
Enhancing Good Governance through Employee Relations: The Role of HRM in National Technical and Vocational Education and Training (TVET) Institutions in Kenya

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Abstract

Effective governance is a prerequisite for establishing the integrated policymaking capacity needed to drive sustainable development in Technical and Vocational Education and Training (TVET) institutions. Despite its role in national economic transformation, TVET operations and management are often not properly mainstreamed. This study sought to enhance good governance through employee relations by assessing the role of Human Resource Management in National TVET Institutions in Kenya. Specifically, the study investigated the influence of organizational justice, grievance handling, and employee trust on good governance. A cross-sectional survey design was adopted across all 23 national polytechnics in Kenya. The unit of observation comprised TVET principals, selected tutors, and students. Utilizing the Slovin's formula, a sample size of approximately 311 respondents was determined. Structured questionnaires were used to collect quantitative data, and a pilot study was conducted to ensure data validity and reliability. Both descriptive and inferential statistics were used to analyze the collected data. The study concludes that organizational justice, grievance handling, and employee trust each have a positive and significant influence on good governance in Kenyan TVET institutions. Based on these findings, the study recommends that TVET management prioritize fairness, transparency, and consistency in decision-making. Establishing clear policies, providing timely and honest communication, and allowing stakeholders to voice concerns will foster a culture of trust and accountability. Furthermore, institutions should establish clear, accessible, and transparent grievance redress mechanisms, ensuring that both staff and students can report issues easily and without fear of retaliation.

Keywords: *Organizational Justice, Grievance Handling, Employee Trust, Good Governance, TVET Institutions in Kenya*

INTRODUCTION

Due to the rapid changes taking place as a result of globalization, each organization aims at improving management strategies to be relevant to good governance principles in order to create sustainable growth and development of the organization (Channuwong, 2018). Good governance is a concept and direction of governing the country and ruling society in order to increase their effectiveness and efficiency based on the rule of law, virtue, transparency, economy, and consensus-oriented, by prioritizing the participation of people, which can create justice in the organization and society (Channuwong et al., 2016).

A study by Towah (2019) states that active governance anticipates and responds to the needs of its people and evolving development challenges with deliberate, targeted, and proactive planning and delivery, which is essential to getting the business of development done. Suzanne and Frank (2007) state that good governance regulates the ownership and control of organizations. It sets the legal terms and conditions for stakeholder relationships, and in so doing influences their incentives and, potentially, their willingness to work together.

Effective governance is a prerequisite for establishing the integrated policymaking capacity that is needed to drive sustainable development. Fair governance matters to sustainable development because it holds the key to building stable and secure societies and driving inclusive growth within the finite bound Employee relations focuses on both individual and collective relationships in the workplace. Good governance in TVET institutions involves establishing clear roles and responsibilities, promoting transparency and accountability, and ensuring that decisions are made in a fair and ethical manner (International Labour Organization, 2021)

Effective management of employee relations leads to a workforce that is deeply committed, motivated, and dedicated to the organization (Kiplangat & Waweru, 2022). It is seen by Wambui & Ouma (2023) as the creation of a working environment that motivates employees to work towards the achievement of organizational goals with the objective of reducing conflicts and ensuring industrial harmony. It is believed that industrial harmony would enhance labour productivity which leads to improved organizational performance, economic growth, enhanced living standards, and quality of life.

Muthoka (2016) highlights that companies with strong employee relations strategies deliver superior-quality services, experience heightened productivity, maintain high levels of customer retention, and exhibit comparatively strong employee retention rates Ugoani (2020), posits that the primary objective of employee relations is to ensure that the level of commitment, accountability, performance, and contribution of employees to the organization's bottom line is both identifiable and sufficient to attain a competitive edge and overall organizational triumph.

Globally, employee relations practices have become a very important technique for any employer seeking to improve employee performance. A study carried out in Sri Lanka by (Kaya & Demirci, 2021) revealed that managements strengthen the employer-employee relationships to get maximum output from the employees as well as retain them for a long time.

Creating a positive work relationship based on respect, value and recognition for employee's abilities and competence, plays a critical role in promoting job satisfaction, which subsequently reflects in their intention to remain devoted in the organization. They emphasize that organization's success relies on employees' abilities and competence, and that creating appositve work environment to meet their emotional needs significantly boosts productivity (Arimie & Oronsaye, 2020). Tanzania study by (Kiplangat & Waweru, 2022) posits that employee relations is one of the key fundamental elements of employee organizational performance, prosperity and sustainability. It results in committed, motivated and loyal employees in the organization as well as inspiring employees to work better and produce more results.

Chebet (2025) carried a study in Kenya and identified economic conditions as a key determinant of effective industrial relations in the country and noted that economic fluctuations can significantly affect these relations. Chebet (2025) contend that happy employees are as a result of good relationships in the organization, and argue that an employee with a positive attitude usually enjoy their work and feel empowered and recognized for their contributions. An

employee who is unhappy on the other hand, is complacent, does not enjoy what they do, does not produce at high level, and develops bad attitudes that drag their teams down.

Statement of the Problem

Konzelmann, Conway & Wilkinson (2007) state that an active governance anticipates and responds to the needs of its people and evolving development challenges with deliberate, targeted, and proactive planning and delivery, which is essential to getting the business of development done. Suzanne (2007) states that good governance regulates the ownership and control of organizations. It sets the legal terms and conditions for stakeholder relationships, and in so doing influences their incentives and, potentially, their willingness to work together. Effective governance is a prerequisite for establishing the integrated policymaking capacity that is needed to drive sustainable development for the TVETs. TVET need a fair governance matters to drives sustainable development because it holds the key to building stable and secure societies and driving inclusive growth within the finite boundaries of our planet over the long term (Deiyan, 2019).

Despite the central place occupied by TVET as an important instrument of sustainable development in many countries, especially in developing regions, TVET operations and management seem not to have been properly mainstreamed in the economic transformation initiatives of a number of these countries (Stone, 2012). In order to implement a more progressive TVET system, good governance must also be at the center of achieving what is best for the TVET education and training stakeholders while having in mind the bigger picture of meeting Kenya's labour force demands in terms of relevant skills and knowledge (Amin et al., 2023).

Despite the Progress made in terms of continuity of learning and innovativeness in the TVET sector, studies indicate that the potentials of TVET graduates remain largely untapped, with many of them remaining unemployed for many years after they have graduated from colleges (Karanja & Mutiso, 2024). Inconsistent teacher training and limited professional development have also posed challenges to maintaining high teaching standards, which further affects student involvement and learning outcomes (Solanke et al, 2026). There are also reported cases of wasted resources due to underutilization of equipment in public TVET colleges (Sankale, 2019). A report by Technical and Vocational Educational & Training Authority (2024) states that there is a need for public TVET institutions to engage additional qualified trainers to help bridge the gap and improve the quality of training. Overall, 61% of trainers in public institutions were engaged by the PSC while 39% were engaged by respective institutions boards/ councils. The significant proportion of trainers employed by the institutional boards/councils showed that there was a serious shortage of trainers in the public institutions.

A report by the National Treasury in 2016 exposed significant challenges in completion rates for Kenyan TVET institutions, revealing that only 2% of students finished their programs within the typical three years, and just 10% graduated within six years. Overall, less than a third achieved their qualifications. The completion rates also varied widely across various programs, with some courses like civil engineering seeing rates as low as 0.6%, compared to 5.9% in tourism. These figures fall far below Kenya's National Development Plan (NDP) target, which aims for an 80-90% pass rate to elevate TVET's role as a competitive alternative to university education. This discrepancy underscores ongoing challenges in aligning TVET outcomes with national educational goals and improving its reputation as a high-quality vocational option (DNA Economics, 2015; National Planning Commission, 2012; Ngure, 2022; Mwangi, 2015).

Quality teaching is that which leads to improved students' achievements using outcomes that matter for their future success (Dube et al., 2022). This view is shared by several authors, including Suskie (2010), and Brown and Verma & Gupta (2023), all of whom argue that the yardstick by which teaching quality should be assessed is student progress.

It is therefore necessary to establish strong and functional mechanisms to address the existing challenge of human resource shortages, which has arisen due to a lack of professional development and qualified trainers. This issue has negatively impacted learning outcomes and the completion rates of TVET students. Implementing such mechanisms will help ensure that scarce resources are efficiently utilized and properly accounted for. (Transparency International, 2017).

The shortage of qualified trainers and lack of professional development affect the interaction between educators and students, which is essential for a productive learning environment. Addressing these issues fosters better relationships between trainers, students, and institutions, improving communication, mentorship, and learning outcomes. Professional development ensures that trainers are well-equipped with the skills needed to engage students effectively, promoting collaboration and motivation. Establishing strong and functional mechanisms to tackle human resource challenges aligns with principles of accountability, transparency, and efficiency in education management (Darling-Hammond, Hyler, & Gardner, 2017 & UNESCO, 2017).

Employees are truly the backbone of any organisation since they give the skills and expertise needed to keep productivity levels high. Employee relations is concerned with developing and delivering people practices that foster positive working connections between an organization and its employees (Amboka, 2023). Mbeki & Dlamini (2022) argue that the effectiveness or ineffectiveness of an organization centres on its employees, who integrate various resources like finances, technology, information, and production systems to secure a competitive edge for the company. This viewpoint highlights the fundamental role of employees in leveraging diverse organizational assets to achieve competitive advantages.

Effective management of employee relations leads to a workforce that is deeply committed, motivated, and dedicated to the organization (Kiplangat & Waweru, 2018). It is seen by Wambui & Ouma (2023) as the creation of a working environment that motivates employees to work towards the achievement of organizational goals with the objective of reducing conflicts and ensuring industrial harmony. It is believed that industrial harmony would enhance labour productivity which leads to improved organizational performance, economic growth, enhanced living standards, and quality of life.

Thus, this study aims to investigate the relationships between employee relation and good governance in Kenyan TVETs, with a focus on Organizational justice, grievance handling and employee trust.

REVIEW OF LITERATURE

Theoretical Review

The study was guided by the Equity Theory by John Stacey Adam, Relational Communication Theory, Negotiation Theory, and Social Exchange Theory (SET) by Blau (1964)

Equity Theory by John Stacey Adam

Equity Theory was first developed in the 1960s by J. Stacy Adams. It contends that our motivation is correlated with the amount of reward we receive in comparison with our own perception of our contribution. The theory takes into account the concepts of equality and fairness, as well as the significance of comparing oneself to others. Hard work, skills, and

enthusiasm are examples of input. Salary, recognition, and responsibility are all examples of output. A proper balance of input and output ensures that an employee is satisfied and motivated, which contributes to their productivity. Equity Theory is connected to organizational justice because it focuses on fairness in the workplace and how employees react to perceived fairness or unfairness.

Negotiation Theory by Fisher and Ury 1981

Adnan, Hassan and Aziz negotiation theory 1981 emphasizes principled negotiation, focusing on interests rather than positions, separating people from the problem, inventing options for mutual gain, and using objective criteria to reach agreements. It explores the strategies, processes, and outcomes of negotiations, encompassing both cooperative and competitive approaches, with the goal of understanding and improving the effectiveness of reaching mutually beneficial agreements. This approach is highly relevant to grievance handling in workplaces, as grievances typically arise from perceived unfair treatment, policy violations, or interpersonal conflicts.

Social Exchange Theory (SET) by Blau (1964)

Social Exchange Theory (SET), developed by Cook and Emerson in 1978, posits that social behavior is an exchange process where individuals weigh costs and rewards in social interactions, aiming to maximize benefits and minimize costs. It views social relations in terms of the costs and benefits exchanged during interaction, and social structures as networks of connected relationships. This theory is connected to employee trust as it explains that relationships—whether personal or workplace-based—are built on reciprocal exchanges of resources, rewards, and trust. Employees expect fair treatment, respect, and support in return for their contributions (e.g., effort, loyalty, and productivity).

Conceptual Framework

A conceptual framework shows the relationship between the independent variables and the dependent variable employee trust). The dependent variable was good governance while the independent variable of this study was employee relations (organizational justice, grievance handling and Employee trust).

Independent Variables

Dependent Variable

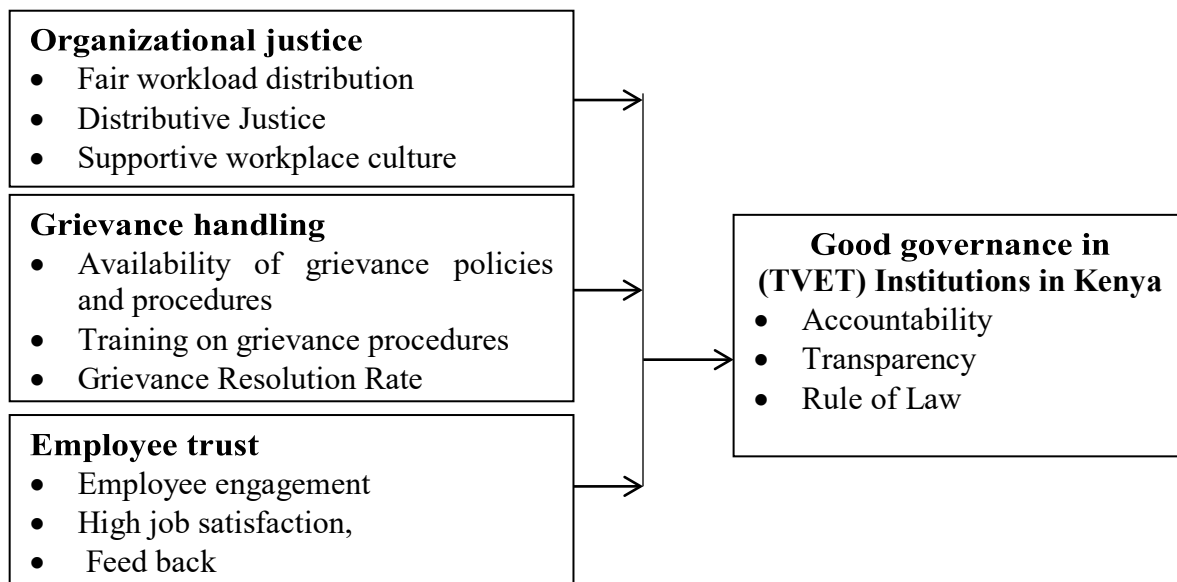


Figure 1: Conceptual framework

Empirical Review

This segment presented the pragmatic study based on organizational justice, grievance handling, and employee trust.

Organizational justice and good governance in TVET institutions

The first objective of the study was to establish the effect of organizational justice on good governance of National Technical and Vocational Education and Training (TVET) Institutions in Kenya

The objective hypothesis was as follows:

H0₁: Organizational justice has no significant effect on good governance of National Technical and Vocational Education and Training (TVET) Institutions in Kenya

Organizational justice and good governance are critical in Technical and Vocational Education and Training (TVET) institutions, as they ensure fairness, transparency, accountability, and efficiency in administration, which ultimately enhances institutional performance and stakeholder satisfaction (World Bank, 2018). Organizational justice is considered as one of the most important factors to increase harmony, unity, loyalty, employee satisfaction, employee commitment, and job satisfaction (Channuwong, 2018).

Justice is counted as an important factor to link groups of people or groups of various beneficiaries and stakeholders to live together with serenity. Lack of justice can cause cleavage, conflict, and chaos to the society. People who feel that they are being treated with injustice and unfairness are not proud to be members of that society and organization. Injustice can lead to many various aspects of the crisis, for example, social crisis, organizational crisis, economic crisis, and political crisis (Channuwong, 2018). Johansson and Lindberg (2022) described that if any society lacks justice, there will be disharmony and conflict among the people in the society, which will lead to social, economic, and political crisis.

It can be said that the shortage of qualified trainers and lack of professional development come from the perceptions of people who feel that they are being treated without justice and receiving unfair treatment. Therefore, justice in TVET institutions is very important for a productive learning environment as it create harmony, unity, and peace among people in the organization.

Grievance handling and good governance in TVET institutions

The second objective of the study was to determine the effect of grievance handling on good governance of National Technical and Vocational Education and Training (TVET) Institutions in Kenya

The objective hypothesis was as follows:

H0₂: Grievance handling has no significant effect on good governance of National Technical and Vocational Education and Training (TVET) Institutions in Kenya

Grievances occur in every workplace and handling them properly is important for maintaining a harmonious and productive work environment. Grievance management is all about how well the problems are addressed (and solved). It is very essential in the present world. The grievances of the employees are related to the contract, work rule or regulation, policy or procedure, health and safety regulation, past practice, changing the cultural norms unilaterally, individual victimization, wage, bonus, etc. Effective grievance handling is an essential part of cultivating good employee relations and running a fair, successful, and productive workplace (Gomathi, 2014).

Technical and Vocational Education and Training (TVET) institutions play a crucial role in equipping individuals with practical skills for the workforce. However, to ensure their effectiveness, these institutions must implement robust grievance handling mechanisms and

uphold principles of good governance. Effective grievance redressal fosters a harmonious learning environment, while good governance ensures accountability, transparency, and quality service delivery (UNESCO, 2016).

Ochieng and Juma, (2019) found that efficient grievance handling enhance more employee retention in an institution and the study recommended that supervisors to organize meetings to settle the disputes before they spill over to bigger issues, as direct resolution has a significant influence on employee retention. Gomathi (2014) argues that employees will feel satisfied only if their problems are addressed and solved on time. The employees are not expecting a specific systematized procedure to solve their problems but they only require a fair discussion and a result that would solve the problems and let him work peacefully.

Employee trust and good governance in TVET institutions

The third objective of the study was to investigate the effect of employee trust on good governance of National Technical and Vocational Education and Training (TVET) Institutions in Kenya

The objective hypothesis was as follows:

H0₃: Employee trust has no significant effect on good governance of National Technical and Vocational Education and Training (TVET) Institutions in Kenya

Trust is an important component of human life either personal or professional. It is observed that trusting employees trims down overheads, enhancing the flourishing experience towards organisational citizenship behaviour (Srivastava & Mohaley, 2022; Fischer et al., 2020). Trust increases work engagement by instilling confidence in employees towards the organization (Delhey et al., 2023 & Schilke et al., 2023).

Several studies shows that trust in the workplace is an important constituent in building institutional processes. The amount of trust in the workplace relies on the management's decision making philosophy, action, structures and employee expectations towards mutual benefit. A leader's positive attitude and approach influence an optimistic approach in the organization leading to employees' faithfulness and obligation from the employees. The leader needs to instil trust, and confidence, build reliability and develop shared association. This leads to building mutual admiration and credulous relationships among the team members (Schilke et al., 2023).

A study by Philip & Vlaicu (2024) states that work relationships among public sector employees are often governed by incomplete contracts. When employee effort on collective tasks is non-contractible, trust among coworkers becomes necessary to sustain productive behaviors. For instance, high-trust employees should be more likely to participate in non-contractible exchanges with coworkers, subscribe to productivity-enhancing innovations, and identify with the mission of their organization.

It is widely agreed that collaboration and information-sharing are central to productivity in organizations. Trust among employees should engender more cooperation in the workplace to achieve common goals, as high-trust employees expect to benefit from collaboration and information-sharing with coworkers due to reciprocal behavior (Philip & Vlaicu, 2024). Trust should increase employee openness to innovation in the workplace, for example by making them more receptive to management assurances that technological changes will improve employee productivity rather than substitute their effort (Brown et al., 2015). A study by Philip & Vlaicu (2024) found that trust in public employees improves productivity-enhancing attitudes such as engagement in collaboration and information-sharing and openness to innovation.

It can be said that the shortage of qualified trainers and lack of professional development come from the perceptions of people who have lost trust in the governance of the institution.. Trust at

the organization is about employee faith in their being ethical, transparent and committed towards the actions taken benefitting employee well-being (Miller & Thompson, 2022; Jain, Chawla Arya, 2021). Employees trust in the organization is an important component which influences the effectiveness, productivity and performance of an organization (Dubois & Laurent, 2023; Schmidt & Weber, 2021). Therefore, employee trust in TVET institutions is very important for a productive learning environment as it enhance ethical standards, transparency, and employee well-being.

RESEARCH METHODOLOGY

A cross-sectional design was used to achieve the aim of the study. The study covered all 23 national polytechnics. From these TVETs, the study considers all TVET principals, selected tutors and a selected number of students to form the unit of observation for the study.

Table 1: Target population

Type of TVET Institution	Principals	Tutors	Students	Total
National Polytechnics	23	460	1150	1633
Total				1633

Source: TVETA (2024)

Stratified random sampling technique was used to ensure that each subgroup within the population of interest is represented in the sample, providing a more precise reflection of the population's characteristics (Lütfi, 2020). To calculate the appropriate sample size, Slovin's formula was applied with a 95% confidence level and a 5% margin of error.

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

Where n= the required sample size

N = is the Target Population (1633 respondents)

e = accuracy level required. Standard error = 5%

Sample calculation

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

$$n = \frac{1633}{1 + (1633)0.05^2}$$

$$n = \frac{1633}{5.245} = 311$$

The structured questionnaire was used to collect quantitative data. A pilot study was carried out to enhance the validity and reliability of the main study. Copies of the first instrument were administered on 48 TVET lectures who were not part of the sample for the study and second instrument were also administered on 115 TVET students who were not part of the sample for the study. Cronbach's alpha reliability test was applied to establish the internal consistency of the items in the instruments (Cronbach, 2019). A panel of four experts ensured that the instruments for data collection are capable of measuring what they claim to measure. Their suggestions were effected into the final copies of the instruments and were reproduced for data collection.

After establishing reliability and validity, the main data collection was rolled out. Upon completion of data collection process, the returned questionnaires undergo scrutiny to check for their correctness and completeness through an editing process to facilitate onward analysis of the data obtained. Descriptive and inferential statistics were used to analyse data. The following multiple regresion model underpin the study.

$$Y = \beta_0 + \beta_1(X_1) + \beta_2(X_2) + \beta_3(X_3) + \epsilon$$

Where: Y = Good governance

X_1 = Organizational justice

X_2 = grievance handling

X_3 = employee trust

ϵ = Error term

FINDINGS AND DISCUSSION

Response Rate

The sample size of this study was 311 respondents comprising of TVET principals, tutors and students. The researcher distributed 311 questionnaires to the respondents during the main study data collection process and 275 were filled and returned to the researcher, thus making a response rate of 88.4%. Kothari (2019) argues that a response rate which is more than 50% is considered adequate while excellent response rate is usually above 70%. This implies that the response rate in this research is good for making conclusions as well as recommendations.

Descriptive statistics

Organizational Justice

The first specific objective of the study was to assess organizational justice in TVET institutions in Kenya. The respondents were requested to indicate their level of agreement on various statements related to organizational justice in TVET institutions in Kenya. The results were as shown Table 2.

From the results, the respondents agreed that tasks and responsibilities are assigned fairly based on individual skills and capacity ($M= 3.916$, $SD= 0.892$). In addition, the respondents agreed that employees are given reasonable workloads that allow for a balance between work and personal life ($M=3.902$, $SD=0.850$). Further, the respondents agreed that rewards and recognition in the organization are distributed fairly based on performance ($M=3.886$, $SD=0.788$).

From the results, the respondents agreed that decisions about promotions and bonuses are made based on fair and transparent criteria ($M=3.845$, $SD= 0.685$). The respondents also agreed that the organization fosters a culture of mutual respect and collaboration among employees ($M=3.825$, $SD=0.714$). In addition, the respondents agreed that management supports employees in balancing personal and professional responsibilities ($M=3.716$, $SD=0.829$).

Table 2: Organizational Justice

	Mean	Std. Deviation
Tasks and responsibilities are assigned fairly based on individual skills and capacity.	3.916	0.892
Employees are given reasonable workloads that allow for a balance between work and personal life	3.902	0.850
Rewards and recognition in the organization are distributed fairly based on performance.	3.886	0.788
Decisions about promotions and bonuses are made based on fair and transparent criteria	3.845	0.685
The organization fosters a culture of mutual respect and collaboration among employees.	3.825	0.714
Management supports employees in balancing personal and professional responsibilities.	3.716	0.829
Aggregate	3.848	0.793

Grievance Handling

The second specific objective of the study was to evaluate the influence of grievance handling in TVET institutions in Kenya. The respondents were requested to indicate their level of agreement on various statements related to grievance handling in TVET institutions in Kenya. The results were as shown Table 3.

From the results, the respondents agreed that the institution has clear and accessible grievance policies and procedures ($M=3.921$, $SD=0.796$). In addition, the respondents agreed that the grievance handling process is well-documented and easy to understand ($M=3.887$, $SD=0.598$). Further, the respondents agreed that managers and staff are regularly trained on the institution's grievance resolution procedures ($M=3.755$, $SD=0.576$).

From the results, the respondents agreed that training sessions on grievance procedures are comprehensive and updated regularly ($M=3.688$, $SD=0.786$). The respondents also agreed that the institution resolves grievances in a timely manner ($M=3.554$, $SD=0.668$). In addition, the respondents agreed that the institution regularly tracks and reports the resolution rates of grievances ($M=3.518$, $SD=0.725$).

Table 3: Grievance Handling

	Mean	Std. Deviation
The institution has clear and accessible grievance policies and procedures.	3.921	0.796
The grievance handling process is well-documented and easy to understand.	3.887	0.598
Managers and staff are regularly trained on the institution's grievance resolution procedures.	3.755	0.576
Training sessions on grievance procedures are comprehensive and updated regularly.	3.688	0.786
The institution resolves grievances in a timely manner.	3.554	0.668
The institution regularly tracks and reports the resolution rates of grievances.	3.518	0.725
Aggregate	3.721	0.695

Employee Trust

The third specific objective of the study was to determine employee trust in TVET institutions in Kenya. The respondents were requested to indicate their level of agreement on various statements related to employee trust in (TVET) Institutions in Kenya. The results were as shown Table 4.

From the results, the respondents agreed that employees are actively involved and engaged in tasks and goals of the organization ($M=3.857$, $SD=0.843$). Further, the respondents agreed that employees are motivated to contribute their best efforts to the success of the organization ($M=3.848$, $SD=0.598$). The respondents also agreed that employees are satisfied with their current roles and responsibilities ($M=3.766$, $SD=0.517$).

From the results, the respondents agreed that employees feel valued and appreciated for the work they do in the organization ($M=3.759$, $SD=0.682$). In addition, the respondents agreed that employees regularly receive constructive feedback from supervisors to help improve performance ($M=3.720$, $SD=0.719$). The respondents also agreed that the feedback provided is clear, timely, and relevant to employees' work ($M=3.669$, $SD=0.529$).

Table 4: Employee Trust

	Mean	Std. Deviation
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Employees are actively involved and engaged in tasks and goals of the organization.	3.857	0.843
Employees are motivated to contribute their best efforts to the success of the organization.	3.848	0.598
Employees are satisfied with their current roles and responsibilities.	3.766	0.517
Employees feel valued and appreciated for the work they do in the organization.	3.759	0.682
Employees regularly receive constructive feedback from supervisors to help improve performance.	3.720	0.719
The feedback provided is clear, timely, and relevant to employees' work.	3.669	0.529
Aggregate	3.770	0.648

Good governance in TVET Institutions in Kenya

The respondents were requested to indicate their level of agreement on various statements related to Good governance in TVET institutions in Kenya. The results were as shown Table 5.

From the results, the respondents agreed that the institution holds employees accountable for their actions and responsibilities through clear performance and reporting mechanisms (M=3.892, SD=0.820). In addition, the respondents agreed that Managers and administrators are answerable for decisions affecting employees and institutional operations (M=3.877, SD=0.549). Further, the respondents agreed that the institution communicates policies, decisions, and administrative processes openly to employees (M=3.851, SD=0.678). The participants also agreed that recruitment, promotion, and allocation of institutional resources are conducted in a transparent and fair manner (M=3.794, SD=0.769). In addition, the respondents agreed that institutional policies, regulations, and disciplinary procedures are applied consistently to all employees without discrimination (M=3.776, SD=0.640). The respondents also agreed that the institution adheres to applicable laws, government regulations, and internal policies in all human resource management practices (M=3.754, SD=0.713). In addition, the respondents agreed that employees have access to accurate and timely information regarding institutional policies, decisions, and governance processes (M=3.694, SD=0.515). The respondents also agreed that employees are able to report unethical conduct or violations of institutional policies without fear of retaliation, and appropriate action is taken (M=3.654, SD=0.676).

Table 5: Good governance in TVET Institutions in Kenya

	Mean	Std. Deviation
The institution holds employees accountable for their actions and responsibilities through clear performance and reporting mechanisms.	3.892	0.820
Managers and administrators are answerable for decisions affecting employees and institutional operations.	3.877	0.549
The institution communicates policies, decisions, and administrative processes openly to employees.	3.851	0.678
Recruitment, promotion, and allocation of institutional resources are conducted in a transparent and fair manner.	3.794	0.769
Institutional policies, regulations, and disciplinary procedures are applied consistently to all employees without discrimination.	3.776	0.640
The institution adheres to applicable laws, government regulations, and internal policies in all human resource management practices.	3.754	0.713

Employees have access to accurate and timely information regarding institutional policies, decisions, and governance processes.	3.694	0.515
Employees are able to report unethical conduct or violations of institutional policies without fear of retaliation, and appropriate action is taken.	3.654	0.676
Aggregate	3.787	0.670

Inferential Statistics

Inferential statistics in the current study focused on correlation and regression analysis. Correlation analysis was used to determine the strength of the relationship, while regression analysis was used to determine the relationship between the dependent variable (good governance in TVET institutions in Kenya) and independent variables (organizational justice, grievance handling and employee trust).

Correlation Analysis

The present study used Pearson correlation analysis to determine the strength of association between independent variables (organizational justice, grievance handling and employee trust) and the dependent variable (good governance in TVET institutions in Kenya). Pearson correlation coefficients range between zero and one, whereby the strength of association increases with an increase in the value of the correlation coefficient.

Table 6: Correlation Coefficients

		Good Governance	Organizational Justice	Grievance Handling	Employee Trust
Good Governance	Pearson	1			
	Correlation				
	Sig. (2-tailed)				
Organizational Justice	N	275			
	Pearson	.860**	1		
	Correlation				
Grievance Handling	Sig. (2-tailed)	.000			
	N	275	275		
	Pearson	.825**	.169	1	
Employee Trust	Correlation				
	Sig. (2-tailed)	.001	.011		
	N	275	275	275	
	Pearson	.818**	.321	.361	1
	Correlation				
	Sig. (2-tailed)	.002	.097	.084	
	N	275	275	275	275

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

From the results, there was a very strong relationship between organizational justice and good governance in TVET institutions in Kenya ($r = 0.860$, $p\text{-value} = 0.000$). The relationship was significant since the $p\text{-value}$ 0.000 was less than 0.05 (significant level). The findings are in line

with the findings of Johansson and Lindberg (2022), who indicated that there is a very strong relationship between organizational justice and good governance.

Moreover, the results revealed that there is a very strong relationship grievance handling and good governance in TVET institutions in Kenya ($r = 0.825$, $p\text{-value} = 0.001$). The relationship was significant since the $p\text{-value}$ 0.001 was less than 0.05 (significance level). The findings conform to the findings of Gomathi (2014) that there is a very strong relationship between grievance handling and good governance.

Further, the results revealed that there is a very strong relationship between employee trust and good governance in TVET institutions in Kenya ($r = 0.818$, $p\text{-value} = 0.002$). The relationship was significant since the $p\text{-value}$ 0.002 was less than 0.05 (significance level). The findings are in line with the findings of Fischer et al. (2020) that there is a very strong relationship between employee trust and good governance

Regression Analysis

Multivariate regression analysis was used to assess the relationship between independent variables (organizational justice, grievance handling and employee trust) and the dependent variable (good governance in TVET institutions in Kenya)

Table 7: Model Summary

Model	R	R Square	Adjusted R-Square	Std. Error of the Estimate
1	.867	.752	.753	.10129

a. Predictors: (Constant), organizational justice, grievance handling and employee trust

The model summary was used to explain the variation in the dependent variable that could be explained by the independent variables. The R-squared for the relationship between the independent variables and the dependent variable was 0.752. This implied that 75.2% of the variation in the dependent variable (good governance in TVET institutions in Kenya) could be explained by independent variables (organizational justice, grievance handling and employee trust).

Table 8: Analysis of Variance

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	112.251	3	37.417	172.43	.000 ^b
1 Residual	58.805	271	.217		
Total	171.056	274			

a. Dependent Variable: good governance in (TVET) Institutions in Kenya

b. Predictors: (Constant), organizational justice, grievance handling and employee trust

The ANOVA was used to determine whether the model was a good fit for the data. F calculated was 172.43 while the F critical was 2.6378. The $p\text{-value}$ was 0.000. Since the F-calculated was greater than the F-critical and the $p\text{-value}$ 0.000 was less than 0.05, the model was considered as a good fit for the data. Therefore, the model can be used to predict the influence of organizational justice, grievance handling and employee trust on good governance in TVET institutions in Kenya.

Table 9: Regression Coefficients

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	0.271	0.070		3.871	0.000
Organizational justice	0.368	0.096	0.367	3.833	0.001

Grievance handling	0.376	0.098	0.377	3.837	0.000
Employee trust	0.353	0.091	0.354	3.879	0.002

a Dependent Variable: good governance in (TVET) Institutions in Kenya

The regression model was as follows:

$$Y = 0.271 + 0.368X_1 + 0.376X_2 + 0.353X_3 + \varepsilon$$

According to the results, organizational justice has a significant effect on good governance in (TVET) Institutions in Kenya $\beta_1=0.368$, p value= 0.001). The relationship was considered significant since the p-value 0.001 was less than the significance level of 0.05. The findings are in line with the findings of Johansson and Lindberg (2022), who indicated that there is a very strong relationship between organizational justice and good governance

The results also revealed that grievance handling has a significant effect on good governance in (TVET) Institutions in Kenya, $\beta_1=0.376$, p value= 0.000). The relationship was considered significant since the p-value 0.000 was less than the significance level of 0.05. The findings conform to the findings of Gomathi (2014) that there is a very strong relationship between grievance handling and good governance

Furthermore, the results revealed that employee trust has a significant effect on good governance in (TVET) Institutions in Kenya $\beta_1=0.353$, p value= 0.002). The relationship was considered significant since the p-value 0.002 was less than the significance level of 0.05. The findings are in line with the findings of Fischer et al (2020) that there is a very strong relationship between employee trust and good governance.

The study concludes that organizational justice has a positive and significant influence on good governance in TVET institutions in Kenya. Findings revealed that fair workload distribution, distributive justice and supportive workplace culture influences good governance in TVET institutions in Kenya.

In addition, the study concludes that grievance handling has a positive and significant influence on good governance in TVET institutions in Kenya. Findings revealed that availability of grievance policies and procedures, training on grievance procedures and grievance resolution rate influences good governance in TVET institutions in Kenya.

Further, the study concludes that employee trust has a positive and significant influence on good governance in TVET institutions in Kenya. Findings revealed that employee engagement, high job satisfaction and feedback influences good governance in TVET institutions in Kenya.

Recommendations

The study recommends that TVET Institutions in Kenya should prioritize fairness, transparency, and consistency in decision-making processes, particularly. Establishing clear policies, providing timely and honest communication, and ensuring that all stakeholders have an opportunity to voice their concerns can foster a culture of trust and accountability.

In addition, the study recommends that TVET Institutions in Kenya should establish a clear, accessible, and transparent grievance redress mechanism that ensures all staff and students can easily report issues without fear of retaliation.

Further, the study recommends that TVET Institutions in Kenya should work to build and maintain trust. Leaders should engage employees in collaborative decision-making processes, offer fair opportunities for career growth, and actively listen to their concerns.

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