

Provost Grievance Management Strategies and Lecturers' Effectiveness in Emmanuel Alayande College of Education, Oyo, Oyo State, Nigeria.

*AZEEZ, Nurudeen Oluwadare, Dr.Adefabi, RasaanAdetunji

LaworeIkolaba Model College, Okeho, Oyo State.

Emmanuel Alayande College of Education, Oyo, Oyo State.

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ABSTRACT: This study investigated the relationship which exists between Provost grievance management strategies and Lecturers' effectiveness in Emmanuel Alayande College of Education, Oyo, Oyo State, Nigeria. Descriptive research of survey type was adopted. The population of the study consisted of all the academic staff in the whole of Emmanuel Alayande College of Education, Oyo, Oyo State, Nigeria. Out of the whole academic staff in the six schools/departments (namely: school of Arts & Social Sciences; School of Education; School of Sciences, School of Languages; School of Vocational & Technical Education and School of Childhood & Primary Education Studies) in the College, 30 respondents (male and female Lecturers) were proportionally selected. The study used 'Provost Grievance Management Strategies Questionnaire' (PGMSQ) and 'Lecturers' Effectiveness Questionnaire' (LEQ) to collect information from the respondents on grievance management strategy and Lecturers' effectiveness in Emmanuel Alayande College of Education, Oyo, Oyo State, Nigeria and was validated by experts in the field of Educational Management and tested for reliability. The instrument was found reliable using Pearson Product Moment Correlation Co-efficient (r) statistics. A correlation co-efficient of 0.77 was obtained using test re-test method. The researchers distributed the questionnaires and collected on the spot to avoid misplacement of the questionnaire. The coded data were analyzed using inferential statistics of Pearson product-moment correlation statistics at 0.05 level of significance and 28 degrees of freedom. The findings revealed that, provost shows high concern for self as well as others involved in grievance and thus improve Lecturers' effectiveness in the College, provost that shows low concern for self, high concern for others and generosity in dealing with grievance to some extent can improve the Lecturers' effectiveness in

the College, provost that shows moderate concern for self and others and exercise give and take measure to reach acceptable decision can facilitate Lecturers' effectiveness in the College, provost that shows high concern for self and others and stands on his/her right during grievance can improve Lecturers' effectiveness in the College, and provost that shows low concern for self and others and finds better time for those involve in grievance will improve and encourage Lecturers' effectiveness in the College. Based on the findings of this study, it was recommended among others that the Provost in all Colleges of Education in the Country should be knowledgeable enough to understand all the grievance management strategies as the situation will dictate which strategy is to be used during grievance, since the result of this finding does not see one strategy to be better than others, and that Provost should always deem it fit to adequately and effectively utilize the integrating, obliging, compromising, dominating and avoiding grievance management strategies, since they go a long way in achieving Lecturers' effectiveness in the College.

KEYWORDS: Grievance, Grievance Management strategies, and Lecturers' Effectiveness

I. INTRODUCTION

There are three basic things to manage in life and they are human resources, non-human resources and time. College of Education effectiveness is being defined as the extent to which school as a social system give certain resources and means, fulfils its objectives without placing under straight (grievance) upon its members. The most important element of College of Education is its employee. This is because, learning cannot take place without human assistance, hence for lecturers to perform efficiently, he/she must have the spirit to perform, this means he/she must be satisfied. An unsatisfied worker has grievance. The issue of grievance

management strategy is as old as industrial societies, but in recent time the question of management of employee grievance in Nigeria has reached learning proportion. It is a versed issue that have been eaten deep into the fabrics of every well organized establishment and the problem has also becomes the order of the day in private and public establishment. Generally, the researcher is of the belief that the employee grievance in any establishment, establishes the fact that the employees of the organization are not happy with the scheme of things in the organization.

An aggrieved employee who feels he/she has a grievance against manager/provost/supervisor and against the college as a whole is an unhappy employee and unhappy employee cannot do effective work. He/she becomes depressed, his morale is low and as a result his efficiency drops. Satisfaction at work in terms of all circumstances that surround the job is key to high morals. It does not matter how well paid and interesting a job may be, unless the individual performing the job feels that he is being fairly treated his morals will be adversely affected. When workers go on strike, we realized the importance of human element. This is because under such conditions everything comes to a half. The fact that there are grievances in the colleges is not an easy thing to detect, because many grievances go unexpressed and unexposed for a long period of time and required only a competent provost to handle before it turns it to a critical situation.

Human assets are more valuable than physical assets and should be carried on the organization balance sheet. After all each production employee represents and training add to this, the cost of it would take to find, hire and train someone else to do the same job and you can begin to see the significance of human resources management in periods of economic recessions a firm would be wiser to reduce inventory drastically and sell machinery than to dispose on their most important assists "the employee", staff, therefore is to create and maintain a high level of morale which will induce full co-operation from his staff to obtain maximum operation and efficiency throughout the units of the organization for job satisfaction which reduces grievances and increase college effectiveness. The existence of grievances in college is inevitable because for an organization to have grievances free relationship means that they will have no relationship at all, improper handling of grievances leads to disruption of work in the form of go show work to rule, demonstration, violence, strike and resignation which ultimately amount to labour turnover with its effect on the

college. Therefore, any college wishing meaningful productivity and improved college effectiveness, provost must design, adjust and equitable grievance management strategy.

Ohiri(2002) asserted that employee grievance in school, organizational or industrial relation context as a state of dissatisfaction or discontent on the part of either labour or management. He also said that grievance is negative feelings which commonly find expression in various forms ranging from complaint to strike action or destructive reactions. He also pointed the following causes of grievance, which include: Non-payment or delay of employees' entitlement; unfair-treatment by management; poor welfare; branch of terms of contract by management; management's insensitivity to the problems of labour; and denial of information etc. Grievance is seen as any dissatisfaction regarding work and workplace filed by employee formally to his immediate supervisor (Rose, 2004). A grievance is a formal expression of dissatisfaction about a work situation usually by an individual employee, but it may sometimes also be initiated by a group of staff or a union acting on their behalf (NSW Industrial Relations, 2013). Grievance is a matter raised by employee to express dissatisfaction with management behaviour and is an attempt to bring out changes (D'Cruz, 1999). Grievance involves an individual's claiming that he or she has suffered or been wronged, often because of the actions or decisions made by the manager acting on behalf of the organization (Anderson & Gunderson, 1982).

Management is an art of getting things done through and with the people in formally organized groups. It is an art of creating an environment in which people can perform and individuals and can co-operate towards attainment of group goals. Taylor and Harrison (2003) described management as an art of knowing what to do, when to do and see that it is done in the best and cheapest way. Management is a purposive activity. It is something that directs group efforts towards the attainment of certain predetermined goals. It is the process of working with and through others to effectively achieve the goals of the organization, by efficiently using limited resources in the changing world (Ike and Eze, 2013). Management involves creating an internal environment; it is the management which puts into use the various factors of production. Therefore, it is the responsibility of management to create such conditions which are conducive to maximum efforts so that people are able to perform their task efficiently and effectively according to Khanus (2007), who opines that good management includes

both being effective and efficient. Management for Khanus also includes ensuring availability of raw materials, determination of wages and salaries, formulation of rules & regulations etcetera. Being effective therefore, means doing the appropriate task i.e. fitting the square pegs in square holes and round pegs in round holes. It can also mean, doing the task correctly, at least possible cost with minimum wastage of resources.

Rahim's (1983) study has constructed independent scales to measure five strategies in managing grievance, namely; integrating, obliging, compromising, dominating and avoiding. **Integrating Strategy** involves high concern for self as well as the other party involved in grievance. It is concerned with collaboration between parties (for example openness, exchange of information and examination of differences) to reach an acceptable solution to both parties (Rahim &Magner, 1995), Thomas and Kilmann (1974) labelled this strategy as collaborating mode which refers to the ability of manager/provost to work with his or her employee to find a solution that fully satisfies the concerns of both. **Obliging Strategy** involves low concern for self. An obliging person attempts to emphasize commonalities to satisfy the concern of the other party (Rahim &Magner, 1995). Thomas and Kilmann (1974) named this style as accommodating mode. To Thomas and Kilmann (1974) individual performing accommodating style neglects his or her own concerns to satisfy the concerns of the other person. In accommodating style, managers/provost might take the form of selfless generosity or charity, obeying another person's needs and prefer to yield another's point of view. **Compromising Strategy** involves moderate concern for self as well as the other party involved in conflict. It is associated with give-and-take or sharing whereby both parties give up something to make a mutually acceptable decision (Rahim &Magner, 1995). Compromising style also refers to splitting the difference, exchanging concessions or seeking a quick middle-ground position (Thomas &Kilmann, 1974). **Dominating Strategy** involves high concern for self and low concern for the other party involved in the conflict. It has been identified with a win-lose orientation or with forcing behaviour to win position (Rahim &Magner, 1995). Thomas and Kilmann (1974) portrayed dominating style as power-oriented mode or competing style. A dominating manager/provost always stands up with his or her rights, defending a position that his or her opinion is correct and simply trying to win. **Avoiding Strategy** is associated with low concern for self as well as for

the other party involved in grievance. It has been associated with withdrawal, passing-the-buck, sidestepping or "see no evil, hear no evil, speak no evil" situations (Rahim &Magner, 1995). Avoiding might take the form of diplomatically sidestepping an issue, postponing an issue until a better time or simply withdrawing from a threatening situation (Thomas &Kilmann, 1974).

College of Education is made up of a group of people (teaching and non-teaching) working together to ensure that established goals are achieved. Lecturers in colleges need to cooperate with their provosts in order to realise the set goals. Effectiveness is the extent to which a college achieves its goals. It is imperative that college provost should be skilful so as to be able to utilize both human and non-human materials towards achieving effectiveness. Awolola (1998) classified lecturers' effectiveness as follows: productivity, high morale of the staff, high level of conformity to the school rules and regulations by the lecturers. Brown (1995) found out in the study carried out on some selected provost that effectiveness of the schools is observed in the ability of the provosts to: willingly sum up courage and determination to win good names for their schools; commit themselves and design strategies to ensure productivity; judiciously expend school resources in a way that can facilitate realisation of goals. No matter the seriousness of the lecturers to their work and dedication to their duties, unless provosts administer colleges with proper grievance management strategy, it could be difficult to achieve effectiveness (Alalade, 2006).

Zulkiflee, Khulida, Mohd. Faizal and Wan Shakizah (2011), in their study on the influence of heads of department personalities on the selection of grievance handling styles in telecommunication headquarter in Malaysia. The study revealed that extraversion was the significant predictor for the integrating grievance handling style. Even though integrating style was the best style in resolving conflict because it concentrated with win-win resolution, however, in handling grievances, extraversion personality and training result were negatively influenced the selection of this style. This result showed that extraversion heads of department will not perform integrating style when they handled grievances. In addition, heads of department were not applying their knowledge, skill and abilities to perform integrating style to increase the grievance resolution rate. In performing integrating style, heads of department will encourage participation from aggrieved employees and union representative. They also made a reference to human resource department to

gather managerial information for example company's policy and employment statutory provisions. In order to evaluate information from human resource department and aggrieved employees, grievance discussions were conducted. In grievance discussion, heads of department, aggrieved employee and union representative will exchange information and produced alternatives for resolution.

In order to have efficient grievance management strategy which will ensure an "in built mechanism" for absorbing resolving and eliminating grievance in the form of destructive differences in the school, Ohiri (2002) gave the following rules of managing of employee grievance which are: Determination of both parties to stop it in their mutual interest; sincerity and empathy; spirit to forgive and take compromise during its resolution; preparedness on the part of the affected parties to admit faults and make amends; use of third party mutually agreed upon by the parties; adoption of conventional and statutory approaches; preparedness on the part of both parties to accept statutory and impartial resolutions advanced by the mediator. This paper will go to the root in examine the various grievance management strategy and lecturers' effectiveness in Emmanuel Alayande College of Education, Oyo, Nigeria.

Research Hypotheses

The following research hypotheses were formulated to guide this study:

Ho₁: There is no significant relationship between integrating strategy and Emmanuel Alayande College of Education, Oyo, Nigeria

Ho₂: There is no significant relationship between obliging strategy and Emmanuel Alayande College of Education, Oyo, Nigeria

Ho₃: There is no significant relationship between compromising strategy and Emmanuel Alayande College of Education, Oyo, Nigeria

Ho₄: There is no significant relationship between dominating strategy and Emmanuel Alayande College of Education, Oyo, Nigeria

Ho₅: There is no significant relationship between avoiding strategy and Emmanuel Alayande College of Education, Oyo, Nigeria.

II. METHODOLOGY

The study focused on grievance management strategy and Lecturers' Effectiveness in Emmanuel Alayande College of Education, Oyo, Nigeria. The researcher adopted descriptive research of survey type for the study. Five research hypotheses was generated to guide the conduct of the study and tested at 0.05 alpha level of significance. The population of the study consisted of all the academic staff in the whole of Emmanuel Alayande College of Education, Oyo, Nigeria. Out of the whole academic staff in the six schools/departments (namely: school of Arts & Social Sciences; School of Education; School of Sciences, School of Languages; School of Vocational & Technical Education and School of Childhood & Primary Education Studies) in the College, 30 respondents (male and female Lecturers) were proportionally selected. The measures of grievance management strategy were integrating, obliging, compromising, dominating and avoiding strategies while the measure of secondary school effectiveness was limited to school effectiveness questionnaire. The study used 'Provost Grievance Management Strategies Questionnaire' (PGMSQ) and 'Lecturers' Effectiveness Questionnaire' (LEQ) to collect information from the respondents on grievance management strategy and Lecturers' effectiveness in Emmanuel Alayande College of Education, Oyo, Nigeria and was validated by experts in the field of Educational Management and tested for reliability. In order to determine the reliability of the instruments used for this study, test-retest reliability method was used and results were analyzed using the Pearson Product Moment Correlation Co-efficient (r). This was done by administering the test twice, but allowing an interval of two weeks between the tests. A correlation co-efficient of 0.77 was obtained. The researchers distributed the questionnaires to the selected Lecturers and collected on the spot to avoid misplacement of the questionnaire. The coded data were analyzed using inferential statistics of Pearson product-moment correlation statistics at 0.05 level of significance and 28 degrees of freedom.

III. RESULTS AND DISCUSSION OF FINDINGS

Ho₁: There is no significant relationship between integrating management strategy and Lecturers' effectiveness in Emmanuel Alayande College of Education, Oyo, Oyo State, Nigeria.

Table 1: Integrating management strategy and Lecturers' effectiveness

Variable	N	Mean	SD	DF	Cal.	Cri.	Decision
Integrating management strategy	30	1.57	.935				
Lecturers' effectiveness	30	1.27	.450				
				28	.858	.195	Ho ₁ Rejected

From table 1, the calculated r-value of (.858) is greater than the critical r-value of (.195) at 0.05 level of significance and 28 degree of freedom. Therefore, the null hypothesis which stated that there is no significant relationship between integrating management strategy and Lecturers' effectiveness in Emmanuel Alayande College of Education, Oyo, Nigeria was rejected. This implies that there is significant relationship

between integrating management strategy and Lecturers' effectiveness. This implies that Provost shows high concern for self as well as others involved in grievance will improve Lecturers' effectiveness in the College.

Ho₂: There is no significant relationship between obliging management strategy and Emmanuel Alayande College of Education, Oyo, Oyo State, Nigeria.

Table 2: Obliging management strategy and Lecturers' effectiveness

Variable	N	Mean	SD	DF	Cal.	Cri.	Decision
Obliging management strategy	30	1.60	1.070				
Lecturers' effectiveness	30	1.27	.450				
				28	.344	.195	Ho ₂ Rejected

From table 2, the calculated r-value of (.344) is greater than the critical r-value of (.195) at 0.05 level of significance and 28 degree of freedom. Therefore, the null hypothesis which stated that there is no significant relationship between obliging management strategy and Lecturers' effectiveness in Emmanuel Alayande College of Education, Oyo, Nigeria was rejected. This means that there is significant relationship between obliging management strategy and

Lecturers' effectiveness. This signifies that Provost shows low concern for self, high concern for others and generosity in dealing with grievance to some extent towards improving Lecturers' effectiveness in the College.

Ho₃: There is no significant relationship between compromising management strategy and Emmanuel Alayande College of Education, Oyo, Oyo State, Nigeria.

Table 3: Compromising management strategy and Lecturers' effectiveness

Variable	N	Mean	SD	DF	Cal.	Cri.	Decision
Compromising management strategy	30	1.37	.890				
Lecturers' effectiveness	30	1.27	.450				
				28	.695	.195	Ho ₃ Rejected

From table 3, the calculated r-value of (.695) is greater than the critical r-value of (.195) at 0.05 level of significance and 28 degree of freedom. Therefore, the null hypothesis which

stated that there is no significant relationship between compromising management strategy and Lecturers' effectiveness in Emmanuel Alayande College of Education, Oyo, Nigeria was rejected.

This denotes that there is significant relationship between the two variables. This implies that, provost shows moderate concern for self and others and exercise give and take measure to reach acceptable decision for Lecturers' effectiveness in the College.

Ho₄: There is no significant relationship between dominating management strategy and Emmanuel Alayande College of Education, Oyo, Oyo State, Nigeria.

Table 4: Dominating management strategy and Lecturers' effectiveness

Variable	N	Mean	SD	DF	Cal. r-value	Cri. r-value	Decision
Compromising management strategy	30	3.40.968					
Lecturers' effectiveness	30	1.27	.450	28	.807	.195	Ho ₄ Rejected

From table 6, the calculated r-value of (.807) is greater than the critical r-value of (.195) at 0.05 level of significance and 28 degree of freedom. Therefore, the null hypothesis which stated that there is no significant relationship between dominating management strategy and Lecturers' effectiveness in Emmanuel Alayande College of Education, Oyo, Nigeria was rejected.

This denotes that there is significant relationship between the two variables. This implies that, provost shows high concern for self and others but stands on his/her right during grievance towards improving Lecturers' effectiveness in the College.

Ho₅: There is no significant relationship between avoiding management strategy and Lecturers' effectiveness in Emmanuel Alayande College of Education, Oyo, Oyo State, Nigeria.

Table 5: Avoiding management strategy and Lecturers' effectiveness

Variable	N	Mean	SD	DF	Cal. r-value	Cri. r-value	Decision
Avoiding management strategy	30	3.67.661					
Lecturers' effectiveness	30	1.27	.450	28	.619	.195	Ho ₅ Rejected

From table 7, the calculated r-value of (.619) is greater than the critical r-value of (.195) at 0.05 level of significance and 28 degree of freedom. Therefore, the null hypothesis which stated that there is no significant relationship between avoiding management strategy and Lecturers' effectiveness in Emmanuel Alayande College of Education, Oyo, Nigeria was rejected. This denotes that there is significant relationship between the two variables. This implies that, provost that shows low concern for self and others and finds better time for those involve in grievance to improve and encourage lecturers' effectiveness in the College.

IV. DISCUSSION OF RESULTS

The result from the tested hypothesis 1 reveals that the Provost which shows high concern for self as well as others involved in grievance will improve Lecturers' effectiveness in the College. This finding is supported with the submission of Rahim and Magner(1995) who postulated that integrating styles involves high concern for self as well as the other party involved in grievance. It is concerned with collaboration between parties (for example openness, exchange of information and examination of differences) to reach an acceptable solution to both parties.

The finding of the tested hypothesis 2 signified that Provost shows low concern for self,

high concern for others and generosity in dealing with grievance to some extent towards improving the Lecturers' effectiveness in the College. This finding is supported by Rahim and Magner(1995) who noted that an obliging person attempts to emphasize commonalities to satisfy the concern of the other party. Thomas and Kilmann (1974) named this style as accommodating mode. To Thomas and Kilmann (1974) individual performing accommodating style neglects his or her own concerns to satisfy the concerns of the other person. In accommodating style, managers/provosts might take the form of selfless generosity or charity, obeying another person's needs and prefer to yield another's point of view.

The finding of tested hypothesis 3 revealed that provost shows moderate concern for self and others and exercise give and take measure to reach acceptable decision for Lecturers' effectiveness in the College. This finding is supported with the view of Rahim and Magner (1995) who pointed out that compromising style involves moderate concern for self as well as the other party involved in conflict. It is associated with give-and-take or sharing whereby both parties give up something to make a mutually acceptable decision.

The finding of tested hypothesis 4 revealed that provost shows high concern for self and others but stands on his/her right during grievance towards improving Lecturers' effectiveness in the College. This finding is supported with the view of Rahim and Magner (1995) who identified dominating style to involve high concern for self and low concern for the other party involved in the conflict. It has been identified with a win-lose orientation or with forcing behaviour to win position.

The finding of tested hypothesis 5 revealed that provost shows low concern for self and others and finds better time for those involved in grievance to improve and encourage lecturers' effectiveness in the College. This finding is supported with the view of Rahim and Magner (1995) who pointed out that avoiding style is associated with low concern for self as well as for the other party involved in grievance. It has been associated with withdrawal, passing-the-buck, sidestepping or "see no evil, hear no evil, speak no evil" situations. Thomas and Kilmann (1974) opined that avoiding might take the form of diplomatically sidestepping an issue, postponing an issue until a better time or simply withdrawing from a threatening situation.

V. CONCLUSION

Based on the findings of this study, the researchers conclude as follows:

- Provost that shows high concern for self as well as others involved in grievance is capable of improving Lecturers' effectiveness in the College.
- Provost that shows low concern for self, high concern for others and generosity in dealing with grievance to some extent can improve the Lecturers' effectiveness in the College.
- Provost that shows moderate concern for self and others and exercise give and take measure to reach acceptable decision can facilitate Lecturers' effectiveness in the College.
- Provost that shows high concern for self and others and stands on his/her right during grievance can improve Lecturers' effectiveness in the College.
- Provost that shows low concern for self and others and finds better time for those involve in grievance will improve and encourage Lecturers' effectiveness in the College.

VI. RECOMMENDATION

Sequel to the findings of this study, the following recommendations were made by the researchers:

- Provost in all Colleges of Education in the Country should be knowledgeable enough to understand all the grievance management strategies as the situation will dictate which strategy is to be used during grievance, since the result of this finding does not see one strategy to be better than others.
- Provost should always deem it fit to adequately and effectively utilize the integrating, obliging, compromising, dominating and avoiding grievance management strategies, since they go a long way in achieving Lecturers' effectiveness in the College.

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Provost Grievance Management Strategies Questionnaire (PGMSQ)

	Integrating strategy	SA	A	D	SD
1	Provost shows high concern for self as well as others involved in grievance.				
2	Provost shows openness to others involved in grievance.				
3	Provost exchange information and examination of differences to reach an acceptable solution.				
	Obliging strategy				
4	Provost shows low concern for self in grievance.				
5	Provostshows high concerned for others involved in grievance.				
6	Provost shows generosity in dealing with grievance.				
	Compromising strategy				
7	Provost shows moderate concern for self and others involved in grievance.				
8	Provost exercise give and take measure to reach acceptable decision.				
9	Provost and others involved in grievance give up something to reach acceptable decision.				
	Dominating strategy				
10.	Provostshows high concern for self during grievance.				
11.	Provost uses forcing behaviour to win position during grievance.				
12.	Provost stands on his/her rights during grievance.				
	Avoiding strategy				
13.	Provost exercises low concern for self and other involved grievance.				

14.	Provost post pone issues during grievance.				
15.	Provost finds better time for those involved in grievance.				

Lecturers' Effectiveness Questionnaire (LEQ)

	ITEMS	SA	A	D	SD
1	Free and open communication occurs frequently and effectively between Provost and College Lecturers.				
2	Lecturers are recognized for their accomplishments.				
3	Lecturers are disciplined in a fair and consistent manner.				
4	The Lecturers are meeting the educational needs of the students in all the courses offered.				
5	Lecturers and students work together to keep the College attractive.				
6	Social and cultural differences are respected in the College.				
7	Lecturers are informed about College events in a timely manner.				
8	An atmosphere of respect and trust exists in the College.				
9	Facilities are put in place to enable students explore their potentials in co-curricular activities.				