

**EFFECTS OF CONFLICT MANAGEMENT STRATEGIES ON
ORGANIZATIONAL PERFORMANCE OF PUBLIC
TECHNICAL AND VOCATIONAL EDUCATION
AND TRAINING INSTITUTIONS IN
MAKUENI COUNTY, KENYA**

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DECLARATION

This research project is my original work and has not been presented for examination in any other university.

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DEDICATION

This research project is dedicated to my husband John Mutinda and my son Victor Muthama who have been my constant source of encouragement.

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TABLE OF CONTENTS

DECLARATION.....	ii
DEDICATION.....	iii
ACKNOWLEDGEMENT.....	iv
TABLE OF CONTENTS.....	v
LIST OF TABLES	viii
LIST OF FIGURES	ix
ABSTRACT.....	x
LIST OF ABBREVIATIONS AND ACRONYMS.....	xi
CHAPTER ONE	1
INTRODUCTION.....	1
1.1 Background to the Study	1
1.2 Statement of the Problem	5
1.3 Purpose of the Study	6
1.4 Objectives of the Study	6
1.5 Research Questions.....	7
1.6 Significance of the Study.....	7
1.7 Limitations of the Study	8
1.8 Delimitations of the Study.....	9
1.9 Assumptions of the Study.....	9
1.10 Theoretical Framework.....	9
1.11 Conceptual Framework	11
1.12 Operational Definition of Terms	13
CHAPTER TWO.....	14
REVIEW OF RELATED LITERATURE	14
2.1 Introduction	14
2.2 Conflict Management and Organizational Performance Overview.	14
2.3 Collaboration Strategy and Organizational Performance	18
2.4 Accommodation Strategy and Organizational Performance.....	20
2.5 Compromising Strategy and Organizational Performance	23
2.6 Avoidance Strategy and Organizational Performance	26
2.7 Research gaps.....	29

CHAPTER THREE	32
RESEARCH METHODOLOGY	32
3.1 Introduction	32
3.2 Research Design.....	32
3.3 Location of the Study	33
3.4 Target Population	33
3.5 Sampling Techniques and Sample Size.....	34
3.6 Research Instruments	36
3.6.1 Questionnaires	36
3.6.2 Interview Schedule	36
3.7 Piloting of Instruments	37
3.7.1 Validity of the Instruments	37
3.7.2 Reliability of the Instruments.....	38
3.8 Data Collection Procedure.....	39
CHAPTER FOUR.....	43
DATA ANALYSIS	43
4.1 Introduction	43
4.2 Quantitative Analysis	43
4.2.1 Response Rate.....	43
4.2.2 Demographic Analysis	44
4.2.2.1 Trainers	44
4.2.2.2 Support Staff	46
4.2.2.3 Students.....	48
4.2.3 Analysis of Z-score.....	51
4.2.4 Chi-Square Test	51
4.2.5 T-Test of a Single Mean	53
4.2.6 Frequency Diagram	54
4.2.7 Correlation of the Conflict Management Strategy Variables	55
4.2.8 Multiple Linear Regression Analysis	56
4.3 Qualitative Data Analysis (Thematic).....	57
4.3.1 Code Frequency Chart - Conflict Management Strategies.....	59
4.3.2 Code Map - Hierarchical Structure of Themes.....	61

4.3.3 Co-occurrence Map - Relationship Patterns.....	63
4.4 Effects of Conflict Management Strategies on Organizational Performance	70
4.4.1. Effect of Collaboration Strategy on Organizational Performance.....	70
4.4.2. Effect of Accommodation Strategy on Organizational Performance	71
4.4.3 Effect of Compromising Strategy on Organizational Performance.....	72
4.4.4. Effect of Avoidance Strategy on Organizational Performance	73
CHAPTER FIVE	75
SUMMARY, CONCLUSION AND RECOMMENDATIONS.....	75
5.1 Introduction	75
5.2 Summary of the Findings	75
5.2.1 Collaboration Strategy and Organizational Performance	75
5.2.2 Accommodation Strategy and Organizational Performance	76
5.2.3 Compromising Strategy and Organizational Performance.....	77
5.2.4 Avoidance Strategy and Organizational Performance.....	78
5.3 Conclusion	78
5.4 Recommendations	79
5.4.1 Educational Administrators	79
5.4.2 Policy Makers.....	80
5.4.3 Academic Community.....	80
5.5 Suggestions for Future Research	81
REFERENCES.....	82
APPENDICES	88
Appendix I : Introductory Letter	88
Appendix II: Trainers Conflict Management Strategies Questionnaire (TCMSQ) .	89
Appendix III: Support Staff Conflict Management Strategies Questionnaire (SSCMSQ)	96
Appendix IV: Students' Conflict Management Strategies Questionnaire (SCMSQ)	102
Appendix V: Principals' Conflict Management Strategies Interview Schedule (PCMSIS).....	109
Appendix VI: Location Map of Makueni County	112
Appendix VII Clearance Letter from Graduate School	113

LIST OF TABLES

Table 3.1 Target Population.....	34
Table 3.2 Sample Size.....	35
Table 3.3 Reliability Test.....	39
Table 4.1 Response Rate.....	43
Table 4.2 Trainers' Gender	44
Table 4.3 Trainers' Age	45
Table 4.4 Qualification Level	45
Table 4.5 Years of Experience.....	46
Table 4.6 Support Staff Gender	46
Table 4.7 Support Staff Age	47
Table 4.8 Support Staff Academic Qualification.....	47
Table 4.9 Support Staff Years of Experience	48
Table 4.10 Students Gender.....	48
Table 4.11 Students' Age.....	49
Table 4.12 Students' Level of Study.....	49
Table 4.13 Students' Academic Department	50
Table 4.14 Year of Study.....	50
Table 4.15 Z-score analysis	51
Table 4.16 Chi Square.....	52
Table 4.17 One-Sample Test.....	53
Table 4.18 Correlation of the conflict management strategy variables	55
Table 4.19 Model Regression Summary.....	56
Table 4.20 Regression ANOVA	56
Table 4.21 Regression Coefficients	57

LIST OF FIGURES

Figure 1.1 Relationship between variables of Conflict Management Strategies and Organizational Performance.	12
Figure 4.1 Distribution of the data.....	54
Figure 4.2 Histogram for the data population.....	54
Figure 4.3 Frequency of Management Strategies	61
Figure 4.4 Code Map of themes.....	63
Figure 4.5 Co-occurrence Map - Relationship Patterns.....	65
Figure 4.6 Thematic Summary Bubble Chart.....	67
Figure 4.7 Key Findings Summary.....	69

ABSTRACT

This study examined how conflict management strategies affect the organizational performance of public Technical and Vocational Education and Training (TVET) institutions in Makeni County, Kenya. The objective of the study was to investigate the effects of conflict management strategies (collaboration strategy, accommodation strategy, compromising strategy, and avoidance strategy) on organizational performance of public TVET Institutions. Using a mixed-methods approach with a convergent parallel design, the research combined quantitative data from structured questionnaires with qualitative insights from semi-structured interviews. The target population of the study was 328 participants, comprising of principals, trainers, support staff, and final-year students from David Mbiti Wambuli Technical and Vocational College and Kibwezi West Technical and Vocational College. A sample size of 181 was determined by the formula of Yamane by the use of simple, census and purposive. random sampling techniques. The reliability of the questionnaire was established. The Alpha of 0.0.812, which shows high consistency of data. Quantitative analysis, the analyses using Z-scores, Chi-Square, T-tests and multiple linear regression indicated a. poor statistical significance ($R^2 = 0.067$, $p = 0.762$) between conflict management tactics (collaboration, accommodation, compromise and avoidance) and performance of the organization, in terms of pass rates in external examination and student. enrollment trends. The most prevalent was found to be collaboration as presented in the qualitative results. strategy (46% of references), then compromise (31%), accommodation (15%), and avoidance (7%), which means that win-win approaches are preferred as proactive. A major factor that affected occurrence of conflicts was resource constraints. resolution effectiveness. The results are in line with available literature that highlights. The incorporation of collaboration in facilitating innovation and stakeholder involvement, albeit local. The influences included such factors as resource shortages and institutional policies. This research is a response to a gap, concentrating on TVET institutions and presenting evidence to. support policy-makers and educational administrators to manage conflict better. organizational performance and practices.

LIST OF ABBREVIATIONS AND ACRONYMS

ANOVA	Analysis of Variance
CMS	Conflict Management Strategy
DMWTVC	David Mbiti Wambuli Technical and Vocational College
GDPR	General Data Protection Regulation
HELB	Higher Education Loans Board
HOD	Head of Department
KWTVC	Kibwezi West Technical and Vocational College
MAXQDA	Maximum Qualitative Data Analysis
MFI	Micro-Finance Institution
MOE	Ministry Of Education
NACOSTI	National Commission For Science, Technology & Innovation
UNESCO	United Nations Educational, Scientific and Cultural Organization
SDTVET	State Department of Technical and Vocational Education and Training
TVET	Technical and Vocational Education and Training
SPSS	Statistical Package for Social Sciences
SWOT	Strengths, Weaknesses, Opportunities and Threats
WTTI	Wote Technical Training Institute

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Performance is the final indicator of performance in the complicated environment of organizational dynamics. success. High performance in an organization is a process that can be attained and sustained. not easy, since there are several factors that determine it, both internal and external. From leadership to operational efficiency, a high-performing organization is the reflection of efficient strategies. management in the various regions (Wonah, Oluo, Ake, and Benjamin, 2020). However, because organizations strive to achieve excellence, conflicts are bound to emerge posing both challenges. and opportunities (Shabani, Behluli, and Qerimi, 2022). The way organizations manage and manage such conflicts is important in determining their performance and success. (Ofobruku, 2022). War is an inevitable fact of the ever-changing. modern organization environment (Martins, Trindade, Vandresen, Amestoy, Prata, & Vilela, 2020). Dissenting opinions, resource rivalry, may be the source of conflicts. or personality clashes. Conflict can always disruption or smooth depending on its management. productivity and lead to a negative change and growth (Min, Iqbal, Khan, Akhtar, Anwar, and Qalati, 2020). The result will be on the manner in which the organization deals with the conflict scenario (Chaudhary and Arora, 2023).

Conflict management involves the use of skills and strategies in order to address and solve. Interpersonal conflicts in an organization. It dwells on the resolving and managing constructively of conflicts (Awalluddin & Maznorbalia, 2023). Amhalhal, Anchor, Tipi, and Elgazzar. The hypothesis of (2021) is as follows: successful conflict

management is provided in the case when the root cause of conflict is identified. the struggle, knowing the views and requirements of every side, and striving in a direction of win-win decisions that will cater to the interests of all parties. involved. Winardi, Prentice, and Weaven (2022) state that the aim of conflict is to achieve. management does not mean to wipe out all the disagreements but to handle them in a positive manner. and positively. This will be to keep the relationships, create understanding and deliver improved results to all parties. Failure to manage conflict properly leads to the problem of conflict. it is bound to cause distraction, lack of concentration on core activities and lack of reduction. productivity. Employees are too preoccupied with the conflict, which makes them lose their energy and attention. out of their working lives. Constant disputes are breeding a bad work environment. environment, which is low-motivation, lower job satisfaction, and eventually, professional degradation at the workplace (Nwokesi, Osaheghe, Okereke, and Gbenga, 2022). Thus, it is a paramount duty of the management to resolve conflicts. effectively. This is critical in enhancing the performance of an organization because it promotes the same. improved time management, teamwork, and efficiency (Nwokedi et al., 2022). By skilled in handling conflicts, organizations may become overall performers, better. satisfaction of employees, and develop a good and effective working environment. TVET strives to acquire and provide chances that are harmonized with both. national and local needs. It is internationally recognized as an essential kind of training, since it empowers the learners with the necessary skills to expand their capabilities, facilitate selfdevelopment, and productive activities (Republic of Kenya, 2023). Most of the TVET institutions, however, do not have sufficient resources to satisfy market needs. and frequently use old-fashioned equipment to train. Also, the training that is provided.

It is predominantly theoretical, which constrains the lack of readiness of students to a practical working environment...Thus, learners might be unable to progress to the required competencies, and thus leaving them unable to find internships and jobs (Achot & Kithinji, 2021). Poor performance is among the challenges facing most of the TVET institutions in Kenya. organizational performance, which raises doubts over the achievement of the Vision 2030. Goal 4 of the Sustainable Development Goals, which regulates equitable quality education, namely Target 4.3, which states that by 2030 the countries should have equal access and quality technical. and professional training and education to all. TVET institution as well experiences a lot of challenges such as negative perception and many others. stigma of TVET, lack of adequate funding, lack of qualified staff, restrained industry relationship to actual training, disparate accessibility to TVETs, and lack of career counseling. These challenges require concerted efforts to overcome them. the contributions of every stakeholder to improve the organizational performance of the TVET. institutions. This will eventually reinforce its position in assisting the Kenya workforce. and economic growth (Republic of Kenya, 2024). A number of research studies have been done regarding conflict management. Shariq, Bint-E-Zain, Mirza, Akram and Saleem (2022) studied the conflict management within the banking sector of Pakistan. sector, it concludes that leadership strategies play key roles in conflict management. The study by Alotaibi, Mohamad, Jana Saim, and Zakaria (2020) was done in Saudi Arabia. to analyze the effect of conflict management on organizational effectiveness in the social work sector. The research study found that assenting was a key factor in conflict. resolution, which implies that management of conflict strategies may be improved. organizational effectiveness. Imtiaz, Rizvi and Hassan (2022) have researched conflict. management

and operations of banking industry in Bahawalpur Pakistan. The results indicated that there were no major differences in conflict opinion. management practices across the sex or educational lines. Iskamto, Ghazali, and Afthanorhan (2022) carried out a research on the effects of conflict. on organizational performance in privately owned companies. According to findings of the study, scarcity of resources was a major source of conflict and the conflicts when handled properly would lead to conflicts. can result in innovation and co-operation between workers. Omene (2021) conducted a research aiming to examine how work place conflict management affects organizations. performance in Nigeria. The research discovered that the conflict is the unavoidable part of. the organizational performance is subject to influence by organizational life. conflict management policies used in the company. In Kenya, conflict management has been examined in many studies with most of them taking the centre stage. on industries that are not part of the TVET sector. To take an example, Muhammad and Maria (2022). explored how conflict management strategies affect employee performance at. Garissa Level Five Hospital. The research discovered that the most applicable strategies were. were integration, avoidance, and obligation and a significant relationship was found. between these strategies and performance of employees. Similarly, Kimani (2024) studied the determinants of conflict management strategies in educational institutions in Kenya.

M'mbwanga, Maore, and Were (2021) explored conflict management strategies in microfinance institutions in Nairobi. This study found that competing, compromising, and accommodating were the most commonly used strategies for managing conflicts. However, this research primarily examined how these strategies impacted employee performance, which is only one aspect of overall organizational performance. Wanja,

Wachira, and Mwaura (2021) examined the effect of collaborating conflict management strategy on employee productivity at the Rift Valley Institute of Science and Technology (RVIST). The study found that interpersonal and intergroup conflicts were the most common at the institution.

Makueni County has three public TVET institutions under the Ministry of Education, State Department of TVET. TVET in Kenya is viewed as a type of education and training that equips learners with the technical skills applicable to various technical fields. The long-term objective of the government of Kenya is to provide every Kenyan with quality education and training, preserve and utilize the environment for productive gain, and assemble. The development of high-quality human resources is crucial to achieving national goals for industrial development (Bosire & Gichana, 2024). This can only be achieved if the conflict in TVET institutions is well managed.

1.2 Statement of the Problem

Good management simulation is important in steering the way of the public TVET institutions. Towards achieving their organizational objectives, Makueni County, Kenya. Conflict, an This is inevitable in organizational life because of the variety of human interactions, poses. fatal problems that are ill managed. The unresolved tensions between employees and the management. students usually lead to disturbance, which makes the working environment hostile and thus reducing. efficiency and has a negative impact on the performance of the institution. At Makueni, county, internal records at TVET institutions indicated 103 cases of conflicts. in the 2023/2024 academic year, exceeding 80% of them were connected with interpersonal disputes. Although administrators adopted different conflict management strategies, no apparent evidence

was provided on the most effective strategies in enhancing organization. performance. Previous researches, including those of Imtiaz et al. (2022) and Nwokedi et al. The article (2022), which is dedicated to non-education markets such as the banking and manufacturing ones, leaves a blank in this respect. gap of knowledge of conflict management in TVET settings. Similarly, research by Wanjia et al. (2018) investigated the cooperation strategy in one TVET only. institution, taking other methods out of consideration.

1.3 Purpose of the Study

The purpose of this study was to investigate the effects of conflict management strategies on organizational performance of public TVET Institutions in Makueni County, Kenya.

1.4 Objectives of the Study

The overall aim of research was to examine the impacts of conflict management. organizational performance strategies of Makueni public TVET Institutions. County, Kenya. The following specific objectives formed the basis of the study:

- i. To establish the impact of collaboration strategy on organization. performance of Makueni public TVET Institutions.
- ii. To determine the impact of the strategy of accommodation on organization. performance of Makueni public TVET Institutions.
- iii. To determine the impact of compromising strategy on organizational performance of Makueni public TVET Institutions.
- iv. To determine the effect of avoidance strategy on organizational

performance of public TVET Institutions in Makueni County.

1.5 Research Questions

The following research questions were used to guide the study:

- i. What is the effect of collaboration strategy on organizational performance of public TVET Institutions in Makueni County?
- ii. What is the effect of accommodation strategy on organizational performance of public TVET Institutions in Makueni County?
- iii. What is the effect of compromising strategy on organizational performance of public TVET Institutions in Makueni County?
- iv. What is the effect of avoidance strategy on organizational performance of public TVET Institutions in Makueni County?

1.6 Significance of the Study

This research would have implications to the academic community, education administrators and policy-makers in Kenya in a practical manner. The study findings should be adopted because they would be valuable to the academic literature by bridging a gap in the literature relating to the impacts of conflict management strategy on the performance of organizations in the setting of Technical and Vocational Education and Training (TVET) institutions in Kenya. This is especially helpful because the previous studies had mainly concentrated on other industries. The research would offer a healthy empirical basis on future research on conflict management in educational institutions and improve insight in the association between conflict

management strategies and organizational performance, which would bring new theoretical insights. The study results would equip the educational administrators with a factual conflict management approach that facilitates organizational performance, which is essential in strategic planning. The results of the research would enable the educational administrators make informed decisions by equipping them with evidence-based information on the conflict management policies that respond to the specific problems of the education sector. The study results would inform the policymakers on how to design policies that encourage the use of conflict management practices that lead to an improved performance of organizations in learning institutions. The improved policy frameworks would help in the establishment of sound structures that would enable the adoption of the best practices in the management of conflicts in TVET institutions. The policy makers would also have the basis of effective resource allocation on areas that strengthen management of conflicts and organizational performance based on the findings of the study.

1.7 Limitations of the Study

While this study was carefully designed to ensure validity, reliability, and general usefulness of the findings, two limitations affected its scope and interpretation: The study was limited to public TVET institutions in Makueni County. As a result, the findings may not be generalizable to private institutions or TVET institutions in other counties that may operate under different administrative or organizational cultures. The study encountered biasness due to participants who could not accurately recall information or who may intentionally misreport information. To counter biasness the researcher assured the respondents of anonymity.

1.8 Delimitations of the Study

This study was delimited only to:

- i. The effects of conflict management strategies on organizational performance of public TVET Institutions in Makueni County.
- ii. Responses from principals, trainers, support staff, and students who are in their final year of study.
- iii. Wote TTI was left out of the study because the researcher was a member of staff in the institution.

1.9 Assumptions of the Study

The researchers assumed the existence of a relationship between conflict management strategies and performance of an organization. It also presupposed the fact that the respondents were going to give honest and correct information. Secondly, even the findings restricted to a particular group of TVET institutions might provide insights and recommendations that can be generalized to other institutions and organizations that are not covered by the study. The research also assumed that the respondents would be willing and forthright to participate. Lastly, there is an assumption that research instruments used were valid and reliable measure of strategies of conflict management.

1.10 Theoretical Framework

The present research was based on the Contingency Theory which was originally suggested by Fiedler (1964) and then developed further by Kimani (2024) who discussed the effects leadership style has on conflict management strategy in higher education institutions in Kenya. According to the theory, leadership performance

depends on the alignment of a style of leadership and a situation. The Contingency Theory, according to Kimani (2024), offers a framework of how various leadership styles can be more effective in particular conflict situations based on the nature of the conflict, organizational culture, as well as the dynamics of stakeholders. This view is useful to the current research whose objective is to determine the efficacy of conflict resolution.

The theory states that there is no ultimate way of how to effectively run an organization; instead, the course of action that brings the best results is influenced by the situation (Adeoye, 2021). It means that various management approaches are needed depending on the situation and the idea to either sustain positive group processes or push tasks to completion (Amhalhal et al., 2021). As Seriki (2022) states, Contingency Theory includes six independent variables, which are strategy, task, technology, organizational size, organization structure, and organizational culture, and two dependent variables, such as efficiency and organization performance. This paper examines the correlation between the independent variable which is the strategy and the dependent variable which is the organizational performance. The way management strategies can be applied is based on how the management strategies interact with the peculiarities of the situation.

The reason behind adopting this theoretical background is the fact that there is no universally practical approach to managing organizational conflict. An appropriate strategy to a conflict situation is one that aids the problem to be identified and resolved effectively (Imtiaz et al., 2021). Contextual factors affect the performance of various conflict management styles in that style adopted should depend on the type of conflict

and objectives of the organization. The independent variables are interrelated with the theory by considering the different strategies of managing conflicts such as collaboration, accommodation, compromise and avoidance. These strategies are the approaches that the TVET institutions can use to deal with conflicts. Organizational performance is the dependent variable that shows the results of the selected conflict management strategies.

1.11 Conceptual Framework

As shown in Figure 1.1 below, organizational performance is the dependent variable of the study. This variable was measured using two key indicators: External examination pass rate and student enrolment trends, which reflect changes in enrolment patterns over recent academic years as a proxy for institutional attractiveness and stability. The study hypothesized that conflict management strategies influence organizational performance. Four conflict management strategies were examined: collaboration, compromise, accommodation, and avoidance. In this study, the internal environment was conceptualized as an intervening variable comprising three key elements: organizational policies, communication flow, and leadership style. These variables are shaped by the conflict management strategies in use and, in turn, influence the organizational performance of public TVET institutions.

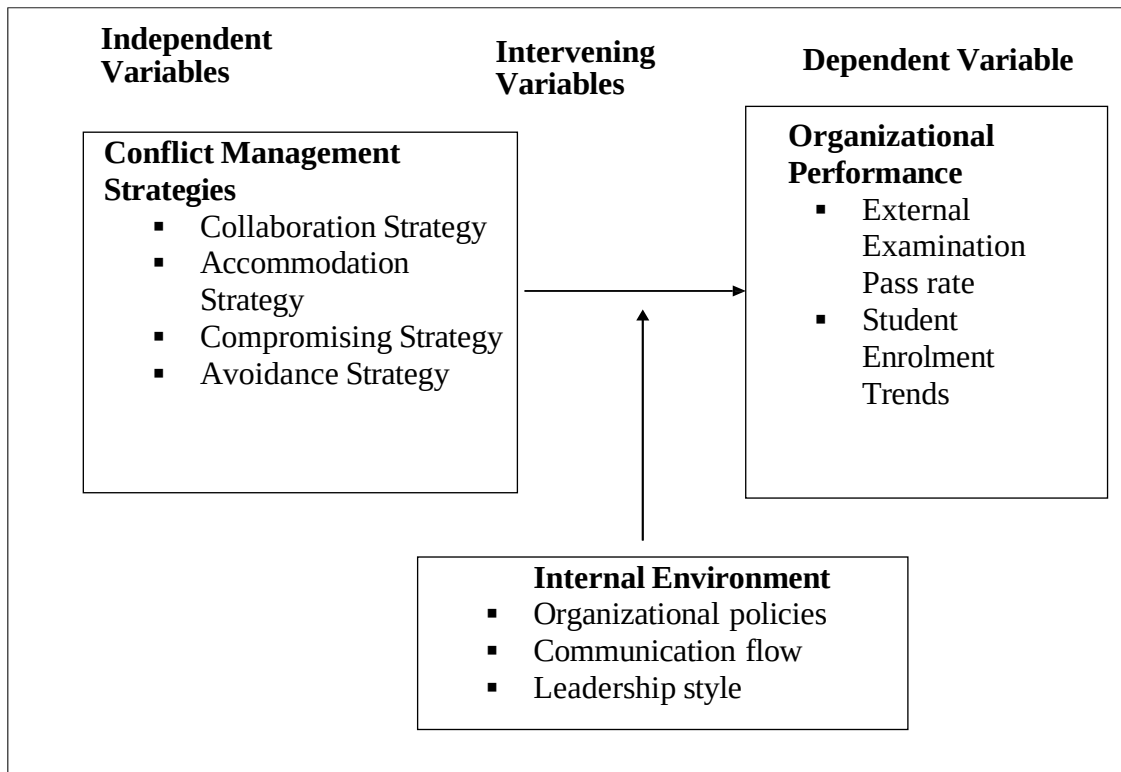


Figure 1.1 Relationship between Variables of Conflict Management Strategies and Organizational Performance.

1.12 Operational Definition of Terms

The following are the definitions of different terms as employed in the study:

Conflict: Actual or perceived incompatibility of goals, opinions, interests or values between individuals or groups within a TVET institution.

Conflict Management: Processes and actions undertaken by TVET institutions to prevent mitigate or resolve conflicts that arise within the institution.

Conflict Management Strategy: Specific methods and techniques adopted by TVET Institutions to address conflicts as they arise. These strategies include collaboration, compromise, accommodation and avoidance strategies.

Organizational Performance: Extent to which TVET institutions achieve their stated goals and objectives. This was measured in terms of student enrollment trends and external examination pass rate.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The chapter is about the idea of conflict management and organizational performance where the four possible conflict management strategies are discussed including collaboration, accommodation, compromise, and avoidance strategies.

2.2 Conflict Management and Organizational Performance Overview.

The most significant factor of success in the complexity of organizational dynamics is performance. Achieving and sustaining optimum organizational performance is a challenging task having been influenced by numerous internal and external variables. An institution with high performance has excellent management in all facets including the management style and the efficiency of its operations (Wonah et al., 2020). Successful conflict management requires identifying the root causes of the conflict, considering wants and emotions of both parties, and choosing the most appropriate conflict resolution plan to use given the situation (Chaudhry & Arora, 2023).

Chaudhry et al. (2022) define conflict as the type of disagreement or conflict present between people/organizations that share diverse goals, interests, values, or beliefs. Conflict management requires more than just reducing disturbances by exploiting the opportunities that conflict offers to them so that they can enhance creativity, better teamwork, and ultimately help the institution achieve its objectives (Shabani, Behluli, and Qerimi, 2022). Disputes in organizations are common occurrences that are caused by perceived differences in needs, principles, or interests. Just like this, competition

among team members over limited resources, influence, and position is usually a source of conflict within the team (Iskamto, Ghazali, and Afthanorhan, 2022; Shabani et al., 2022). Positive criticism of ideas may have better outcomes. Finally, the overall performance of an organization is positively and negatively affected by conflict, and it is a matter of management (Zelenko, 2023).

It is a wide concept that conflict management is an idea that focuses not only on how to resolve conflicts but also on how to transform them into a positive and beneficial force according to Achot and Kithinji (2021). It involves being active in preventing conflicts at the right time and ensuring that they are solved in a friendly way. Mills and Mene (2020) contend that conflict management is a set of approaches to conflict resolution within an organization in a manner that enhances the achievement of organizational goals and objectives. Conflict management, according to Gary (2021), entails activities meant to either lessen excessive conflict or, in certain situations, increase inadequate conflict to preserve equilibrium. It is a procedure where managers create and put into action plans to guarantee that disagreements are settled amicably. According to Awalluddin and Maznorbalia (2023), creating efficient plans to reduce conflict's bad effects while enhancing its good ones is essential to maximizing learning and organizational success through conflict management. This implies that rather than just avoiding or resolving conflict, conflict management aims to stop its unhelpful escalation (Gary, 2021). As a result, conflict management includes the strategies used by both individuals and organizations to settle complaints or disputes in an effort to find a solution that promotes compromise, creates consensus.

Each member of a diversified community with varying requirements, interests, preferences, aspirations, and personalities, as well as distinct expectations from the institution, makes up a TVET training institution. Students, faculty, staff, labor unions, and a number of other stakeholders are included in this. Employee disagreements frequently result in conflict, which organization's closure. Chiekezie, Dibua, and Chima (2016) state that training, research, sharing of new and existing knowledge, and serving as a knowledge repository are the main purposes and activities of post-secondary education. Performing these responsibilities frequently causes conflict both within and between the Institution's various sections. Compared to academic workers, non-academic support staff could feel ignored or excluded. In carrying out their duties pertaining to hiring, admittance, testing, and offering welfare services to both staff and students, management frequently encounters disagreements with students, employees, and other stakeholders. Managing the dual duties of teaching and research presents a unique set of difficulties for academics.

Conflicts over a person's time, dedication, and energy might arise while juggling the simultaneous duties of teaching and research. Since they involve a wide range of people dealing with both internal and external issues, student goals are probably the most complicated of all. However, Achot and Kithinji (2021) point out that in order to obtain their credentials, they must fulfill certain learning requirements. In order to create a more secure and encouraging learning environment, effective conflict resolution becomes essential. Conflict is undesirable for all parties involved since it causes stress and discomfort because of a fear of the unknown (Mohamed & Maria, 2022). Teachers and school administrators can work together peacefully if conflict is carefully examined and managed, even though it can disrupt the educational process. Employee conflict is

unavoidable in any business, but when handled skillfully, it can be a driving force for improvement, raising organizational performance and employee satisfaction. Ignoring disputes at work conveys the idea that subpar work and improper conduct are accepted (Alotaibi et al., 2020).

A well-known paradigm for conflict resolution, the Thomas-Kilmann model was created to assist teams and individuals in better understanding how they handle conflict and successfully negotiate disagreements (Imtiaz et al., 2022). The paradigm, which was created in the 1970s by Kenneth Thomas and Ralph Kilmann, distinguishes five different approaches to conflict management: avoiding, accommodating, compromising, competing, and cooperating. Every strategy is a different way to deal with conflict, and the situation's particular context affects how effective each one is (Shariq et al., 2022; Pembi et al., 2022; Imtiaz et al., 2022).

Assertiveness and cooperativeness are the two dimensions along which the model arranges these tactics (Seriki, 2022; Tabitha & Florence, 2019). Cooperativeness measures how much a person tries to allay the worries of others, whereas assertiveness measures how much a person pursues their own interests. Understanding the five conflict management techniques is based on these dimensions. According to Shariq et al. (2022), there are three main approaches to conflict management: the lose-lose approach, which leads to negative consequences for all parties; the win-lose approach, which benefits one party at the expense of another; and the win-win approach, which concentrates on identifying solutions that benefit all parties. The techniques of cooperating, accommodating, dominating, compromising, and avoiding are highlighted in this study.

2.3 Collaboration Strategy and Organizational Performance

The collaboration strategy is an indicator of a win-win orientation in which assertiveness and cooperation are both high. Under this cooperative system, groups and individuals cooperate to arrive at a solution that meets the interests of all participants in this process (Cheng et al., 2020; Imtiaz et al., 2022). Collaboration is a process of combining ideas and a creative process that involves all the participants and results in the most effective solution of the conflict (Kayser & Kaplan, 2020; Umana, 2019). The strategy is usually considered as the best conflict management strategy as it is a solution with the involvement of all parties. It is, however, very time-consuming, laborious, and resourceful to find and resolve the needs underlying each of the parties. It is also a repetitive process in which one builds upon another idea to create the most optimal solution that satisfies the expectations of all stakeholders (Utaka & Silas-Dikibo, 2020; Shariq et al., 2022). The concepts that are created in the course of collaboration tend to be more innovative and useful than the ones that are created by an individual. As mentioned by Turesky et al. (2020), the use of collaboration among leaders is popular not only due to its positive results. Imtiaz et al. (2022) compared the effects of different conflict management styles on employee motivation and performance in the banking institutions in Bahawalpur, Pakistan. The research data, which was gathered via a convenience sampling technique, consisted of primary data on 385 employees who were under managers/supervisors in the banking industry. The analysis of the relationship between variables was carried out by Structural Equation Modeling (SEM). The findings indicate that integrating style of conflict management is one that has minimal impact in organizational performance, although it too improves employee motivation. The accommodating and avoiding conflict management styles on the other

hand positively affect employee motivation and organizational performance. In the meantime, forcing conflict management style neither contributes substantially to employee motivation nor performance in an organization. Moreover, the analysis establishes a positive relationship between motivation of employees and the performance of their organizations. The research was not conducted within Kenya and the TVET institutions were not considered. The current study will fill the gap by analyzing TVET institutions in Makueni County in Kenya. The connection between conflict management and organizational performance was explored by Nwokedi et al. (2022), with the selected breweries in South-East Nigeria. This research was aimed at the evaluation of the effects of various conflict management strategies: Collaboration, Compromising, Mediation, Arbitration, and Negotiation on overall company performance. The survey type of research design was employed, and primary data was gathered on five sampled brewery firms. The analysis was based on the frequency table development and the computation of percentages, and the regression analysis was implemented to examine the hypotheses of the study. The results showed that the various conflict management strategies reviewed were all relevant to the performance of the organization in a significant and positive way. The research was not conducted within Kenya and the TVET institutions were not considered. The present paper will attempt to address this gap by conducting research on TVET institutions in Makueni County, Kenya. Wanjia, Wachira, and Mwaura (2018) investigated how collaborating conflict management strategy affects the productivity of employees in the Rift Valley Institute of Science and Technology (RVIST). The research population was 293 teaching and non-teaching staff, the sample of 166 was selected using a stratified random sampling method, and 134 of them took part in the study. Quantitative and

qualitative analysis was done using survey questionnaires and interviews respectively. Descriptive statistics and Pearson correlation test were used to analyze quantitative data, and qualitative data were categorized into themes and described in the form of a narrative. The researchers determined that the most common conflicts in the institution were interpersonal and intergroup conflicts. The outcomes of the Pearson correlation test showed that the collaborating conflict management strategy significantly impacted the productivity of employees positively. The present study was premised on a TVET institution. It however reduced itself to a single conflict management strategy. The present paper will attempt to address this gap by conducting research on TVET institutions in Makueni County, Kenya.

2.4 Accommodation Strategy and Organizational Performance

The accommodating approach is a win-lose orientation, which is marked by high levels of unassertiveness and cooperative orientation. In this strategy, a side refuses to place their interests over the interests of other partners (Larasati & Raharja, 2020). Though this may be a good strategy to solve an immediate solution, in most cases, it may compromise the interests of the individual. It is normally used when the cause of the conflict is more important to the other party than it is to one. The main goal of this strategy is to enable the other party to win and take a personal loss (Omene, 2021; Ofobruku, 2022).

Kimani (2024) admits that the accommodating approach is premised on the fact that there is no sacrifice that is too high to reestablish peace. This mode will be useful in those cases when one realizes that he is in the wrong and acknowledges a more acceptable solution, or when the problem is more significant to the other party. This

may be viewed as goodwill gesture, which would cement the relationship and create social capital to be used in future engagement. Moreover, such a strategy is suitable in the case where pushing the agenda might result in serious damages or loss (Utaka and Silas-Dikibo, 2020). Nevertheless, this mode cannot be used in cases when the outcome is significant in deciding the success of the team or safety is an important element in the resolution of the conflict (M'mbwanga, Maore, and Were, 2021). The accommodating strategy is also long-term in nature, even though it has short-term implications, and is intended to ensure harmony and goodwill to collaborate with the organization in future. M'mbwanga, Maore, and Were (2021) have carried out a research in order to examine the strategies of conflict management and how they influence job satisfaction of employees in microfinance institutions in Nairobi, Kenya. Case study design has been used in the study and the sample included top, middle, and low-level managers, and operational staff. The authors found that styles of integrating and obliging make employees more satisfied in their job. There is also a gap in knowledge as the research was done in a microfinance institution. In this research, the conflict management strategies in TVET will be examined. Muhammad and Maria (2022) explored how the application of conflict management strategies affects the performance of the employees in Garissa Level Five Hospital. The research used the descriptive survey research design with a population of 297 and a sample of 168 respondents. The results indicated that the most popular used strategies were integration, avoidance, and obligation since they had achieved harmonious coexistence among employees. This research was premised on the health sector. This research will be done within the fields of the education sector, namely, TVET. In their research, Shariq et al. (2022) examined how different conflict management styles affect the

performance of employees in the banking industry in Karachi, Pakistan. The researchers concentrated on five different approaches, which are competing, collaborating, avoiding, compromising, and accommodating. The questionnaire based on five-point Likert scale was used to collect data among bank employees in Karachi. The regression was able to show that employees have significant positive relationships with each of the five conflict management strategies as well as employee performance. According to the study, the introduction of proper conflict resolution processes can improve the performance of the employees within the banking industry. This research was in the banking sector, but the current research is anchored on TVET institutions. Shabani et al. (2022) investigated how various conflict management styles affect the performance of an organization by comparing the performance of the public and private enterprise in Kosovo. The aim of the study was to establish the conflict management styles that both industries employ and to determine their performance influence. One hundred managers of both sectors took part in the study. Results showed that the compromise style was the most prevalent in the private sector and avoidance was the least used style. On the other hand, the dominating style was most used in the public sector, with the least used obliging style. The obliging style played a central role in organizational performance in the private sector, but there was a more dominant role of the compromising strategy in the public sector, as per the OLX model. The gap will be addressed by the current study that will target the public TVET institutions in Kenya. Mohamed et al. (2022) set out to study how conflict management strategies impact the performance of public hospitals in Kenya by taking a case study of Garissa Level Five Hospital in Kenya. The research design adopted is descriptive research since both quantitative and qualitative methods were used. There were 168 respondents with a

population of 297 health workers as the target population based on the formula provided by Yamane. Purposeful proportional random sampling was used to pick the participants. The primary data were gathered with the help of a questionnaire and analyzed in a quantitative manner through both descriptive and inferential statistics, which are correlation and multiple regression. The analysis showed that avoidance, accommodating, dominating and compromising styles had moderately positive performance towards the performance of the public hospitals in Kenya. The research was founded upon the existing business hospitals in Kenya, with the present research focusing on the TVET Institutions in Makueni County.

2.5 Compromising Strategy and Organizational Performance

This style is defined by a moderate assertiveness-cooperativeness, in order to reach a compromise when each side loses and wins to a certain degree. It establishes an environment in which neither party is a complete loser nor a winner but the parties reach an amicable solution. This can include reaching a compromise between two opposing sides, sharing the concerns, or a compromise (Igbinoba et al., 2023). Nevertheless, compromising is not always optimal because it involves relatively less effort and does not always solve the problem of the conflict (Chaudhary and Arora, 2023; Alotaibi, 2020). The method is effective in a situation when there is a need to find a temporary or fast solution to a complex problem, the interests of the organization overall are concerned with mutual compromise, other methods of resolving conflicts have already been tried, and the goals are important but moderately so as to require substantial time and effort (Alotaibi, 2020; Shariq et al., 2022). Compromising is an option in the case of a competition or collaboration strategy that is not effective and the

interests of the competing parties are neither too significant. Nevertheless, it is not a mode that should be used in cases where half-satisfaction of each party can result in the continuation of the problem, or where a leader notices that his or her team is taking advantage of their compromise vulnerability (Valente & Lorenc, 2020). The study by Kagwiria and Obere (2019) was aimed at evaluating the impact of compromising strategy on the performance of the telecommunication business in Kenya.

The research design was descriptive and utilized cluster sampling to pick 120 respondents who comprised of 1 human resource managers and support staff. Analyses were conducted using descriptive statistics and regression analysis in order to collect data using the questionnaires. The findings showed that the compromise strategy has an enormous relationship with organizational performance. The researchers concluded that compromise strategy allows organizations to solve employee conflicts effectively before they develop and propagate to foster more tolerant and positive working environment. The research suggested adoption of compromising strategy in cases where both parties interested in reaching a common ground are ready to compromise. In the former study, the research aimed at one type of conflict management strategy, whereas the existing study involves four types of strategies and is aimed at TVET institutions.

Alabu (2020) examined how the conflict management strategies of principals affect the job satisfaction of teachers working in the public secondary schools in Uriri and Nyatike sub-counties in Kenya. A descriptive survey was used in the study. It was aimed at a population that included 1960 teachers and 87 principals in 87 secondary schools in the mentioned sub-counties. A stratified simple random sample was used to select a sample

of 29 principals and 319 teachers. Data collection was done using questionnaires. The results found out that there is a strong positive correlation between integration and obliging conflict management styles used and teacher satisfaction. On the contrary, dominating and avoiding strategies did not have statistically significant effect with $p>0.05$. This research was aimed at secondary schools and teacher job satisfaction was the dependent variable. The given research was aimed at filling this gap and targeting TVET. Ameshi et al. (2021) investigated how conflict management and organizational performance relate in Nigeria. It was a survey of 166 academic faculty members conducted with a survey questionnaire and statistical analysis including Pearson correlation coefficient was employed to test the hypotheses.

The data that were collected were subject to descriptive statistics. The results indicated that cooperative conflict management approaches that included collective bargaining, compromise and accommodation had a positive impact to the performance of the organization. The paper determined that power relations, communication models, organizational culture and objectives are some of the critical factors in conflict resolution within organizations.

In the research by Nwokedi et al. (2022), the authors investigated the concept of conflict management and its influence on organizational performance in South-East Nigeria on a sample of selected breweries. The research was also conducted to determine the impact of various conflict management techniques: Collaboration, Compromising, Mediation, Arbitration, and Negotiation on the overall organizational performance. The survey research design was considered and primary data collected was obtained using five brewery companies. Analysis of data was done using frequency tables, percentage

analysis and regression analysis to test the hypotheses of the study. The results obtained indicated that none of the conflict management strategies studied had no high and positive influence on organizational performance. This research was focused on the South East Nigerian breweries. The study at hand was directed at Kenya TVET institutions.

2.6 Avoidance Strategy and Organizational Performance

Low levels of assertiveness and cooperation are characteristics of the avoidance approach, which is characterized by a lose-lose mindset. In this situation, people completely leave the fight, which has negative effects on all sides (Larasati & Raharja, 2020; To et al., 2021). People that use this strategy don't try to solve other people's problems or speak up for their own interests (Shariq et al., 2022). Avoiding disagreement can occasionally be advantageous and even practical, but it frequently keeps the underlying problem from being resolved, which could result in more serious issues down the road (Tabitha & Florence, 2019).

This approach works best when the stakes are low, the problem is little, or addressing the conflict could damage a significant connection, claim Mills and Mene (2020). It is also appropriate when there is little chance that one's interests would be met, when resolving the disagreement would cause more disturbance than it would, or when obtaining information is more important than making a decision right away. It may also be employed when avoiding a problem has more benefits than facing it head-on or when other parties are better suited to handle the dispute. When a conflict needs to be resolved quickly, this strategy should be avoided because waiting could make things worse and impede development (Tabitha & Florence, 2019; Utaka & Silas-Dikibo, 2020).

Using a case study approach with 81 employees from three branches in Lagos, Ajike et al. (2015) investigated the effect of conflict management on the organizational performance of Access Bank Plc in Nigeria. The study employed questionnaires followed by descriptive and regression analysis with the SPSS to ascertain the connection between the organizational performance of the bank and its conflict management practice. The results demonstrated that conflict resolution is very likely to enhance organizational results, as the data indicated a positive correlation between organizational performance and conflict management ($r = 0.715$; $p < 0.05$). Following these findings, the management of the bank was proposed to develop a range of effective conflict resolution strategies to prevent the further occurrence and development of disagreements. The current study aimed to bridge a major gap in the body of knowledge on conflict management and organizational performance by focusing on the Technical and Vocational Education and Training (TVET) institutions but not on the banking institution, as it is the case in Ajike et al. (2015). Furthermore, the new study expanded on its research to cover many TVET institutions as compared to the previous study which followed the case study approach and focused on an individual organization.

Longe (2015) investigated the effect of workplace conflict on an organization's performance in the manufacturing sector in a related study carried out in Nigeria. 250 workers were chosen for the study using a stratified random selection technique. A thoroughly tested questionnaire was used for data collection, and both descriptive and inferential statistical techniques were used for data analysis. The results of the study showed a significant and favorable relationship between improved organizational performance in the manufacturing company under investigation and the application of

cooperative conflict management techniques.

Regression study specifically showed that the component most closely linked to better organizational performance was collaboration. The study came to the conclusion that although conflicts are unavoidable in contemporary businesses, the method used to resolve them has a big influence on how well the company performs. While the current study focused on TVET institutions in Kenya, this research was carried out inside the framework of a Nigerian manufacturing company.

Research in Kenya by Sammy (2016) looked at how different dispute resolution strategies affected Kenya Power Limited employees' performance. 290 participants were chosen from the study's target population of 1055 using a combination of purposive and random sampling techniques. Data for the study was gathered by questionnaires, and SPSS version 20 was used to analyze the data using both descriptive and inferential statistical techniques.

The study of Karim et al. (2021) is dedicated to the topic of the connection between avoidance strategy and organizational performance and to how the tendency to avoid risk and avoid conflict affects firm performance. The paper indicates that avoidance action plans could lead to a decrease in short-term dangers; however, they can hamper long-term performance of the organizations as it lower innovation, flexibility, and sound judgment. A major drawback associated with the research is the lack of a longitudinal study where the researcher would determine the long-term impacts of avoidance strategies across various industries, which would tell more about their consistent role in the organization.

2.7 Research gaps

The literature review identified a number of research gaps in organizational performance associated with conflict management strategies and their impacts in the study of the same in Technical and Vocational Education and Training (TVET) institutions in Makueni County, Kenya. One of the main gaps was that there were no studies that were specifically dedicated to TVET institutions in this region. An example could be the study conducted by Imtiaz et al. (2022) about conflict management styles in the banking industry in Pakistan, who discovered that the combination of the styles brought the least effect on the performance of the organization but had a positive effect on the motivation of employees, whereas the accommodating and avoiding styles had a positive effect on both. Nevertheless, the study failed to cover TVET institutions; thus, it left a gap in deterring how the study findings can be applied to educational institutions in Kenya. In the same manner, Nwokedi et al. (2022) examined the conflict management measures among Nigerian breweries and found that they have a huge positive impact on performance, yet its emphasis on the manufacturing industry prevents its applicability to TVET settings. Wanja et al. (2018) studied the collaboration strategy in one of the Kenyan TVET institutions (Rift Valley Institute of Science and Technology), where the strategy had a positive outcome on staff productivity. Nonetheless, this research was restricted to one strategy, and the other strategies were not considered such as accommodating, compromising and avoiding, which the present research sought to encompass fully in Makueni County. The other gap is the industry specificity of the previous studies where industries of interest were usually banking, health care or manufacturing and not education. Indicatively, Mohamed et al. (2022) researched the conflict management in Kenyan public hospitals, where positive impacts

of avoidance, accommodating, dominating, and compromising were found; however, its healthcare experience is not quite comparable to TVET institutions. Similarly, M'mbwanga et al. (2021) discovered that job satisfaction in Kenya increased with the combination and compulsion styles in the institutions of microfinance, but the situation in the TVET institutions does not play out in the same way. Alabu (2020) also examined the role of conflict management in Kenyan secondary schools and found that integrative and obliging styles increased teacher satisfaction. Nonetheless, it is characterized by the emphasis on secondary education and job satisfaction instead of the overall organizational performance, which creates an open gap in TVET-related studies. Kagwiria and Obere (2019) compared the compromising strategies within the Kenyan telecommunications market, which found a strong relationship with performance. Nevertheless, their emphasis on one of the strategies and another field highlights the necessity of conducting a more comprehensive analysis of various strategies in TVET contexts. This study filled these gaps by considering particular institutions of public TVET in Makueni County, Kenya, and going through four conflict management approaches that include collaboration, accommodation, compromising and avoidance as presented in the Thomas-Kilmann model. This study, unlike the past studies which focused on non-educational sectors, was shaped clearly to the educational setting of TVETs, which incorporates various stakeholders, such as students, academic and non-academic personnel, and trade unions. The study eliminated the shortcoming of the previous studies, including Wanjia et al. (2018) and Kagwiria and Obere (2019), by employing a broader scope of four strategies. Moreover, the organization performance was chosen as the dependent variable in the project, which implied that the well-being of the employees or their levels of motivation was not of interest (as in Imtiaz et al.,

2022, and Alabu, 2020), which guaranteed a direct study of the effects of conflict management on the institutional performance of TVETs. The research bridged the geographical and contextual gap created by research that had been carried out either outside Kenya or on other sectors of Kenya because the study was carried out in Makueni County. The research design was sufficiently strong and could be considered as a hybrid of both quantitative and qualitative methodology (as in the case of Mohamed et al., 2022), to understand the complex nature of conflict management in TVETs in detail and therefore have a holistic perspective of how these strategies work in influencing the performance of organizations, in this particular case. Resolution made a great contribution towards the performance of the employees. The research pointed out the efficiency of the use of neutral third parties in mediation of conflicts by referencing their effectiveness in solving organizational conflicts in a positive manner. In contrast to this study, which was based on an organization in the Kenyan energy industry, the current research was based on the education industry where comparisons were made between various institutions and not just one institution as is the case with Sammy.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The chapter shows the research design, study location, description of the target population, the size of the sampling, the sampling process, validity of the research instruments, reliability of the research tools, data collection process, data analysis and ethical considerations.

3.2 Research Design

In this study, the mixed-methods approach was adopted or rather convergent parallel design approach, since it was a combination of quantitative and qualitative methodologies. It suited this research because it entailed the gathering of quantitative data by the use of designed questionnaires, and extensive qualitative data by use of semi-structured interviews. The quantitative one adopted the descriptive survey design to get the structured response of students, trainers and support staff of the institution with the use of standardized questionnaires. The concept of the design was to give precise data on behaviors, events, and situations that take place in the natural settings (Muathe, 2021). The qualitative aspect was the use of the structured interview tool, which provided a chance to investigate the experiences and opinions of the principals in more detail. The use of both approaches helped the researcher not only to discuss the quantitative impact of the conflict management strategies on the performance of the organizations but also to discuss the contextual and perceptual issues of conflict management in the TVET institutions.

3.3 Location of the Study

The experiment was conducted in the Makueni County of lower Eastern region Kenya. Wote town is its headquarters. Makueni County lies between the latitudes 1° 35' and 2° 59' south, longitudes 37° 10' to 38° 30' East and the total area of the county is 8,008.9 square kilometers. It borders Machakos to the north, Kitui to the east, Taita Taveta to south and Kajiado to the west. It has some prominent geographical features such as the volcanic Chyulu Hills on the southwest border, the Mbooni Hills on the Mbooni Sub County, and the Kilungu and Iuani Hills on the Kaiti Sub County. Besides, Makueni is blessed with two forests Makongo and Makuli making it a more beautiful County in the natural landscape. Makueni County has a semi arid climatic condition with an average temperature of 15 °C to 26 °C. The annual rainfall varies significantly across the county; lower regions receive between 250mm and 400mm of rain per year, while higher areas experience more precipitation, with annual rainfall amounts ranging from 800mm to 900mm. Makueni County is the home of three public TVET institutions namely; Wote Technical Training Institute (WTTI), David Mbiti Wambuli Technical and Vocational College (DMWTV) and Kibwezi West Technical and Vocational College (KWTV). The County was ideal for the study because there was limited research done on the effects of conflict management strategies on organizational performance of public TVET institutions in Makueni County.

3.4 Target Population

Borg and Crall (2009) define a target population as an extensive examination of every member within an actual or potential group of individuals, events, or items that a researcher intends to apply the findings to. This population sample was upon which the

study tried to base and generalize its conclusions. The sample population was borrowed from two public TVET institutions, that is: David Mbiti Wambuli TVC and Kibwezi West TVC. This consisted of 58 trainers (2 Principals and 56 trainers), 20 support staff, and 250 students who were completing their last year of training. That is why the sample size of the target population was 328 according to the 2nd Quarter returns of the Institutions in the financial year 2023/24. The Principals, trainers, support personnel, and the students gave sufficient information with regards to the conflict management strategies and their effects on the organizational performance of their institutions, since they were the main actors in the execution of the key mandate of the institutions, which is teaching and learning. The distribution of the target population was represented in Table 3.1.

Table 3.1 Target Population

Institution	Principal	Trainers	Support staff	Students	Total
DMWTVC	1	26	12	148	187
KWTVC	1	30	8	102	141
TOTAL	2	56	20	250	328

3.5 Sampling Techniques and Sample Size

The study applied purposive, census, and simple random sampling techniques. Purposive sampling was used to select the two principals from both institutions (DMWTVC and KWTVC) because they possessed the required information due to their positions. Census technique was used to select all 56 trainers and 20 support staff from the two institutions due to the small number which is manageable. According to Mba (2013), using a census in a study ensures the highest level of accuracy because it

involves enumerating every item, leaving no element of chance. Further, simple random sampling was used to ensure representation across the 250 students. The sample size of the study was calculated based on Yamane's formula (Yamane 1967).

$$n = \frac{N}{1 + N(e)^2}$$

Where;

n = Sample size

N = Population size

e = the margin of error

For a target population of 328 with a margin of error of 5%, the sample size was approximately 181 as shown in table 3.2.

Table 3.2 Sample Size

Category	Target Population			Sampling	Sample
	DMWTVC	KWTVC	Total	Technique	Size
Principals	1	1	2	Purposive	2
Trainers	26	30	56	Census	56
Support Staff	12	8	20	Census	20
Students	150	100	250	Simple random	103
Total	185	141	328		181

3.6 Research Instruments

In this study, data was collected by use of two research instruments: Questionnaires and interview schedules.

3.6.1 Questionnaires

The structured questionnaires were used as the main method of data collection in this research. Questionnaires were in the form of closed-ended as well as open-ended questions. Closed-ended questions were taken up in Likert-scale, multiple choices and categorical styles to collect precise data on conflict management strategies and organisational performance indicators. The open ended questions enabled the respondents to give more details or give more information about their experiences of managing conflict within their institutions. The use of questionnaires was ideal since it was effective in gathering data among many respondents within a short duration and also ensured consistency of the questions posed to different categories of respondents. The questionnaires were structured into sections that incorporated the research objective variables and customized to different target groups which included trainers, support staff and students.

3.6.2 Interview Schedule

The semi-structured interviews with the principals were conducted on an interview basis with the help of an interview schedule. The plan had both closed and open-ended questions that would enable the respondents to provide their opinions openly and in detail. The tool was created to gather quantitative data, including numbers of enrolments and performance ratings as well as qualitative data using narrative responses and examples. The interviews were to be conducted with the aim of getting more

insights into the conflict management strategies applied by the principals and how they expect these to influence the performance of the organizations. Tapes and transcripts of the interviews were made. Interpretation was made consistent by using the interview schedule and the flexibility by probing on the emerging themes as the responses of the participants.

3.7 Piloting of Instruments

The research instruments were piloted before the actual data collection so as to ensure the instruments are clear, relevant and effective in capturing the intended data. Instruments piloting was done in Katine Technical Training Institute in Machakos County. The choice of Katine TTI was due to its similarities to those of the target population. The primary purpose of the pilot study was to check the clarity and relevance of the questionnaire items and interview schedule, determine any possible problems in the process of data collection and improve the research tool according to the feedback results. The Principal and five trainers, three support staff, and ten students of this institution were sampled in the pilot study.

3.7.1 Validity of the Instruments

Creswell and Creswell (2023) explained validity as the degree to which a measurement accurately reflects what it is intended to measure. It assesses the precision, reliability, and effectiveness of a research instrument in evaluating the specific subject it was designed to measure. It refers to the extent to which a test accurately assesses the specific attribute or quality it is designed to measure. The researcher revised the instruments, particularly the questionnaires, as guided by the supervisors and according to input from other experts in the School of Education. The feedback from the

participants of the pilot study also guided the researcher in making improvements to the instruments.

3.7.2 Reliability of the Instruments

According to DeVellis and Thorpe (2021), reliability refers to the uniformity and stabilization of scores which are derived using an instrument. A pilot study was done to determine the dependability of the instrument. Pilot study was conducted with the same individuals at two occasions in a span of one week. The test of reliability in this questionnaire was done on Cronbachs Alpha coefficient which tested internal consistency of items given in each section of questionnaire. The acceptable value of the coefficient of reliability was 0.7 and above (Fellows and Liu 2021). The items which dropped the overall score on the reliability dimension were re-examined and corrected. Also, similar procedures were taken during information gathering to promote consistency among the participants. Administering the questionnaires and the interviews were administered by the same instructions and wording and directed by a structured schedule to facilitate consistency in the questioning process. To evaluate the validity of the data in the determination of the effects of the conflict management strategies in the organizational performance of the sampled population of the public Technical and Vocational Education and Training institutions, the primary data gathered under the sampled population through the designed questionnaires was tested using the Statistical Package of the Social Sciences (SPSS) version 27. The reliability test for the sampled data was as per their category as shown in the table below.

Table 3.3 Reliability Test

S/No	Sampled Population	Number Returned	Cronbach's Alpha
1	Trainers	48	0.749
2	Support Staff	14	0.821
3	Students	103	0.865
Average Reliability Test		165	0.812

The study has found that the data measured by questionnaires provided the average Cronbachs Alpha correlation value of 0.812 that is greater than the standard 0.7 value (Roni & Djajadikerta, 2021). The value showed how reliable the population sampled in the study were. The data, with the support of the pilot study, was applied to determine the impact of conflict management strategies on the organizational performance of the institutions in the Makueni County in Kenya within the public TVET institutions.

3.8 Data Collection Procedure

Before the researcher begins with the data gathering process, the Graduate School of Machakos University gave him a clearance to carry out data collection. The permission to collect information was then received by the National Commission of Science, Technology and Innovation (NACOSTI). After receiving the necessary permission, the researcher made appointments with the leaders of the sampled public TVET institutions and visited them to make arrangements and organize the research and establish a relationship. The researcher will have semi-structured interviews with the principals at agreed upon time and places on the specified days designated to collect data. The interviews were audio recorded so as to ensure that the comments were properly recorded. During the interviews, notes were also taken in order to improve the

recordings.

The questionnaires were distributed by dropping them off, and the completed ones were later picked up. In order to help with the distribution and collection of the questionnaires, a contact person was assigned to each institution and briefed. Each institution's data gathering process lasted two days, after which the questionnaires were returned for examination. The contact person made certain that the greatest number of questionnaires were completely filled and sent back.

3.9 Data Analysis

The analysis of data based on Creswell and Creswell (2023) is the procedure of revising, coding, classifying, and tabulating obtained data. Data were analyzed in both the quantitative and qualitative methodology. Quantitative data was coded and analyzed with the SPSS version 27, the majority of the collected data was collected using structured questionnaires. Descriptive statistics in terms of means, frequencies, percentages, and standard deviations were used to present the demographic details of the participants and their responses to key factors.

The studying of the effect of the conflict management strategies on the performance of the organization was determined by inferential statistical methods. Specifically, the evaluation of the effects of different conflict resolution methods (independent variables) on organizational performance (dependent variable) has been conducted with the help of multiple regression analysis. The given research helped to identify the extent and relevance of the influence of each strategy on such indicators of performance as the trends in student enrollment and the pass rate in external examinations.

The results were presented together with narrative explanations in tables, charts, and graphs. Qualitative data was analyzed using the thematic content analysis method on semi-structured interviews. Interview notes and transcripts were analyzed to identify repeated themes, patterns, and insights. The responses were categorized into themes as per objectives of the study. The application of key quotes enhanced and supported the interpretation of the results.

3.10 Ethical Considerations

This study was carried out in the highest ethical standards to ensure the safety and well being of all the participants. An introductory letter was received at NACOSTI and the university before data was gathered thus showing that the legal requirements and university norms were adhered to. The subjects were also given detailed information regarding the project such as its objectives and assured that any information given will only be used in the study. Through this, informed consent of the participants was ensured. This study was also voluntary. The respondents were informed that they were free to drop out of the study at any time with no repercussions. Also integrity and objectivity was observed by ensuring that the study findings were made in a truthful and non-falsified manner.

3.11 Privacy and Anonymity

To ensure the strictest privacy practices in relation to questionnaires, this was done in consideration of the fact that the research made extraordinary measures to ensure that the research subjects remained anonymous and that their personal information was not compromised. No identifiable information was involved as all the answers were de-

identified with distinct codes according to the GDPR requirements (European Union, 2018). The data had been appropriately stored in a lockable cabinet and accessed by authorized researchers, and this is the best data protection practices (Acquisti et al., 2020). The use of informed consent forms was well-spelled out regarding the management of gathering information, the application of which was restricted to research and the necessity of the confidentiality of information. It was ensured that no distinguishable facts would be offered to thematic analysis, publications and presentations. Only the duration of the study was limited to retain the data and then the safe deletion would occur to adhere to the ethical standards (DeVellis and Thorpe, 2021).

CHAPTER FOUR

DATA ANALYSIS

4.1 Introduction

This chapter explains the findings of the study based on the data collected, its interpretation and as well as its implications. This is done as per the specific objectives of the study. The study sought to determine the effects of conflict management strategies on organizational performance of public TVET institutions in Makueni County, Kenya. Findings related to the effects of: collaboration, accommodation, compromising and avoidance conflict management strategies on organizational performance of public TVET Institutions in Makueni County were also discussed.

4.2 Quantitative Analysis

4.2.1 Response Rate

The researcher distributed one hundred and seventy nine (179) questionnaires to the sampled respondents that includes fifty six (56) trainers, twenty (20) support staff, and one hundred and three (103) students from David Mbiti Wambuli TVC and Kibwezi West TVC. The table below summarizes the response rate.

Table 4.1 Response Rate

S/No	Questionnaire Type	Total Number	Number Returned	Number not returned	Percentage
1	Trainers	56	48	8	85.7%
2	Support Staff	20	14	6	70.0%
3	Students	103	103	0	100%
Average Response Rate		179	165	14	85.2%

Out of the one 179 questionnaires distributed, a total of one hundred and sixty-five (165) were fully filled and returned back. These questionnaires were enough to be used in the analysis so as to determine the effect of conflict management strategies on organizational performance. The collected questionnaires represent 85.2% response rate which can be considered for the analysis.

4.2.2 Demographic Analysis

4.2.2.1 Trainers

The table below indicates the gender of the trainers who responded for the research.

Table 4.2 Trainers' Gender

		Gender			Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	Male	25	52.1	52.1	52.1
	Female	23	47.9	47.9	100.0
	Total	48	100.0	100.0	

The data shows that the male trainers were more than the female trainers who respondent with a percentage of 52.1% of the total trainers in this research. This shows that the government policy of third gender rule in appointment and employment applied with almost equal share in the TVET institutions in Makueni County.

The Table 4.3 shows the age bracket for the trainers who responded for the research.

Table 4.3 Trainers' Age

		Age			
		Frequency Percent		Valid Percent	Cumulative Percent
Valid	Below 30	16	33.3	33.3	33.3
	30-40	12	25.0	25.0	58.3
	41-50	13	27.1	27.1	85.4
	Above 50	7	14.6	14.6	100.0
Total		48	100.0	100.0	

From the data, it shows that majority of the trainers were below 30 years with 33.3% followed by 41-50 years of age with 27.1% and minority were aged above 50 years. Those above 30 years were more than their counterparts hence shows they were experienced on conflict resolution. The table below shows the level of qualification of the trainers in the research.

Table 4.4 Qualification Level

		Qualification			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Diploma	16	33.3	33.3	33.3
	Bachelor's Degree	20	41.7	41.7	75.0
	Master's Degree	9	18.8	18.8	93.8
	Ph.D	3	6.3	6.3	100.0
Total		48	100.0	100.0	

The data shows that majority of the trainers were bachelor's degree holders with 41.7%. Those with degree and above were more than their counterparts of diploma holders who were 33.3% hence showing the trainers were qualified enough to tackle conflict resolution in the TVET institutions in the Makueni County. The Table below shows the years of experience for the staff who responded for the research.

Table 4.5 Years of Experience

		Years' Experience			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below 5	18	37.5	37.5	37.5
	5-10	14	29.2	29.2	66.7
	11-15	10	20.8	20.8	87.5
	16 and above	6	12.5	12.5	100.0
Total		48	100.0	100.0	

From the data, highest number of trainers were more than 5 years of experience in training TVET institutions which was approximately 62.5% which shows that the trainers had relevant experience in expressing the effects of conflict management strategies on organizational performance.

4.2.2.2 Support Staff

The table below indicates the gender of the support staff who responded for the research. The data shows that there were equal employment opportunities for support staff in the institutions.

Table 4.6 Support Staff Gender

		Gender			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	7	50.0	50.0	50.0
	Female	7	50.0	50.0	100.0
Total		14	100.0	100.0	

The table below indicates the age of the support staff who responded for the research.

Table 4.7 Support Staff Age

		Age			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below 30	2	14.3	14.3	14.3
	31-40	6	42.9	42.9	57.1
	41-50	4	28.6	28.6	85.7
	Above 50	2	14.3	14.3	100.0
	Total	14	100.0	100.0	

The data shows that majority of the support staff were aged between 31-49 years with 42.9% showing that majority of the support staff were aged enough to give valid information for determining the effects of conflict to organizational performance in TVET institutions. The table below indicates the academic qualification of the support staff for this research.

Table 4.8 Support Staff Academic Qualification

		Academic Qualification			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Certificate	3	21.4	21.4	21.4
	Diploma	6	42.9	42.9	64.3
	Bachelor's Degree	4	28.6	28.6	92.9
	Master's Degree	1	7.1	7.1	100.0
	Total	14	100.0	100.0	

From the data majority were diploma and degree holders with 42.9% and 28,6% respectively showing that the support staff were educated enough to give required

information for this research that aims at determining the effects of conflict on organizational management to TVET institutions in Makueni County.

The table below indicates the years of experience of the support staff for the research.

Table 4.9 Support Staff Years of Experience

		Years of Experience			Cumulative Percent
		Frequency	Percent	Valid Percent	
Valid	Below 5	3	21.4	21.4	21.4
	6-10	5	35.7	35.7	57.1
	11-15	3	21.4	21.4	78.6
	Above 16	3	21.4	21.4	100.0
Total		14	100.0	100.0	

The data shows that majority were 6-10 years of experience of working as a support staff in TVET institution with 35.7% showing they were experienced on conflicts in the institutions.

4.2.2.3 Students

The table below indicates the gender of the students who respondent for this research.

Table 4.10 Students Gender

		Gender			Cumulative Percent
		Frequency	Percent	Valid Percent	
Valid	Male	61	59.2	59.2	59.2
	Female	42	40.8	40.8	100.0
Total		103	100.0	100.0	

From the data, it shows that male students were more than their counterparts with 59.2% of the total population in TVET institutions. This data shows that since majority of the courses were technical, male students dominate the courses across these institutions.

The table below indicates the age of the students who responded for this research.

Table 4.11 Students' Age

		Age			Cumulative Percent
		Frequency	Percent	Valid Percent	
Valid	20-25	56	54.4	54.4	54.4
	26-30	28	27.2	27.2	81.6
	31-35	19	18.4	18.4	100.0
Total		103	100.0	100.0	

In the above data, the highest students' population lies in the age bracket of 20-25 years representing 54.4% of the total population. The table below indicates the level of study for the students who responded for this research.

Table 4.12 Students' Level of Study

		Level of Study			Cumulative Percent
		Frequency	Percent	Valid Percent	
Valid	Level 4	23	22.3	22.3	22.3
	Level 5	33	32.0	32.0	54.4
	Level 6	47	45.6	45.6	100.0
Total		103	100.0	100.0	

The data shows that majority of the students were in Level 6 with 45.6% followed by level 5 with 32%. These were the highest levels in the institutions showing that they had enough experience and stay on the institutions. The table below indicates the department of study for the students for the research. The data shows the variations of the sampled students of different departments that they belonged to in the different sampled TVET institutions in Makueni County.

Table 4.13 Students' Academic Department

		Department		Valid	Cumulative
		Frequency	Percent	Percent	Percent
Valid	Business Studies	3	2.9	2.9	2.9
	Computing and Informatics	12	11.7	11.7	14.6
	Civil Engineering	8	7.8	7.8	22.3
	Electrical Engineering	39	37.9	37.9	60.2
	Fashion and Design	7	6.8	6.8	67.0
	Hospitality Management	9	8.7	8.7	75.7
	Liberal Studies	4	3.9	3.9	79.6
	Mechanical Engineering	21	20.4	20.4	100.0
Total		103	100.0	100.0	

The table below indicates the year of study for the students who responded for the research.

Table 4.14 Year of Study

		Years			Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	1	33	32.0	32.0	32.0
	2	32	31.1	31.1	63.1
	3	38	36.9	36.9	100.0
Total		103	100.0	100.0	

The data shows that majority of the students sampled in this study had the maximum of 3 years of stay in the institution with 36.9% followed by 2 years with 31.1%. This data shows that the students sampled which were final years had highest possible stay in the institutions to improve on the validity of the data since they have more information on effects of conflicts to organizational performance in their institutions.

4.2.3 Analysis of Z-score

This mathematical measurement, which is based on numbers, connects the mean of a certain set of data used in the analysis. It is known as an equal score of the mean data when an analysis's z-score is set to zero. Either a positive or negative z-score is used to describe the score. The analysis indicates that the Z-score will be utilized to provide the study's mean, standard deviation, maximum and minimum values, and mean of the studied data.

Table 4.15 Z-score analysis

Descriptive Z-score Statistics									
	N	Minim	Maxi	Mean	Std.	Skewness		Kurtosis	
	Stati	Statisti	Statisti	Statisti	Deviation	Statis	Std.	Statis	Std. Error
	stic	c	c	c	Statistic	tic	Error	tic	
Sampled Population (N)	165	1	2	1.44	.497	.261	.182	-	.361
								1.954	
Valid N (listwise)	165								

According to the results of the data analysis, the z-score displays a mean of 1.44, a range of the entire sampled population, and a standard deviation of 0.497. According to the research, the hypothesis is supported by a negative Kurtosis of -1.954 and a positive skewness of 0.261. The conflict management strategies positively affects the organizational performance of public Technical and Vocational Education and Training institutions in Makueni County, Kenya.

4.2.4 Chi-Square Test

According to Bennett et al. (2022), the chi-square test takes into account both the

independent test of a particular set of data and the statistic distribution of the fit test data. It displays the correlation between the set data's categorical variables for analysis. The Pearson chi-square, likelihood ratio, and linear-by-linear association of the gathered data are used to assess how conflict management techniques affect organizational performance in public Technical and Vocational Education and Training institutions in Makueni County, Kenya. All these are as indicated in the table below from the SPSS version 27 software. The data was evaluated to offer the disputative values of the chi-square that described how the variation of the data was utilized to analyse the scope aimed at attaining the objectives of the research based on the variables.

Table 4.16 Chi Square

Chi-Square Tests			
	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	40.655 ^a	12	.762
Likelihood Ratio	21.589	12	.042
Linear-by-Linear Association	7.975	1	.005
N of Valid Cases	165		

The linear-by-linear association is 0.005 and the chi-square test score is 0.762. The Pearson chi-square test for the 12 is 40.655, and the test of likelihood ratio for 1.00 is 0.005. It is obvious that there is no meaningful correlation between conflict management techniques and organizational performance in public technical and vocational education and training institutions in Makueni County, Kenya, as these values are higher than the level of significance.

4.2.5 T-Test of a Single Mean

In the t-test, a statistical hypothesis test, the null hypothesis of the test hypothesis is followed by the data test of a statistics to a t-distribution. A collection of data having a normal statistical distribution is subject to the single mean t-test. In order to estimate the unknown set of data in the statistical distribution, this system is configured. The tables that follow display the results of the one sample t-test for the field data. Comparing the independent and dependent variables of the study using the intervening factors discussed in this study is how the t-test is carried out. This information is gathered from the institution's sampled population in order to ascertain the research's scope.

Table 4.17 One-Sample Test

One-Sample Test						
Test Value = 0						
95% Confidence Interval of the						
Difference						
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
Scale	38.631	178	.000	1.436	1.36	1.51

According to the data results in the table below, there is a small but significant relationship between the performance of public technical and vocational education and training institutions and the conflict management strategies employed. The value of t for the ample population used in this study is 38.631, and the mean difference is 1.436, which is higher than the standard value of 1. The data tests the null hypothesis which is part of the statistical hypothesis test and this value rejects null hypothesis and accepts the test hypothesis in this research.

4.2.6 Frequency Diagram

A bar chart and histogram's frequency diagram displays the data's frequency distribution. To assist in understanding the outcomes of a test of a certain hypothesis, the statistical data is presented on a frequency table. The distribution of the field data used in this investigation is vividly determined by this research.

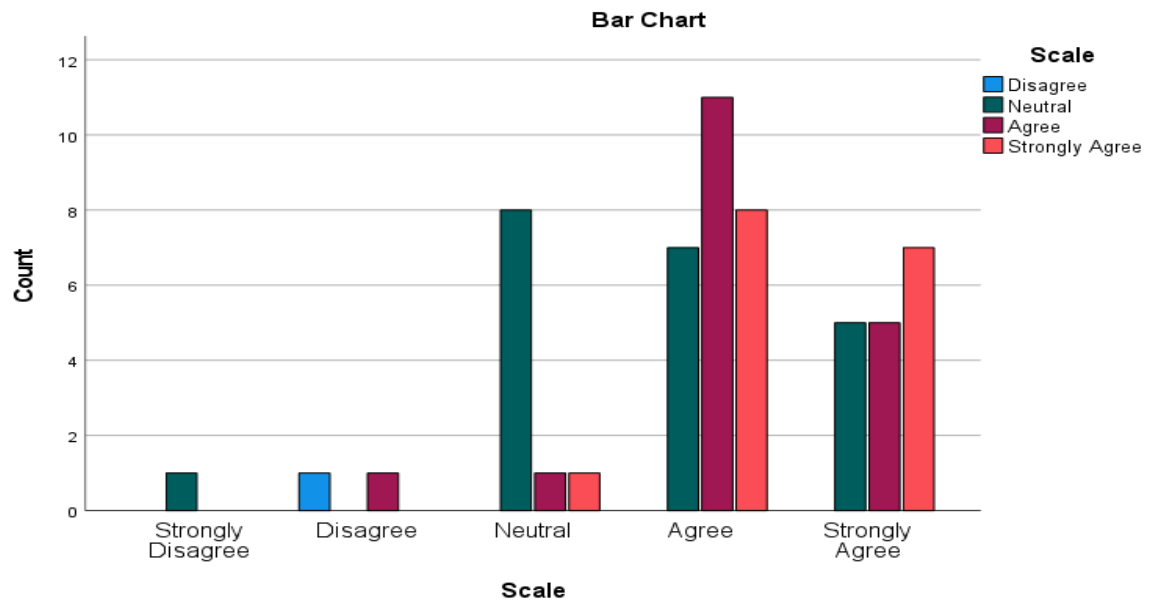


Figure 4.1 Distribution of the Data

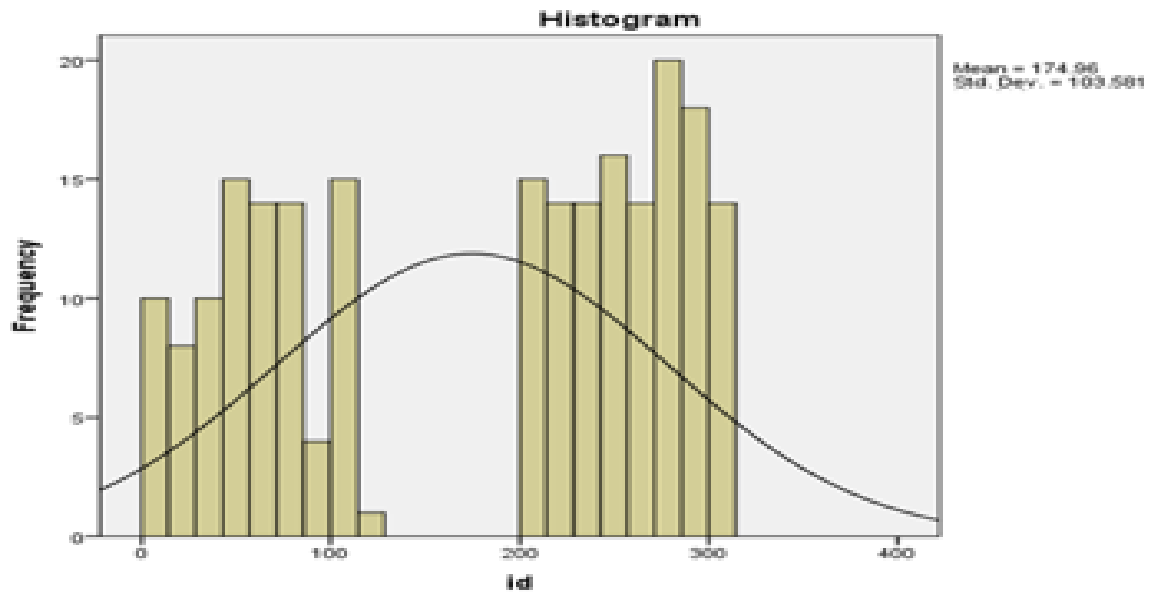


Figure 4.2 Histogram for the Data Population

The frequency diagrams shows how the data collected from the sampled population was distributed based on the bar chart and the histogram. These gives the frequency of how the respondents were during the analysis to test the hypothesis of this research.

4.2.7 Correlation of the Conflict Management Strategy Variables

The figure below displays the correlation of the data collected for this study following analysis with SPSS version 27 software.

Table 4.18 Correlation of the Conflict Management Strategy Variables

			Correlations			
Control Variables			Collaborati on Strategy	Accommoda tion Strategy	Compromis ing Strategy	Avoidanc e Strategy
Conflict management strategies & Organizational performance	Correlation		1.000	.320	.114	.042
	Significance (2-tailed)		.	.018	.412	.762
	Df		0	52	52	52
	Correlation		.320	1.000	.243	.041
	Significance (2-tailed)		.018	.	.077	.767
	Df		52	0	52	52
	Correlation		.114	.243	1.000	-.108
	Significance (2-tailed)		.412	.077	.	.437
	Df		52	52	0	52
	Correlation		.042	.041	-.108	1.000
	Significance (2-tailed)		.762	.767	.437	.
	Df		52	52	52	0

The Pearson correlation for collaborative strategy was initially 1 and thereafter decreases to 0.042. This shows that the relationship between conflict resolution techniques and organizational effectiveness in public technical and vocational education and training institutions has changed.

4.2.8 Multiple Linear Regression Analysis

The linear regression models of the data are displayed in the figures below, which demonstrate the results of the regression analysis of the collection. The Pearson correlation, or R of 0.259, as shown in the model summary, indicates a relationship between the number recorded and the period. The hypothesis is tested using the R and R squared in the model summary. The mean square of the data and the F value, which also examines the study hypothesis, are provided by the ANOVA below. The hypothesis is also tested in both analyses using the standard errors. The sign of the hypothesis, or whether it is positive or negative, is indicated by the coefficient's beta and B values.

Table 4.19 Model Regression Summary

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.259 ^a	.067	.013	.848

a. Predictors: (Constant), External exam pass rate, Students enrollment trends

Table 4.20 Regression ANOVA

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2.694	3	.898	1.247	.302 ^b
	Residual	37.431	52	.720		
	Total	40.125	55			

a. Dependent Variable: External Exam pass rate, Student Enrollment Trends

b. Predictors: (Constant), Collaboration Strategy, Accommodation Strategy, Compromising Strategy, Avoidance Strategy

Table 4.21 Regression Coefficients

		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	2.704	.972		2.781	.008
	Collaborati on Strategy	.269	.139	.261	1.927	.059
	Accommo dation Strategy	.046	.176	.035	.260	.796
	Compromi sing strategy	.269	.139	.261	1.927	.059
	Avoidance Strategy	-.022	.145	-.021	-.155	.878

a. Dependent Variable: External Exam pass rate, students enrollment trends

The data has a residual standard error of 0.848 on two degrees of freedom, according to the analysis above. The analysis's F value is 1.247, the t value is 2.781, the multiple R squared is 0.067, and the adjusted R is 0.013. The fact that the F value is smaller than the t value indicates that there is a significant relationship between the recorded number and the timeframe. The B value's negative sign indicates that the significance is negative. In this investigation, the regression equation is $y = \beta_0 + 2.704x$.

4.3 Qualitative Data Analysis (Thematic)

The initial result is that collaboration is the key conflict management strategy with 33 overall references between Technical and Vocational Colleges (TVCs). Teamwork

explains around 46 percent of all the coded conflict management strategies. The trend in the choice of strategy is similar in both Kibwezi West TVC and David Mbiti Wamboli TVC. The hierarchical code map indicates collaboration as a hot-spot that has several sub-themes. There are implications of having a mature organizational culture value of collective problem-solving. According to the code, the institution is committed to win-win solutions. Moreover, the code illustrates the involvement of the stakeholders in decision-making. Findings of strategy distribution pattern were the following;

- i. Collaboration: 33 references (46%)
- ii. Compromise: 22 references (31%)
- iii. Accommodation: 11 references (15%)
- iv. Avoidance: 5 references (7%)
- v. Competition: low levels (inferred in total distribution)

It was distributed based on a constructive conflict management hierarchy and the scores were low on avoidance scores which means proactive conflict engagement. Accommodation and compromise are complementary measures to collaboration. The low level of competition implies that there would be less opposition in the form of adversarial approaches. In cross-institutional consistency, results indicate that similarity of the patterns of conflict management exists in both institutions. This is an indication of standardized institutional practices or cultural norms in the TVET sector and suggests that the policies or training in institutions may be standardized. One of the

important parameters in the co-occurrence map is the resource constraints where it intersects with different types of conflicts and management styles. This scenario is a mediator between occurrence of conflict and conflict resolution efficiency as resource scarcity leads to various conflict situations and affects the decision of management strategies to use in conflicts management. The hierarchical theme structure showed that there was an evident progression of the main themes (institutional level) into sub-themes (departmental level) and finally, specific codes (individual level).).

4.3.1 Code Frequency Chart - Conflict Management Strategies

The bar chart shows the count of each of the conflict management strategy and also juxtaposes the response of both respondents (Kibwezi West TVC and David Mbiti Wambuli TVC). It demonstrates the usage of collaboration as the most common strategy (33 total mentions). The most frequently coded strategy is Collaboration (33 references), then Compromise (22), Accommodation (11) and Avoidance (5). This trend is similar in the two institutions. According to the MAXQDA code frequency analysis, a binary showing the bar chart illustrates the apparent superiority of collaborative conflict management mechanisms among the two institutions of public TVET colleges in the Makueni County region. The overall distribution indicates that collaboration is most often referred to with 33 references (46% of total coded segments), with compromise rated second at 22 references (31%), accommodation is third at 11 references (15%), and avoidance is given last with 5 references (7%).

The competition rate of all coded references was as low as 1%. This pattern shows that there was a huge fondness on cooperative and integrative style of conflict settlement compared to competitive or avoidance-related styles of conflict settlement in the

institutional field of TVET. Interesting variations were indicated in the pressure of the implementation in the strategy with David Mbiti Wambuli TVC having used on average a bit more collaboration (18 references) than the Kibwezi West TVC (15 references) whereas the Kibwezi West TVC indicated somewhat more compromise usage (12 references versus 10 references). Both organizations showed the same regularities in terms of using the accommodation and avoidance strategies, pay attention only to spending accommodation to settle tiny problems in order to preserve general harmony in organizations, and avoidance is strictly prohibited by the administrators that understand how it can provoke new conflicts. The systematic coding procedure through the input of the MAXQDA program auto-coding option with manual confirmation option gave a reliable quantitative data reflecting the presence of the management of conflict strategy references which informed the qualitative results of the dominance of collaborative methods in the public TVET institutions.

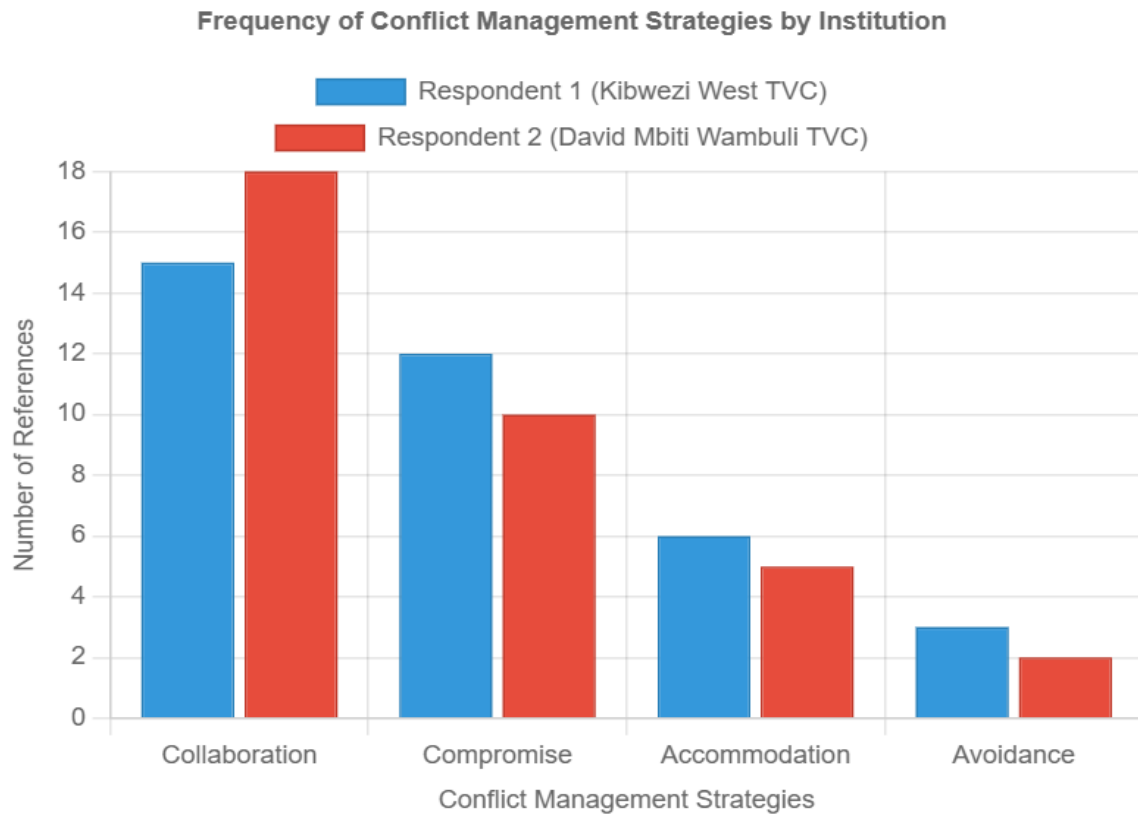


Figure 4.3 Frequency of Management Strategies

4.3.2 Code Map - Hierarchical Structure of Themes

A hierarchical representation of all the themes and sub-themes is depicted in the form of the code map. It has Color-coded nodes with depiction of relationships between such concepts and the structure indicates the main topics down to specific codes. The hierarchy of the development process of Code Map in MAXQDA is a systematic construction that is hierarchical and reflects the organization structure in three levels of the analytical structure. The framework at institutional level (Level 1) provides three major parent codes to be the foundation pillars of the rest of the coding structure; Conflict Management Strategies, Organizational Performance and the Intervening Factors. Departmental level (Level 2) further expands these themes to sub-categories where Conflict Management Strategies is split up into five approaches (Collaboration with 33 references being the leading, followed by Compromise with 22 references,

Accommodation with 11, Avoidance with 5 and Competition with only 1 reference), Organizational Performance into Student Enrollment Trends (25 references) and External Exam Pass Rates (23 references), and Intervening Factors include Resource Constraints (28 references), Leadership Effectiveness (15 Level 3 (the individual level) is a more in-depth analysis in particular sub-codes, e.g. Collaboration is further broken down into Stakeholder Involvement (12 references), Open Dialogue (8 references), Mutual Understanding (7 references) and Shared Decision-Making (6 references).

The algorithmic method applied through technical realization of this hierarchical construction in MAXQDA is one of high comes, which involves both frequency and centrality analysis in calculating visual adjustment and relationship mapping. The node positioning algorithm positions each code according to the respective measure of its importance: the codes of high importance ones are positioned at the center positions with large sizes and primary blue coloring, the codes of medium importance ones are positioned in secondary areas with medium sizing and secondary blue coloring, and the codes of lower importance ones are positioned at the periphery with small sizes and using tertiary blue coloring. Relationship mapping element computes the co-occurrence and proximity of pairs of codes to draw graphical relationships of relationships where relationships above the high threshold are drawn with thick lines, moderate relationships with medium lines, and weak associations show no relationship.

The analytical significance of the various themes of interest is critically reflected in the visual hierarchy of the majors, sub-themes and specific codes in obvious yet analytically informative ways a result of a systematic approach to include the major themes as large blue nodes in central locations, the sub theme in medium light blue

nodes in secondary location and the specific codes in small lightest blue nodes at peripheral location.



Figure 4.4 Code Map of themes

The code map shows clear hierarchical relationships between main themes (blue), sub-themes (light blue), and specific codes (lightest blue). The structure reveals how conflict management strategies connect to performance outcomes through various mediating factors.

4.3.3 Co-occurrence Map - Relationship Patterns

The co-occurrence map provided in MAXQDA was generated with the help of the powerful code co-occurrence analysis tool of the software whereby the software can systematically analyze the co-occurrence of different codes in the same text fragment or documents. The algorithm of MAXQDA calculates co-occurrence coefficients such

that text passages with one or more than one code are detected in overlapping or adjoining text lines and these statistical relations serve as the basis of the generation of network maps automatically. The calculation system used in the software is based on proximity; thus, not just direct co-occurrences are measured, but the relationships between the terms within a given context in clearly delimited units of text so that researchers can specify what should be taken as meaningful co-occurrence, e.g., within the same paragraph, sentence, or part of a document.

The resultant visualization is constructed on the basis of the MAXMaps in MAXQDA which renders graphical representation of these statistical relationships as the form of node-and-link diagram where the placement and size and the overlying lines characterizes the amount of power and regularity present in the code relationships in qualitative information. In this particular co-occurrence map, color coding system conforms to standard visualization guidelines used by MAXQDA with various shades used to indicate various categories of analysis, or code families. The darker blue nodes generally represent focus themes or common codes the lighter blue represents sub-themes or slightly common code, and the lightest blue represents the specific code or low-frequency code that is found in the periphery. Line connecting the nodes have different thickness to denote the strength of the relationship 1 thick line means a stronger co-occurrence pattern and 2 thin line means weaker but still statistically considerable relationship.

The location of the code in the middle of the map indicates that "Resource Constraints is considered by the MAXQDA algorithm as the code that has a most significant

amount of co-occurrences with other codes that belong to the area of conflict management and organization performance, which means that it is a driving force in the network. This graphical display helps the researchers to establish the relationship trends that interest them very easily, like the influence of resource constraints as a linking variable between different modes of managing conflict and organizational outcomes, providing useful insights on how institutional challenges are interrelated.



Figure 4.5 Co-occurrence Map - Relationship Patterns

The co-occurrence map demonstrates the great trends of certain conflict management methods and organizational results. The factor of resource constraints becomes one of the key elements that develop along with several types of conflicts.

4.3.5 Bubble Chart Thematic Summary

The Thematic Summary Bubble Chart is an advanced visual synthesis which converts qualitative data in the form of coded themes into a quantitative-visual expression of the theme salience and analytical importance. The imaging method uses the size of bubbles as the main measure of the importance of themes, which are computed based on the frequency analysis functions of the software, MAXQDA, which takes into account the volume of coded references, as well as how the same codes are spread among the various sources of data. These bubbles are created by the software by combining measures of coding density, the bigger a bubble, the more often a particular theme is represented and the broader its representation across the dataset, the larger the bubble, and the less widespread a theme is but still has analytical utility, the smaller the bubble. The bubble location and arrangement in the chart space is based on the statistical analysis of the thematic relationships made by MAXQDA and tightly connected themes have close proximity to each other forming visual clusters that mimic the conceptual relationship identified in the coding process. This algorithmic methodology will make sure that the chart is accurate both quantitatively in terms of the frequency of the themes as well as qualitatively in terms of interrelations between the themes. The fact that Collaboration effectiveness and Resource constraints are the largest bubbles in this chart shows the central role of these two themes in the development of the conflict management in the context of the analyzed organization. The fact that the Collaboration bubble is so large implies that this conflict management style was not only commonly reported in various sources of data but it also showed high analytical values in terms of its effect on organizational outcomes, which means that collaborative approaches are viewed as either very effective or bad in the institutional context. In a similar manner, the outlier of the Resource constraints bubble corroborates that it is an important

intervening factor that affects various conflict management and organizational performance variables, which would support the co-occurrence map results that placed this theme as a key bridging factor. The smaller support bubbles of themes like effectiveness of the leadership, institutional policies and particular conflict management strategies (compromise, accommodation, avoidance) also have a contextual depth to the analysis as it shows that these themes are not as frequent, but offer necessary context to the conflict management dynamic. This hierarchical representation allows researchers to immediately identify primary focal areas for discussion while ensuring that secondary themes are not overlooked in the comprehensive analysis of organizational conflict patterns.



Figure 4.6 Thematic Summary Bubble Chart

The frequency of and significance of themes are symbolized in terms of bubble size. Effective collaboration and limited resources occupy the thematic environment, whereas minor themes serve as background information to comprehend the process of handling the conflict. The basis of this Key Findings Summary chart was a rational quantitative analysis of the coded qualitative data based on the statistical analysis methods of MAXQDA program. These percentages were calculated by the software according to the frequency of codes and co-occurrence patterns of codes to particular outcome measures of the dataset. To find out the "Most Effective Strategy" finding, it is reasonable to believe that the crosstab analysis in MAXQDA was utilized to test on the incidences when the collaboration codes occurred along with the positive indication of outcomes and then compute that 46 percent of the recordings of positive outcomes were linked with collaborative conflict management styles.

The percentage of Primary Conflict Driver was also computed by examining the frequency of appearance of resource constraint codes in all the text segments concerning conflicts, thus it was identified that 39 percent of conflicts identified had resource constraint as either a contributing or key factor. The query tools of the software allowed the researchers to search and quantify these relationship systematically by designing boolean searches, which could identify the textual chunks with both types of conflict indicator and references to the resource constraints and the proportion of these conflicts carried out.

The results of correlation analysis provided by MAXQDA produced the "Best Performance Indicator" and the "Critical Success Factor" in terms of the correlation of various coded topics and how they correlate in the data. Code relations browser and

statistical analysis tools in the software allowed the researchers to discover that enrollment trends had been more closely linked than other measures of performance with the effectiveness of conflict management interventions with the result that the former was more responsive to management actions. In terms of the analysis of patterns, the key to finding the "Critical Success Factor" of the proactive management approach was the text search and the coding query functions of MAXQDA, which presented the results of these respective functions consistent between the proactive management codes and success in conflict resolution outcome among multiple cases or interview transcripts. These results form the summary vision of the larger thematic analysis, in which the quantitative power of MAXQDA took the deep qualitative coding framework and palpably reorganized it in narrowed-down focuses, actions, and results that could be given as factual percentages and caricatured non-progressive propositions to be delivered as an executive summary of sorts.

Key Findings Summary	
Most Effective Strategy: Collaboration (46% of positive outcomes)	Primary Conflict Driver: Resource constraints (39% of conflicts)
Best Performance Indicator: Enrollment trends (more sensitive to management)	Critical Success Factor: Proactive management approach

Figure 4.7 Key Findings Summary

4.4 Effects of Conflict Management Strategies on Organizational Performance

4.4.1. Effect of Collaboration Strategy on Organizational Performance

When interpreting the qualitative thematic analysis, it was found that collaboration is the most used conflict management strategy which had 46 percent of the total references in both Kibwezi West TVC and David Mbiti Wambuli TVC. This observation compares with the conclusion of Turesky et al. (2020) the authors of the article, which proved that collaborative methods result in stakeholder engagement and innovation, which is beneficial to organizational performance. The prevalence rate of collaboration in both the institutions shows that it has developed a mature organizational culture, which facilitates the process of decision-making in a comprehensive way and involvement of stakeholders making win-win solutions to solve conflicts. Shariq et al. (2022) further conclude that the collaborative strategies are effective and validated that in the banking sector, such strategies did improve the performance of employees. The uniformity in the behavior patterns in both institutions reveals the aspect of standardization within the TVET sector, as Bosire and Gichana (2024) identified the issue of institutional norms in TVET conflict management.

Nonetheless, the result of the multiple linear regression analysis showed a positive correlation between collaborative strategy and organizational performance of weak level ($R = 0.259$) but with limited explanatory power ($R^2 = 0.067$). The regression coefficient of collaboration strategy was 0.269 and the significance value was 0.059 and it was more than the conventional statistical significance value. This implies that although the collaboration leads to creation of favorable conditions within an organization, direct effects on quantifiable performance outcomes within TVET institutions might be moderated by the contextual factors such as resource limitation

and institutional policies, as Shabani et al. (2022) argue. These results mean that despite the importance of collaboration in the creation of favorable organizational climate, other intervening factors such as leadership styles, training of employees, and accessibility of resources might have a greater impact on the performance of institutions as stated by To et al. (2021).

4.4.2. Effect of Accommodation Strategy on Organizational Performance

The use of the accommodation strategy within the TVET institutions was moderate and composed a percentage of 15 in the references of qualitative analysis. Though accommodation, compared to collaboration and compromise, is less common, it is crucial to helping the organization ward off a tense atmosphere by not necessarily focusing on the instant results of tasks. This pattern of use in the two institutions indicate that the accommodation applied by the TVET managers is done so strategically where the maintenance of working relationship and stability of an organization is essential, and in a place where respect and subordination hierarchy should be nurtured especially in the hierarchical type of educational systems.

The statistical evaluation indicated that accommodation, as well as other conflict management strategies, did not show survivable measurable outcomes on the performance of organizations. Presenting regression analysis, there was no statistical significance ($p = 0.796$) of the accommodation strategy coefficient of 0.046. The T test results ($t = 38.631$, $p < 0.001$) with mean difference of 1.436 showed the statistical significance but only with small practical difference. This observation implies that although accommodation is a factor that leads to conflict solving and maintenance of relationship, its role in enhancing the performance of an institution at large is minimal.

The findings are in line with Shabani et al. (2022), whose study revealed that the avoidance-type actions were less effective in the public industry since proactive and active involvement was necessary. The conclusion proves the overall trends of the analysis which suggests that resource factors and institutional policies could properly mediate the links between accommodation strategies and performance outcomes, which implies that the performance of accommodation is influenced more by the contextual factors than the strategy.

4.4.3 Effect of Compromising Strategy on Organizational Performance

The second most used strategy was compromise as it received 31 percent of the responses during the qualitative analysis. Such high level of usage rate represents the fact that compromise is one of the main instruments of operational activity in conflict resolution within TVET organizations and it provides mutually manageable solutions by means of adjusting different interests and needs. The compromise usage rate is high which indicates a complicated environment of stakes that the educational establishments must endure due to the need of administrators to find a balance between the demands of the staff and students, their regulatory prescriptions, and their limitations of resources in order to make their institution implementable on a sustainable level. Kagwiria and Obere (2019) are among the proposed side of dispute resolution which is compromise as it was discovered that in the Kenyan organizations compromise works well in the transportation of conflicts and also brings up tolerant cultures in organizations. This way the pattern of distribution of the application of the strategy was the same in the two institutions as Bosire and Gichana (2024) identified in

the norms of TVET institutions.

Quantitatively, it was revealed that a segment of overall conflict management strategies of compromise established a mediocre positive correlation among organization performance ($R = 0.259$). The coefficient of a compromise strategy was obtained by regression analysis, which indicated a result of 0.269 with a significance level of 0.059, and this echoed the outcomes of collaboration. The absence of correlation between organizational performance and management strategies of conflict was ascertained by Pearson Chi-Square (40.655) test with $p = 0.762$ indicating that the result was not significant. Such a result indicates that, although compromise seems to be efficiently addressing conflicts in the short term, its effect on tractable organizational performance is limited by other organizational factors, which Chaudhary and Arora (2023) pointed out inhibited the relationship between conflict management and performance based on organizational culture and resource concerns. The findings strengthen the fact that performance of TVET institutions through compromise strategies is highly contingent on availability of resources and facilitating institutional policies instead of the strategy in itself.

4.4.4. Effect of Avoidance Strategy on Organizational Performance

The least employed conflict management strategy in the TVET institutions was the avoidance strategy with 7 percent of the references attributed to the strategy in the qualitative analysis. Such low prevalence is in line with other studies by Zelenko et al. (2023), reporting about proactive, such as collaboration and compromise, strategies conferring positive effects as opposed to avoidance. The negligible levels of avoidance imply that administrators of TVET embrace the usefulness of managing conflicts in a

direct manner instead of procrastinating. So likewise, Shabani et al. (2022) pointed out that avoidance in the public sector is not as effective, and active participation is usually required. Such a trend shows that TVET organizations are shifting to the organizational cultures, which consider direct resolution of conflicts because the response delay can proliferate problems.

A study conducted by Karim et al. (2021), however, differs with these findings and stipulates that in some situations, avoidance may be effective, especially in stress-related situations where relaxation can lead to the prevention of the development of further conflicts. Nevertheless, regression analysis in the present study indicated that the avoidance coefficient was negative with high insignificance p-value of 0.878 which implies a possible inverse relationship at certain circumstances. Regarding the avoidance, its effect over the immediate impact cannot be determined due to its limited use, although the coefficient of the avoidance is negative, which is encouraging one to consider its effects cautiously. This, coupled with the general conclusion of the study that the extent of influence played by conflict management approaches on performance is modest, can propose that resource constraints and institutional struggles are more significant determinants of the ability of the organizational performance of TVET institutions rather than the selection of the conflict management approach. The view is also supported by Alotaibi et al. (2020) who stress that the contextual factors are essential to succeed over implementing particular strategies.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter addresses the summary of the study findings, the conclusions and the recommendations in line with the study objectives.

5.2 Summary of the Findings

5.2.1 Collaboration Strategy and Organizational Performance

The findings of the study showed collaboration as the predominant conflict management approach used in the public TVET institutions in the county of Makueni with 46 percent of all the coded conflict management issues totaling 33 mentions both in Kibwezi west TVC and David Mbiti Wambuli TVC. This supremacy indicates that the organization culture has a mature level that solely values the collaborative problem solving and the stakeholder engagement in the decision making. The qualitative analysis revealed that both the institutions have the same kind of pattern in their like to collaborate which is an indicator of there being a standardization of institutional operations in the TVET sector.

Nonetheless, the quantitative study has shown a contradictory result that collaborative strategies were of low impact in the multiple linear regression analysis with low positive relationship ($R = 0.259$) and limited explanatory power ($R^2 = 0.067$) on organizational performance measures even though they occurred in high frequency. The coefficient of collaboration was 0.269 with a level of significance of 0.059, which showed that it was marginally statistically significant. This implies that despite the positive organizational climate, and institutional commitment to win-win solutions, the direct association

between effectiveness and collaboration is abrogated by the contextual factors that include resource constraints, the trait of leaders, and institutional guidelines. Based on the findings, it must be concluded that cooperation, which is culturally deeply embedded and is widely used, will only actually lead to the measurable improvement of performance with the help of favorable organizational conditions.

5.2.2 Accommodation Strategy and Organizational Performance

The accommodation strategy was characterized by moderate use in the examined TVET institutions since it accounted to 15 percent of all the references made on conflict management with 11 being the number of coded reference in the qualitative dimension of the study. This seemed to have had a particular role in the organization especially in the smooth relationships at work and stability of the hierarchical structure of education system organization. Common patterns in the use of accommodation were presented in both institutions, which assumes that administrators of TVETs tactically apply such a method in the cases, when saving the relationship and finding harmony in an institution are priorities over short-term results of tasks. But during the statistical analysis, it was noted that accommodation did not directly influence the performance in the organizational measurable performance.

The regression coefficient of accommodation was 0.046 with significance value set as 0.796 which is not quite significant. The outcome of T-test ($t = 38.631$, $p < 0.001$) was statistically significant but with a small difference between the means (1.436) indicating that, although accommodation has a beneficial role in resolving the conflicts and creating munificence in the workplace, its overall impact on the institutional performance is still limited by other organizational forces. The results indicate the

accommodation as a complementary approach toward the collaborative organizational culture and as such needs to be combined with other performance improvement initiatives in order to present significant organizational changes.

5.2.3 Compromising Strategy and Organizational Performance

Compromising has become the second most often used conflict management approach occupying 31 percent of all the qualitative references with 22 coded references in the observed institutions. The large utilization is an indication of the complex stakeholder context in TVET institutions where the administrators have to gain between conflicting needs of the staff, learners, regulatory and resource allocation agencies. The popularity of the compromising strategy suggests that TVET institutions often consider mutually agreeable solutions that revolve around various interests and needs and that constitute a practical method to conflict management in educational settings that are limited in resources.

The aggregate work revealed that the compromise ranked to the poor positive correlation to be incorporated in the organizational performance ($R = 0.259$). The regression coefficient of compromise was 0.269 with a significance level of 0.059 in the same way as collaboration. The outcomes of the Chi-Square test (Pearson Chi-Square = 40.655, $p = 0.762$) showed that there is no association between conflict management strategies and organizational performance, implying that although compromising has temporary effect on conflict resolution, it can only generate a small effect on supposedly quantifiable areas due to contextual factors inside the organization and not the strategy itself.

5.2.4 Avoidance Strategy and Organizational Performance

The least employed conflict management process was avoidance which only had 7 percent of qualitative references with only 5 coded mentions during the analysis. Such low level of usage is consistent with modern conflict management literature which identifies proactive approach versus conflict avoidance as main aspects of managing conflicts, which means the TVET administrators are aware of the negative effects of late conflict resolution. The instances of avoidance methods used by both institutions were minimal, which showed that the sector-wide awareness of the necessity of direct confrontation in the preservation of organizational efficiency was present. The pattern was also supported by the quantitative analysis, where the regression coefficients of avoidance strategy estimates indicated a negative value of -0.022 and the levels of significance of the estimates indicated at 0.878 indicating that there may be inverse relationships between avoidance and performance outcomes depending on the conditions. The low use of avoidance strategy and the overall result of small performance impact of conflict management strategies support the conclusion that organizational performance in TVET institutions relies more on low-level issues like resource limitations and the embracement of institutional policy structure than selection of conflict handling tactics.

5.3 Conclusion

The conclusion that can be made after the given study is that although collaboration becomes the most prominent conflict management approach in the Makueni County public TVET institutions, initially holding 46 percent of all approaches applied, its effect on organizational performance is indirect. The large rates of collaboration are also in line with the latest studies that point out the collaboration as one of the key

features of innovative development and stakeholder - engagement. Nonetheless, the fact that the constructed regression model has the following low explanatory power, $R^2 = 0.067$, proves that performance is based on other factors like leadership styles and availability of resources.

The results of the test performed (the Chi-Square test, $p = 0.762$) indicate that there is no significant correlation between strategy of conflict management and the performance in the organization, whereas the results of the T-test reflect the correlations as having great statistical but little practical influence. It can be extrapolated that contextual factors, especially, limitation in resources and organizational policies are more instrumental in defining organizational performance than is the actual selection of conflict management strategies.

5.4 Recommendations

5.4.1 Educational Administrators

In an effort to create an effective and supportive working environment, it is the responsibility of the organizations to organize effective training programs which can help in equipping the staffs as well as the management team on conflict resolution, with reference to the collaborative approaches to conflict resolution, which tend to create understanding amongst the involved parties. Conducting training on negotiation and group conflict solving will help ensure that win-win solutions are reinforced and skills on how to go about the dispute are practical. Also, resource management approaches are necessary in order to overcome the limitations, which sometimes impair successful resolving of conflicts e.g. time limitation, human limitations etc. To make sure that a constant process of improvement is maintained, a system of frequent evaluation is

needed to clarify the effect of such conflict management approaches in order to implement adjustments where possible and achieve an ongoing process of improvement.

5.4.2 Policy Makers

In order to create a conducive and fruitful environment amidst the TVET institutions, it is vital to come up with rules that espouse collaboration and compromise to be the main conflict management methods. Such guidelines are to be supported by common policies of conflict management prepared among the institutions, taking advantage of similar patterns of strategy use to maintain consistency and maximize efficiency. Such policies are able to address root causes of conflicts by giving attention to systemic problems, which include fair distribution of resources and well-developed institutional policy frameworks. The second step, which should follow is the implementation of leadership training to teach conflict resolution strategies which resonate with institutional goals, so that the leaders can positively work through conflicts to foster the culture of cooperation and adherence to the mission of the institution.

5.4.3 Academic Community

The study gives good and workable empirical findings on the implications of the management of conflict within the public Technical and Vocational Education and Training (TVET) institutions and mentioned the problems they allude to organization dynamics. To promote the knowledge further, exploring the issue of mediating variables e.g., leadership styles, training programs implemented on employees, and diversity of stakeholders that can impact the effectiveness of such strategies should be revealed in future studies. Also, investigation of the contribution of the technology in

contemporary conflict resolution strategies may present a new approach on how issues should be handled in such instances. It is also suggested that cross comparative research between various counties and types of institutions should be conducted, to be able to determine the contextually specific aspect as well as the best practices that can work in the varied educational contexts and develop more effective conflict management framework.

5.5 Suggestions for Future Research

Future research on the relationship between conflict management and organizational performance in Technical and Vocational Education and Training (TVET) institutions should take a multidimensional performance. To understand how these mediating variables manage to affect the conflict-performance relations, it is worthwhile to examine issues of leadership styles, employee training, and stakeholder diversity. The study of particular counties, or other countries in Kenya or in other countries would infer regional differences in conflict management procedures, and the concerns of cross-sectional studies could be adhered through longitudinal studies that identify the long term effect of collaborative tactics. Also, it would be an interesting idea to investigate how such programs like social responsibility software and online group work tools could be combined to make them serve in the development of conflict in the contemporary world. Comparative studies including the private TVET institutions would provide an understanding of the impact of the ownership system upon the conflict management results. What is more, research on the allocation of resources and the role of local cultural contexts and their effectiveness in managing conflicts would yield further insights into the means of maximizing the performance of various organizations in different environments.

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APPENDICES

Appendix I : Introductory Letter

Machakos University

Department of Education Management and Curriculum Studies,

P.O BOX 136-90100,

MACHAKOS.

Dear Sir/Madam,

RE: REQUEST FOR PERMISSION TO COLLECT DATA

I am a postgraduate student at Machakos University. I am undertaking a research on the topic “effects of conflict management strategies on organizational performance of public Technical and Vocational Education and Training institutions in Makueni County, Kenya”. I humbly request for your permission to administer questionnaires to your staff and students. Please note that all data collected will be treated with utmost confidentiality and used solely for the purpose of this study. Enquiries for clarification can be forwarded to: jessimutinda@gmail.com.

Thank you in advance.

Yours faithfully

Jessy Ngina Kitusa

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Appendix II: Trainers Conflict Management Strategies Questionnaire (TCMSQ)

Dear respondent,

This research focuses on the effects of conflict management strategies on performance of public TVET Institutions in Makueni County, Kenya. The purpose of this questionnaire is to collect data about your perception regarding this topic. Please **do not** write your name or the name of your institution. Your identity remains confidential. Kindly select the most appropriate choice by putting a tick (✓) against one of the given choices. Use the space provided to write your answer for questions that require your opinion.

Part I: Demographic Information

1. What is your gender? Male [] Female []
2. What is your age bracket in years? Below 30 [] 30-40 [] 41-50[]
Above 50 []
3. What is your highest academic qualification? Diploma[] Bachelor's Degree[] Master's Degree [] Ph.D. [] Others Specify):_____
4. What is your teaching experience bracket in years? Below 5 [] 5–10 []
11–15[] 16 and above []
5. How long have you served in your current institution? _____years.

Part II: Collaboration Strategy

6. (a) In your opinion, is it important for management to engage in dialogue with the affected parties during a conflict situation? [] Yes [] No

(b) Please explain your answer in question 6 (a) above.

.....
.....

7. (a) In your opinion, when settling disagreements, does management consider the needs of all parties involved? [] Yes [] No

(b) Please explain your answer in question 7 (a) above.

v.
.....

Please rate the extent to which you agree with the following statements on a scale of 1-5 where: 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4=Agree and 5=Strongly Agree.

Statement	SD	D	N	A	SA
	1	2	3	4	5
The institution promotes open dialogue when resolving differences					
All parties involved in a conflict are encouraged to express their views during the resolution process.					
Solutions to conflict are often reached through consensus.					
Involving staff in the conflict management process leads to mutually acceptable solutions that enhance organizational performance.					

Part III: Accommodation Strategy

8. (a) When handling conflict among your peers, how often do you give up

some of your goals in order to maintain relationships? Always [] Rarely []
Never []

9. (a) In your opinion, does attempting to meet the expectations of others during conflict resolution improve organizational performance? Yes []

vi. No []

(b) Please explain your answer in question 9 (a) above.

.....
.....
.....

Please rate the extent to which you agree with the following statements on a scale of 1–5 where: 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4=Agree and 5=Strongly Agree.

Statement	SD	D	N	A	SA
	1	2	3	4	5
Management often prioritizes maintaining staff harmony over strictly enforcing rules.					
Staff sometimes give in to others' opinions to avoid arguments.					
Management promotes accommodation as a preferred strategy for resolving conflicts within the institution.					
Management promotes teamwork and encourages participative decision-making.					

Part IV: Compromising Strategy

10. (a) Giving up part of one's goals to reach mutually acceptable solution

during conflict resolution contributes to improved organizational performance. True [] False []

(b) Please explain your answer in question 10 (a) above

.....

.....

11. (a) When solving problems I prefer to compromise and just move on.

Always [] Rarely [] Sometimes [] Never []

(b) Please explain your answer in question 11 (a) above.

.....

.....

12. (a) Meeting affected parties halfway when resolving disagreements helps prevent deadlocks. True [] False []

(b) Please explain your answer in question 12 (a) above.

.....

Please rate the extent to which you agree with the following statements on a scale of 1–5 where: 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4=Agree and 5=Strongly Agree.

Statement	SD	D	N	A	SA
	1	2	3	4	5
Mutual concessions are commonly used to settle disputes in the institution.					
Management encourages middle-ground solutions to conflicts.					
Staff are encouraged by the management to compromise when resolving conflicts.					
Institutional policies support effective conflict resolution.					

Part V: Avoidance Strategy

13. (a) In your opinion, does postponing the resolution of issues affecting the institution improve performance? Yes [] No []

(b) Please explain your answer in question 13 (a) above

.....
 14. (a) Does your institution have a formal policy or mechanism in place for managing conflicts? Yes [] No [] Not Sure []

(b) If your response to question 14 (a) is **yes**, please briefly describe the policy or mechanism in place.

.....

Please rate the extent to which you agree with the following statements on a scale of 1–5 where: 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4=Agree and 5=Strongly Agree.

Statement	SD	D	N	A	SA
	1	2	3	4	5
Some conflicts within the institution are intentionally left unaddressed.					
Management often postpones addressing conflict related issues.					
Staff sometimes avoid conflict in order to preserve working relationships.					
Communication channels between management and staff are clear and open.					

Part VI: Organizational Performance

Please rate the extent to which you agree with the following statements on a scale of 1–5 where: 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4=Agree and 5=Strongly Agree.

Statement	SD	D	N	A	SA
	1	2	3	4	5
The number of students enrolled in this institution has increased over the past three years					
Student retention rates have improved over recent academic years.					
The external examination pass rate in my department has shown an upward trend.					
Performance targets related to examinations are regularly reviewed and consistently met.					

15. What suggestions would you offer to improve institutional performance?

.....

16. In your view, how do conflict management practices influence student outcomes?

.....

.....

Thank you for your participation.

Appendix III: Support Staff Conflict Management Strategies Questionnaire (SSCMSQ)

Dear respondent,

This research focuses on the effects of conflict management strategies on performance of public TVET Institutions in Makueni County, Kenya. The purpose of this questionnaire is to collect data about your perception regarding this topic. Please **do not** write your name or the name of your institution. Your identity remains confidential. Kindly select the most appropriate choice by putting a tick (✓) against one of the given choices. Use the space provided to write your answer for questions that require your opinion.

Part I: Demographic Information

1. What is your gender? Male [] Female []

2. What is your age bracket in years? Below 30 [] 31-40[] 41-50[] Above 50 []

3. What is your highest academic qualification? ☐Certificate ☐Diploma

☐ Bachelor's Degree ☐Master's Degree Others (Specify): _____

4. What is your working experience bracket in years? Below 5 [] 6-10 [] 11-15 [] Above 16 []

5. How long have you served in this institution?
.....

Part II: Collaborating Strategy

6. (a) In your opinion, when resolving disagreements, does management take into account the needs of all parties involved? Yes [] No []

(b) Please explain your answer in question 6 (a) above.

.....

.....

Please rate the extent to which you agree with the following statements on a scale of 1–5 where: 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4=Agree and 5=Strongly Agree.

Statement	SD	D	N	A	SA
	1	2	3	4	5
Conflicts in the institution are resolved through open dialogue.					
All parties involved are encouraged to participate in finding solutions to conflicts.					
Solutions to conflict are often arrived at through consensus.					
Institutional policies support effective conflict resolution.					

Part III: Accommodation Strategy

7. During conflict management among your peers how often do you sacrifice your goals to maintain relationships? Always [] Rarely [] Often [] Sometimes [] Never []
8. (a) In your opinion, does trying to meet the expectation of others improve performance?

Yes [] No []

(b) Please explain your answer in question 8 (a) above.

.....
.....

9. (a) In your opinion, does cooperation among staff improve organizational performance? Yes [] No []

(b) Please explain your answer in question 9 (a) above.

.....
.....

Please rate the extent to which you agree with the following statements on a scale of 1–5 where: 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4=Agree and 5=Strongly Agree

Statement	SD	D	N	A	SA
	1	2	3	4	5
In this institution staff sometime give up their own interests to keep peace.					
Management encourages staff to accommodate others' needs during conflict resolution.					
It is important to consider the views of all people involved when handling conflicts, as this helps improve performance.					
In this institution, trying to meet other people's needs and expectations during conflict resolution helps improve organizational performance.					

Part IV: Compromising Strategy

10. (a) When handling conflict, sacrificing part of your goals in order to arrive at an amicable solution improves performance. True ☐ False ☐

11. (b) Please explain your answer in question 10 (a) above

.....
.....

12. (a) When solving problems I prefer to compromise and just move on.

Always ☐ Rarely ☐ Often ☐ Sometimes ☐ Never ☐

(b) Please explain your answer in question 12 (a) above

.....
.....

Please rate the extent to which you agree with the following statements on a scale of 1–5 where: 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4=Agree and 5=Strongly Agree

Statement	SD	D	N	A	SA
	1	2	3	4	5
Conflicts are often resolved through mutual give-and-take.					
Management encourages compromise when resolving issues.					

Part V: Avoidance Strategy

13. (a) In your opinion does withdrawing from conflict as opposed to facing it improve performance? Yes ☐ No ☐

(b) Please explain your answer in question 13 (a) above.

.....
.....

14. Blaming others for the conflicts negatively affects institutional performance.

True [] False []

(b) Please explain your answer in question 14 (a) above.

.....

15. (a) In your opinion does postponing solving of issues affecting the
Institution improve performance? Yes [] No []

(b) Please explain your answer in question 15 (a) above.

.....
.....

Please rate the extent to which you agree with the following statements on a scale of 1–
5 where: 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4=Agree and 5=Strongly
Agree

Statement	SD	D	N	A	SA
	1	2	3	4	5
In this institution, some conflicts are ignored or postponed rather than addressed.					
Staff sometime avoid discussing conflicts to maintain harmony.					
Management does not acknowledge in public the existence of conflict.					

Postponing handling conflict until a better time improves performance					
---	--	--	--	--	--

Part VI: Organizational Performance

Please rate the extent to which you agree with the following statements on a scale of 1–5 where: 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4=Agree and 5=Strongly Agree

Statement	SD	D	N	A	SA
	1	2	3	4	5
The Institute has registered notable growth in student enrolment					
Management is always willing and committed to managing conflict					
Performance targets are regularly reviewed and met.					
The external examination pass rate in the institution has shown positive trends					

Thank you for your participation

Appendix IV: Students' Conflict Management Strategies Questionnaire (SCMSQ)

Dear respondent,

This research focuses on the effects of conflict management strategies on performance of public TVET Institutions in Makueni County, Kenya. The purpose of this questionnaire is to collect data about your perception regarding this topic. Please **do not** write your name or the name of your institution. Your identity remains confidential. Kindly select the most appropriate choice by putting a tick (✓) against one of the given choices. Use the space provided to write your answer for questions that require your opinion.

Part I: Demographic Information

1. What is your gender? Male [] Female []

2. What is your age bracket? 20-25 [] 26-30[] 31-35[]
36&above []

3. What level of study are you pursuing? Level 3 []Level 4[] Level 5[]
Level 6 []

4. Which is your department?
.....

5. How long have you studied in this Institution?
.....

Part II: Collaboration Strategy

6. (a) In your opinion is it important for management to have dialogue with

the affected parties to a dispute? Yes [] No []

(b) Please explain your answer in question 6 (a) above

.....

7. (a) In your opinion when settling disagreements does management consider the needs of all parties involved? Yes [] No []

(b) Please explain your answer in question 7 (a) above

.....

8. In your opinion does the management provide the most mutually acceptable solution when managing conflict within the institution?

.....

.....

.....

Please rate the extent to which you agree with the following statements on a scale of 1–5 where: 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4=Agree and 5=Strongly Agree.

Statement	SD	D	N	A	SA
	1	2	3	4	5
The management gives us an opportunity to be heard when involved in conflict.					
When resolving conflicts, management involves the affected parties in the process to arrive at a mutually agreeable solution.					

Management uses reconciliation when settling disagreements in the institution.					
Adoption of dialogue while managing conflicts improves performance.					

Part III: Accommodation Strategy

9. (a)When handling conflict among your peers how often do you sacrifice your goals in order to maintain relationships? Always [☐] Often[☐] Sometimes[☐]Rarely[☐] Never [☐]

10. (a) In your opinion, does trying to meet the expectation of others improve performance? Yes [☐] No [☐]

(b) Please explain your answer in question 10 (a) above. .

.....

11. (a)In your opinion, does cooperation contribute positively to the performance of your institution? Yes [☐]No [☐]

(b) Please explain your answer in question 11(a) above.

.....

Please rate the extent to which you agree with the following statements on a scale of 1–5 where: 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4=Agree and 5=Strongly Agree.

Statement	SD	D	N	A	SA
	1	2	3	4	5
Sometimes students give up their own views to maintain peace during conflicts.					
Management endeavors to meet students' needs when handling conflict.					
When resolving conflict in the institution management puts aside their demands for the sake of peace.					
Management often prioritizes student harmony over enforcing rules.					

Part IV: Compromising Strategy

12. (a) When handling conflict, sacrificing part of your own goals to reach an amicable solution improves performance. True ☐ False ☐

(b) Please explain your answer in question 12 (a) above

.....

13. (a) When solving problems, I prefer to compromise and just move on. Always ☐ Rarely ☐ Sometimes ☐ Never ☐

(b) Please explain your answer in question 13 (a) above

.....

14. (a) When resolving a disagreement, meeting the affected parties halfway to avoid deadlocks improves performance. True ☐ False ☐

(b) Please explain your answer in question 14 (a) above

.....

Please rate the extent to which you agree with the following statements on a scale of 1–5 where: 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4=Agree and 5=Strongly Agree.

Statement	SA	D	N	A	SD
	1	2	3	4	5
Management uses negotiation while handling conflict.					
In case of disagreement management tries to meet the other party half way to avoid standoff.					
Conflicts in the institution are often settled through compromise, where each side gives up something.					
Use of negotiation when resolving conflict contributes to better results.					

Part V: Avoidance Strategy

15. (a) In your opinion, does withdrawing from conflict instead of facing it improve performance? Yes [] No []

(b) Please explain your answer in question 15 (a) above

.....

16. Blaming others for the conflicts in the institution improves performance.

True [] False []

(b) Please explain your answer in question 16 (a) above

.....

17. (a) In your opinion, does postponing the resolution of issues affecting

the institution improve performance? Yes [] No []

(b) Please explain your answer in question 17 (a) above.

.....

Please indicate the level to which you agree with the following statements. Using a scale of 1-5 where; 1= strongly disagree, 2= disagree, 3= Neutral, 4=agree and 5=strongly agree.

Statement	1	2	3	4	5
Management avoids involvement when conflict situations arise.					
When conflict arises my principal blames the other party for the conflict					
Management delays handling conflicts until a later time.					
Conflicts are sometimes avoided instead of being addressed.					

Part VI: Organizational Performance

Please indicate the level to which you agree with the following statements. Using a scale of 1-5 where; 1= strongly disagree, 2= disagree, 3= Neutral, 4=agree and 5=strongly agree.

Statement	SD	D	N	A	SA
	1	2	3	4	5
Management shows commitment to resolving conflict					
The way management handles conflict has positively influenced my performance.					
My academic performance has improved over time.					

Student enrolment has grown over the last 3 years.					
--	--	--	--	--	--

Thank you.

Appendix V: Principals' Conflict Management Strategies Interview Schedule (PCMSIS)

Part I: Demographic Information

1. Name of institution.....
2. What is your age bracket?
3. What is your highest academic qualification?
4. What is your teaching experience bracket in years?
5. How long have you worked as a Principal in this institution?

Part II: Conflict Management Strategies in Your Institution

6. What types of conflicts are most common in your institution (e.g., staff-staff, staff- student, and management- staff)?
7. Can you describe the main conflict management strategies used in your institution (e.g., collaboration, accommodation, avoidance, compromise, strategies)?
8. How are these strategies implemented in practice? Who is typically involved in the resolution process?
9. What factors influence the choice of a particular conflict management strategy in your institution?

Part III: Effects of Conflict Management on Organizational Performance.

In your experience, how have conflict management strategies influenced student

enrolment trends in your institution?

Can you provide examples where effective or ineffective conflict management led to changes in enrolment numbers?

Are there any specific strategies that you believe have positively or negatively affected student enrolment? Please elaborate.

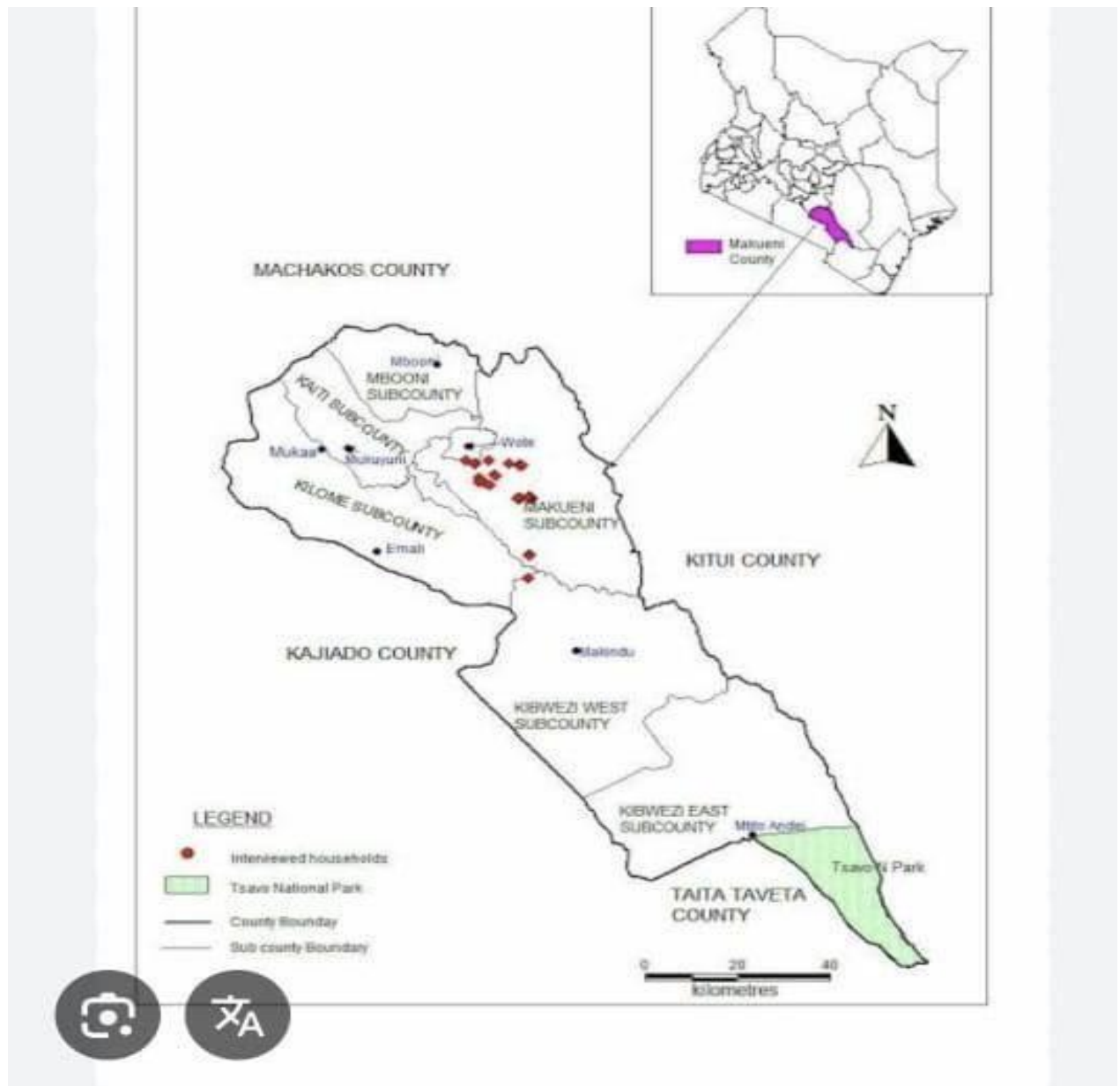
10. How do you perceive the relationship between conflict management and students' academic performance, particularly examination pass rates?
11. Have you observed any changes in external exam pass rates following the resolution of major conflicts? Please provide examples if possible.
12. Which conflict management strategies seem to have the most impact (positive or negative) on external exam pass rates?

Part IV: Challenges and Recommendations

13. What are the main challenges you face in managing conflicts within your institution?
14. How do these challenges affect organizational performance indicators such as enrolment and exam pass rates?
15. What recommendations would you make for improving conflict management to enhance organizational performance in public TVET institutions?
16. Is there anything else you would like to add regarding conflict management and organizational performance

Thank you.

Appendix VI: Location Map of Makueni County



Appendix VII Clearance Letter from Graduate School



MACHAKOS UNIVERSITY OFFICE OF THE DEAN GRADUATE SCHOOL

Telephone: 254-(0)735247939, (0)723805929
Email: graduateschool@mksu.ac.ke
Website: www.mksu.ac.ke

P.O Box 136-90100
Machakos
KENYA

REF. MksU/ASA/GS/3/3

7th July, 2025

The Director,
National Commission for Science, Technology and Innovation
P.O Box 30623,
NAIROBI

Dear Sir

RE: JESSY NGINA KITUSA (E55/12090/2021)

The above named is a masters student in the second year of study and has cleared course work. The University has cleared her to conduct a research entitled: **"Effects of Conflict Management Strategies on Organizational Performance of Public Technical and Vocational Education and Training Institutions in Makueni County, Kenya."**

Kindly assist her with a Research Permit in order to undertake the research.

Thank you


PROF. KIMITI RICHARD PETER, PhD
DEAN GRADUATE SCHOOL

KRP/lg



ISO 9001:2015 CertifiedCo-creating Sustainable Futures

Appendix VIII Research Licence

 REPUBLIC OF KENYA National Commission for Science, Technology and Innovation	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 254082	Date of Issue: 17/July/2025
RESEARCH LICENSE	
	
This is to Certify that Ms. JESSY NGINA KITUSA of Machakos University, has been licensed to conduct research in per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Makueni on the topic: Effects of conflict management strategies on organizational performance of public technical and vocational education and training institutions in Makueni county Kenya for the period ending : 17/July/2026.	
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