognized, private and public universities in the twin cities. The sampling frame consisted of 6,970 teachers from 23 registered universities in the twin cities of Pakistan, out of which 7 are private universities and 16 are public universities. These are faculty members that have done at least up to their M.A and are hired on visiting and permanent basis both, also ranging from assistant lecturers to professors, assistant professors, senior assistant professors, associate professors, senior associate professors and senior lecturers.

3.3 Sampling:

The sampling size was selected on the basis of the Krejcie and Morgan table (1970). The total population of the study is 6970 teachers from the 23 public and private universities of the twin cities. From the total 23 universities, top 3 universities were chosen in order to construct a sample size. These universities were Bahria University, FAST and Air University and their total population is 909, which falls in the slab of 269 on the Krejcie and Morgan table. So we took 150 teachers as our sample size because we took mean of total teacher working in Islamabad and Rawalpindi.

3.4 Sampling Technique:

We used Stratified random sampling technique in our study because the universities were categorized as public and private universities.

3.5 Unit of Analysis:

The units of analysis under this study were teachers, professors or lecturers including both female and male, as well as both visiting and permanent teaching faculty.

3.6 Measures:

The questionnaires involved questions regarding their organization's grievance handling styles and the impact empowerment had on their work and if it motivated them to work at their full potential. The questionnaires also collected data on job satisfaction of employee.

3.7 Data collection:

Data is collected through past papers, structured questionnaire. The questions are structured in a way that the respondents find it easy to understand and answer. The questionnaire was written in English language as this is the language that is used in Pakistan very frequently specially in educated people.

1: Employee grievance management:

Employee grievance management is measured with a questionnaire depending on six questions with four options.

2: Grievance handling style:

Grievance handling style is measured with 6 item Scale used by Alnaqbi, W. (2011) which uses a five-point scale ranging from 1= agree to 5= disagree.

3: Employee empowerment:

Employee empowerment was measured with a 5-item scale developed by Eisenberger et al. (2001) which uses a five-point Likert scale ranging from 1 = agree to 5 = disagree.

4: Employee satisfaction:

Job satisfaction is measured using the 8-item scale developed by Dumont et al. (2017) which uses a 5-point Likert scale ranging from 1= agree to 5= disagree.

3.8 Data Analysis:

The data was analyzed and presented by using numerous statistical softwares like SPSS, etc.

Chapter 4: Results and analysis

4.1 frequency table:

Table 1 **Gender**

	Frequency	Percentage
Male	74	49.3
Female	76	50.7
Total	150	100

Data collected from the education sector of Rawalpindi and Islamabad. The total number of respondents were 150 in which 74 were male and 76 were female.

Table 2 **Work experience**

	Frequency	Percentage
1-5 years	78	52.0
5-10 years	58	38.7
10-15 years	14	9.3
Total	150	100

So here is the work experience of employees (teacher) results showed that 52 percent teachers have experience less than 5 years 38.7 percent teachers have work experience more than 5 years lies between 5 to 10 year experience and 9.3 percent teachers have more than 10 year experience. So it means the teachers who fill my questionnaire mostly were having experience between 1 to 5 years.

Table 3**Education**

	Frequency	Percentage
Graduation	37	24.7
Masters	74	49.3
PHD	39	26.0
Total	150	100

Here is the education of the teachers from whom I filled my questionnaire so according to this 24.7 percent were having their education till graduation 49.3 were having master degree and 26.0 percent were phd so according to the results maximum teachers have done masters in their education.

Table 4**Position**

	Frequency	Percentage
Visiting	52	34.7
Assistant	91	60.7
Departmental head	7	4.7
total	150	100

If we talk about their position in universities and colleges as results shown in the table 34.7 were visiting faculty 60.7 were assistant professor and only 4.7 were departmental head so the maximum number of respondents were assistant professor.

4.2 Reliability:

Reliability is the degree related to evaluation instrument that generates stable and coherent outcomes. The alpha of Cronbach is a measure of congruity which means how powerfully connected a group collection of things. It is a measure of how reliable a scale is.

Cronbach alpha value was found out which tells the reliability of factors internally that how these variables are consistent with each other. The acceptable value of reliability is greater than 0.60 as we can see below.

Table 5

Variable	No. of items	Cronbach's Alpha
Employee grievance management	6	.679

To see the reliability of the data gathered from different sources, value of Cronbach Alpha of Employee grievance management is seen through reliability test. Value “.679” shows that the reliability of the data is 67 percent and results from this data can be considered as a true outcome.

Table 6

Variable	No. of items	Cronbach's Alpha
Grievance handling styles	6	.841

To see the reliability of the data gathered from different sources, value of Cronbach Alpha of grievance handling styles is seen through reliability test. Value “.841” shows that the reliability of the data is 84 percent and results from this data can be considered as a true outcome.

Table 7

Variable	No. of items	Cronbach's Alpha
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Employee satisfaction	8	.878
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To see the reliability of the data gathered from different sources, value of Cronbach Alpha of employee satisfaction is seen through reliability test. Value “.878” shows that the reliability of the data is 87 percent and results from this data can be considered as a true outcome.

Table 8

Variable	No. of items	Cronbach’s Alpha
Employee empowerment	.637	5

To see the reliability of the data gathered from different sources, value of Cronbach Alpha of Employee empowerment is seen through reliability test. Value “.637” shows that the reliability of the data is 63 percent and results from this data can be considered as a true outcome.

4.3 Correlation:

Table 9

Correlations

		Correlations			
		GrivenceMan gement	GreuvenceHa ndling	EmpEmpowe rment	EmpSatisfacti on
GrivenceMangement	Pearson Correlation	1	.109	.098	.989**
	Sig. (2-tailed)		.185	.234	.000
	N	150	150	150	148
GreuvenceHandling	Pearson Correlation	.109	1	.357**	.109
	Sig. (2-tailed)	.185		.000	.187
	N	150	150	150	148
EmpEmpowerment	Pearson Correlation	.098	.357**	1	.102
	Sig. (2-tailed)	.234	.000		.216
	N	150	150	150	148
EmpSatisfaction	Pearson Correlation	.989**	.109	.102	1
	Sig. (2-tailed)	.000	.187	.216	
	N	148	148	148	148

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

The extent of Relationship between independent variable and dependent variable is found through correlation test. The above table shows that grievance handling styles have positive relationship with grievance management but the intensity is moderate indicated by the value i.e 0.109.

Employee empowerment is also positively correlated with the grievance management but the relationship is too weak indicated by the value i.e. 0.098.

Employee satisfaction is also positively correlated with the grievance management as the value is 0.989 and the intensity of relationship is strong.

4.4 Regression:

Model summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.989	.978	.977	.14795
2	.989	.978	.977	.14822

In the above table, the Value of R Square is .978. Which means that Independent variables i.e Grievance management and Grievance handling styles impact employee satisfaction however the intensity of impact is strong i.e 97.8%

Coefficients

Model	Unstandardized Coefficients		Standardized coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.070	.050		1.398	.164
Grievance	.959	.012	.988	79.326	.000

management					
Grievance handling	.014	.025	.007	.564	.574
(Constant)	.050	.058		.854	.394
Grievance Management	.959	.012	.988	78.992	.000
Grievance handling	.008	.026	.004	.293	.770
Employee Empowerment	.021	.031	.009	.688	.492

Dependent variable: Employee Satisfaction

Anova

Model	Sum of squares	df	Mean Square	F	Sig.
Regression	139.433	2	69.716	3185.145	.000
Residual	3.174	145	.022		
Total	142.607	147			
Regression	139.443	3	46.481	2115.880	.000
Residual	3.163	144	.022		
Total	142.607	147			

Dependent variable: Employee satisfaction

Predictors: (Constant), Grievance handling, Grievance management.

Predictor: (Constant), Grievance handling, Grievance Management, Employee Empowerment.

This table explain the criteria for the acceptance and rejection of the hypothesis, In the above table the significant value is .000 which is > 0.05 it means that both hypothesis H1 and H2 are accepted and have positive impact on employee satisfaction.

The hypothesis H3, significant value is .992 which is greater than 0.05 so it means that this hypothesis is rejected.

5.1 Conclusion:

The results of the research play an important role in understanding the influence employee grievance management can have on employee satisfaction. The most important conclusion that has come out of this study is that job satisfaction is proportionately related to good grievance management and employee empowerment can play as a significant arbitrator in between-

Good grievance management largely depends on the techniques and styles managers or management of educational institutions employs to deal with those grievances. The results from the questionnaires revealed that grievance handling can have a significant impact on an employee's satisfaction levels in the education industry. An employee experiences greater job satisfaction when their concerns or complaints are met with equal concern and enthusiasm by managements. These high concerns are shown majorly in the integrating and compromising style of grievance handling and thus these lead to high satisfaction whilst dealing with grievances since concern for both parties are involved. Whereas, on the other hand, dominating, obliging and avoiding styles can lead to lower job satisfaction, because concerns are disproportionate in these styles.

This research paper has an insightful; contribution towards the welfare of the society as well as the welfare of the education industry. And the results of this study depict the importance of good employee grievance management and handling styles should be in place in all educational institutions in order to ensure that their employees are satisfied.

This research study also focused on how employee empowerment is a very productive way to get an organization's employees to make use of their creative capabilities and to enhance their performance, their motivation levels and their satisfaction. Therefore high levels of employee empowerment and its results can lead to more satisfied employees and better performance in their workplace which can result in lesser grievance complaints. With empowered employees and good employee grievance handling procedures set in place, educational institutions are bound to have a more committed and stronger workforce that will bring forth better results.

This study also offers insight to educational institutions who seek to enhance and elevate job satisfaction among teachers in public and private universities.

5.2 Limitations and future recommendations:

The major recommendation that came out of this study is that there is a dire need for educational institutes to follow and implement appropriate employee grievance management handling styles and techniques in order to enhance the productivity among teachers. If teachers are not fully satisfied with the ways grievances are handled in universities by their management, universities can face a lot of problems that can have a long lasting impact. Secondly, employee grievance management should be handled in a timely manner by the managers so that their adverse repercussions don't settle in the organization and turn into something worse. Furthermore, same study can be repeated with same framework in other service sectors. And lastly, educational organizations should make sure that grievance handling personnel should be properly trained and possess the human skills that are required to handle conflicts, complaints and grievances. They should be able to detect, diagnose and rectify the reasons that arose to cause employee dissatisfaction before they become formal grievances.

Time was a limitation due to which the study could not become more descriptive or in depth. Moreover, there was a chance that the respondents and their answers could be biased based on their feelings at the time of answering their questionnaires or they could have been lacking information regarding the variables as well. And the second major limitation was the pandemic corona virus. In this pandemic situation I faced things very difficult to visit in different colleges and universities and the availability of teachers in different colleges and universities.

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Appendix:



Bahria University
Discovering Knowledge

Questionnaire

Please take a few minutes to complete this survey. We are conducting a research on Examining the Impact of Grievance handling management and styles on employee satisfaction: The Mediating Role of employee empowerment. We would be very thankful if you fill out the questionnaire. The information you provide will be kept in confidential and will only be used to complete this research study. Data gathered will be presented in aggregate and no individual respondent or institution will be identified.

1. YOUR EDUCATION?
 - GRADUATION
 - MASTER
 - PHD
2. WORK EXPERIENCE
 - 1-5 YEARS
 - 5-10 YEARS
 - 10-15 YEARS
3. YOUR POSITION?
 - VISITNG
 - ASSISTANT
 - DEPARTMENTAL HEAD

1= strongly agree	2= Agree	Neutra l	4=disagree	5=stro ngly disagree
--------------------------	-----------------	-----------------	-------------------	-----------------------------

Mention the extent to which you agree with the following statements:(Employees satisfaction)

1	Employees dissatisfied with their job mostly when they have the deep passion	1	2	3	4	5
2	Job satisfaction can be highly influenced and shaped by the sort of leadership and management style	1	2	3	4	5
3	The wellbeing and the productivity of an organization are also highly dependent on its satisfied employees	1	2	3	4	5
4	High rate of Absenteeism directed to the dissatisfaction of job.	1	2	3	4	5
5	Grievance at the work place lead toward the dissatisfaction of job.	1	2	3	4	5
6	Higher on job hierarchy leads to the job satisfaction.	1	2	3	4	5
7	My supervisor promotes an atmosphere of teamwork.	1	2	3	4	5
8	When I have questions or concerns, my supervisor is able to address them.	1	2	3	4	5

1= strongly agree	2= agree	3= neutral	4=disagree	5=strongly disagree
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Mention the extent to which you agree with the following statements:(Grievance handling styles)

1	Styles in handling employee's conflicts may give an impact in organizational relation culture and job satisfaction.	1	2	3	4	5
2	In organization avoidance and dominating styles may be utilized in resolving grievances and enhancing job satisfaction.	1	2	3	4	5
3	Any styles leading to the resolve the conflict have the direct influence over the employee job satisfaction.	1	2	3	4	5

4	Involving third party in the organization matters might harm the employee's satisfaction as well as lead to the demotivation.	1	2	3	4	5
5	Obliging styles involves low concern for self which harm the employee's morals.	1	2	3	4	5
6	Employees values somehow resistance to accomplish the goals if they ignored they get dissatisfied.					5

1= strongly agree	2= Agree	3=neutral	4= disagree	5= strongly disagree
--------------------------	-----------------	------------------	--------------------	-----------------------------

Mention the extent to which you agree with the following statements: (Employee empowerment)

1	I have the support and authority to make the decisions necessary for accomplishing assigned tasks.	1	2	3	4	5
2	My department uses employee feedback to make improvements.	1	2	3	4	5
3	I have enough involvement in decisions that affect my work.	1	2	3	4	5
4	I understand how my work contributes to the company's overall goals and strategy.	1	2	3	4	5
5	I receive encouragement to come up with new and better ways of doing things.	1	2	3	4	5

Mention the extent to which you agree with the following statements: (Grievance management)

1: Is work culture supportive in your organization?

- Mostly
- Rarely
- Sometimes
- Other (Mention)

2: How often you face grievance in your organization?

- Mostly

- Rarely
- Sometimes
- Not at all

3: Most of your grievance are related to?

- Work environment
- Supervision
- Workgroup
- Social injustice

4: How much times your superior takes on a complaint (duration of handling process)?

- 2 weeks
- 6 weeks
- Indefinite
- Depends upon level

5: To what level the Management is effective in grievance settlement?

- Option Completely
- To a certain extent
- To a satisfactory
- Not at all

6: Whom does you share if you have any grievances?

- Superior
- Colleagues
- Function Head
- Head of HR department

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