



A Study on Effectiveness of Grievance Handling Mechanism in Improving Quality of Education (At selected Management Institutes of NCR)

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ABSTRACT

In the NCR region, management education has witnessed an exponential growth in terms of number of institutes, yet these growing numbers are failing to attract the aspiring students because of a noticeable deterioration in the quality of education.

One of the critical factors for poor quality management education erupts from the fact that management institutes are in abundance in NCR and there is heavy poaching of the quality faculty by competing rival B-Schools due to poor grievance handling mechanism in many B-Schools.

With a belief that happy employees are more productive. This paper aims to evaluate the reasons for

dissatisfaction or grievance among faculty members arising out of anything connected with any aspect of the organization and to check the availability of grievance handling mechanism in the selected management colleges of NCR.

The study is based on secondary and primary data from various sources. The research paper suggests the importance for effective grievance handling mechanism to ensure the cultivation of a favourable learning environment.

Keywords----- Management Education, NCR Region, Grievance Handling, Sustained Growth

I. INTRODUCTION

Despite the fact that there are large numbers of management institutes in NCR, the irony is that the quality of education is questionable. One of the critical factors for poor quality management education erupts from the fact that management institutes are in abundance in NCR and there is heavy poaching of the quality faculty by competing rival B-Schools due to poor grievance handling mechanism in many B-Schools. The emphasis on maintaining a teaching load, new subjects development, consulting assignments, research in the area coupled with additional administrative responsibilities have minimised the opportunities for faculties to express their grievances. This has resulted in increase in stress and burnouts.

Grievance of the employees may be connected with any aspect of the organization. The employee has got certain aspirations and expectations which he thinks must be fulfilled by the organization where he is working. When the organization fails to satisfy the employee needs, he develops a feeling of discontent of dissatisfaction.

The feeling of discontent whether expressed or not, valid or not, arising out of anything connected with the company which an employee thinks, believes or even feels to be unfair, unjust or inequitable. Since there are such situations in every organization they must follow a proper grievance handling system by which the company can effectively minimize and eliminate the source of an employee's grievance at the earliest.

The proper implementation of grievance handling procedure ensures that the problems of the employees are recognized and appraised in a fair and timely manner.

The study has been presently conducted across a sample of 7B-Schools across the length and breadth of NCR, India.

Generally, a grievance exists where there is a violation of the contract, law, company regulations, discrimination, past practices. The following principles must be adhered to in managing workplace grievances- confidentiality, impartiality, sensitivity and timeliness.

In a developing country like ours where there are approximately 4000 B- Schools, it is important to ensure that the Faculties are free from any kind of grievances. To avert any kind of conflicts within the academic institute, there is need for a proper grievance procedure so that the faculties feel that their grievances

are addressed and redressed. This would ensure talent retention in the institutes. One of the effective ways of minimizing and eliminating the source of grievance is by having an 'Open Door policy'. An "Open Door Policy" facilitates upward communication in the organization where employees can walk into superiors' cabin at any time and express their grievances. The National Commission on Labour suggested a Model Grievance Procedure, which lays down the sequence of steps to be taken whenever a grievance is expressed. In the present study a semi-structured questionnaire was designed to collect responses from the faculties. Only the core faculty members have been taken as respondents.

The total number of core faculties in these 7 colleges is 168 but only 144 questionnaires were usable for the purpose of the research. The researcher has also interviewed the head of the HR department to understand the GHM prevailing in those colleges. Only 4 out of these 7 colleges permitted to conduct the interviews from the HR department. A total of 13 people were interviewed from the HR department.

II. LITERATURE REVIEW

Literature reviews that for a real grievance to have occurred there must have been a violation of an employee's rights on the job. Also, it must have been the employer or one of his/her agents -- like a supervisor or manager who has violated these rights, directly or indirectly. If an employee makes a complaint that doesn't involve the employer in some way, you may still have to deal with it, but it won't be a grievance (Trotta, Maurice S., 1976). In order to adjust the employees' concerns, there are recognized procedures that are applied by the organization in detailing every inch of the problems. The grievance procedures are part in the specified area of labour in which the main concept is to implement the system regarding the various concerns and complaints.

People are important for the business leaders and managers, and to minimize the conflicts and other problem within the workplace, they have to handle the issue with fair treatment. Historically, the grievance procedures can formulate the positive outcomes and contribute to for the effectiveness of the management.

This can be another tool for the management to maintain the relationships within the workplace. The grievance procedures provide the means of identifying the appropriate practices, procedures, and administrative policies that can cause the employee's complaints be considered (Bohlander, 1989). The creation of the grievance procedures began through the various conceptualizations of the people and their access in resolutions. The comparison of the female and male employees has difference means of grievance procedure. Mostly, women are anticipated in seeking justice but are lacked in the access in networks that are necessary towards the resolution. Meanwhile, the men are hesitant to embrace the formality of the grievance procedures for they were reluctant to damage their relationships with other people (Hoffman, 2005).

Legislation now compels employers to refer grievance procedures in their statement of terms and conditions. They must also grant employees the right of accompaniment to certain hearings (Jackson, Tricia, 2000). There are recognized steps in handling the grievance which can be also applied in the process of the organizations. Firstly and maybe the most important, is to let the person or the people stand up and speak on what are the things they believed is wrong. Everybody has a right to be heard, and with the open communication, the problem can be easily resolved (Hardeman, 2004). For many years universities have enjoyed a strong position at the heart of the global Shodh Ganga economy of knowledge, and business schools have been one of the major success stories in higher education over the last 40 years. But, in the view of limited quality faculty pool in the Management Circles in India, little has been done to keep them engaged through an effective Grievance Handling Mechanism (GHM) (Ivory et al. 2006:5, and Mintzberg 2005:377).

III. OBJECTIVE OF THE STUDY

The study was planned with the following objectives:

- i) To identify the reasons for faculty grievances
- ii) To check the availability of grievance handling mechanism in the management colleges.
- iii) To identify the role of HR department towards faculty-grievance handling.

IV. RESEARCH METHODOLOGY

Since the quality of management education needs a special attention, a need was felt to look into the process of grievance handling at B-schools in NCR. The primary and secondary data has been used for the research purpose. A region wide survey was conducted to collect the data on grievance handling mechanism in the management colleges in NCR region, India. A total of 7 colleges were approached. The questionnaire was distributed to 168 faculties. 24 questionnaires were either partly filled or with incomplete responses. 144 questionnaires were found usable. Only 4 out of these 7 colleges permitted to conduct the interviews from the HR department. A total of 13 people were interviewed from the HR department. A semi-structured interview protocol was used, which included the following topics: grievance communication pattern, frequency of faculty grievances, grievance handling procedure, balancing the conflict etc. The respondents were encouraged to illustrate their experiences of managing this phase of grievance handling. The respondents described the challenges that they faced and they also made suggestions as to how this process could become more effective. Telephonic interview and exchange of emails was also done in some cases for follow up questions to clarify their point on the matter. The responses from the HR department were noted on paper on extensive manner and transcribed at the earliest possible time after

the interviews. Various tactics were used to draw meaning from the data, contrast and comparisons, checking results with respondents. The result of this entire process is presented in the section on data analysis and interpretation.

V. DATA ANALYSIS AND INTERPRETATION

Respondents' Profile:

Table1:

Gender		Marital Status		Experience		
Male	Female	Single	Married	Below5 yrs	b/w 5-10years	Above 10 yrs
31%	69%	27%	73%	43%	41%	16%

The respondents included 31 percent male and 69 percent female faculties. With regard to the marital status, 27 percent were single and 73 percent were a married faculty which clearly shows higher percent of married faculties in 7 colleges. In terms of teaching

experience, 43 percent respondents have less than 5years of teaching experience, 41 percent have between 5-10 years of teaching experience and 16 percent respondents have above 10 years of teaching experience.

Parameters	Policy clarity & understanding	Salary, rewards, incentives	Reporting Authority	Social injustice	Lack of support towards research	Work culture	Work load	Add. Adminwork	Lack of independent decision taking

There were nine reasons identified while discussing with HR heads of B-Schools based on frequency of grievances. The respondents were asked to write yes or no against each of these nine reasons mentioned in the questionnaire. The reasons were as under:

- Policy clarity & understanding:
- Salary, rewards, incentives
- Reporting Authority
- Social injustice
- Lack of support towards research
- Work culture
- Work load
- Add. Adminwork
- Lack of independent decision taking

Reasons for Faculty Grievances:

Reasons	No. (Response-yes)	Freq.(%)	Rank	No. (Response-No)	Freq(%)	Total
Policy clarity & understanding	49	34	7	95	66	144
Salary, rewards, incentives	97	68	2	47	32	144
Reporting Authority	69	48	6	75	52	144
Social injustice	20	14	9	124	86	144
Lack of support towards research	76	53	5	68	47	144
Work culture	49	34	8	95	66	144
Work load	96	67	3	48	33	144
Add. Admin work	95	66	4	49	34	144

Lack of independent decision taking	102	71	1	42	29	144
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Objective 1: To identify the reasons for faculty grievances

Table reflects the response on identification of the reasons of faculty grievances. The researchers first tried to identify the reasons for faculty grievances through continued discussions and consultations with the HR head of 4 B-schools. Based on the frequency of occurrence, nine reasons were identified. The respondents were asked to write yes/no against each of these nine reasons mentioned in the questionnaire. The analysis of the data reveals that 71% of the respondents agreed that lack of independent decision making was a reason of their grievance. 68 % said that salary/ rewards/ incentives were the reasons for their grievances. 67% faculties found workload and 66% found that additional administrative work was the reason for their grievances. Lack of support from the institute towards research was a reason for grievance by 53% of the faculties. 48% found HOD i.e Head of the department and 34% found the work environment to be their reasons for grievances. 34% faculties found work culture and 14% found social injustice as reasons for their grievances

Objective 2: To check the availability of grievance handling mechanism in the management colleges. Through the survey it was found that in all the 12 B- School's under study, there was no Grievance Handling Committee for the faculties. Through the interview with the HR department employees it was found that the HR department addressed the grievances of the faculties and in some cases it was taken to the director of the institute. Well defined separate grievance handling mechanism or department was not available in the colleges.

Objective 3: To identify the role of HR department towards faculty-grievance handling. In order to identify the role of HR department towards faculty-grievance handling, a semi-structured interview was conducted with 13 employees in the HR department. The interviews highlighted that the HR department of few colleges encouraged the faculties to bring their grievances to the HR head instead of switching their jobs due to grievances. Drop boxes were kept in the open and reachable areas to the faculties, and they could drop in their grievances in the written form. This practice was followed in 4 colleges under study. The General Manager of HR departments agreed to this fact that most of these were complaints rather than grievances.

VI. CONCLUDING RECOMMENDATIONS

The present study reveals that the Grievance Handling Mechanism is average in the 7 B-schools as none of these have a separate cell/committee to address faculty grievances. Thus, talent retention becomes a problem and attrition rate becomes high. The

organization should recognize the importance of satisfying the faculties and retaining them. Further improvements can be made so that all faculties are highly satisfied with the management. Care should be taken in the way managers approaches the problem and perceiving the pros and cons of the situation. Proper procedures for handling employee grievances within the broader context of employee engagement develops the trust of employees in the organisation. They also help to identify areas for improvement to strengthen employee morale and satisfaction. The reasons of faculty-grievances as identified by this survey must be looked into with greater concern as they may become a major problem if ignored. Faculties must be free from these stress boosters as it may damage their quality and performance in their lectures. The management should take active role in this process. The cooperation from both parties is the pre-requisite to handle the problem and effective settlement of the grievances. Conscious use of professional self can help managers in the grievance handling process. Ultimately, the above contribute to the development of a committed and motivated workforce.

VII. LIMITATIONS OF STUDY

The limitations of the study were that the surveys were completed by the faculties working in 7 B-School and only 13 people in the HR department could be interviewed. Another limitation was the area of research as it was confined to the NCR only; the results may vary in different regions.

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