

**AN EXAMINATION OF HEAD TEACHERS PREPAREDNESS IN CONFLICT
MANAGEMENT IN PUBLIC SECONDARY SCHOOLS IN
LANG'ATA SUB-COUNTY, NAIROBI COUNTY,
KENYA**

PIRES VUTAGWA AGESA

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ABSTRACT

The main purpose of this study was to an examination of head teachers preparedness in conflict management in public secondary schools in Lang'ata Sub-County, Nairobi County, Kenya. The study was guided by the following research objectives: to find out the forms of head teachers preparedness in utilization of conflict management strategies in public secondary schools in Langata sub-county, Nairobi County, to examine the extent to which head teachers are well prepared for managing conflict in public secondary schools in Langata sub-county, Nairobi County and to establish how government regulations influence head teachers' preparedness in managing conflict in public secondary schools in Langata sub-county, Nairobi County. A descriptive survey research design was adopted in this study. The sample size consisted of a representable number of head teachers, deputy head teachers, senior teachers and teachers. In total, the sample size was 92. Census sampling procedure was used to select the respondents. This sampling procedure was used considering the fact that the target population was small and they were all deemed valuable for the study. The key data collection instrument that was used in the study was the questionnaire. This was distributed to all the respondents. SPSS version 19 was used in analysis. The study used descriptive statistic and inferential statistics where correlation and regression analysis were used. From the analysis, the study established that head teachers' forms of preparedness and government regulation were positively correlated to conflict management. With reference to the influence of government regulation in head teachers preparedness in conflict management, it can be inferred that conflict management is positively correlated at 99% confidence level to government regulation at 99% confidence level p value = 0.01. This shows that more government regulation will definitely lead to success in conflict management of head teachers in secondary schools. In terms of head teachers' effectiveness in conflict management, it can also be concluded that the respondents agreed to a greater extent that they have had minimum complaints from students regarding. While regarding teachers, a good percentage agreed to a greater extent that they have had minimum complaints from teachers regarding discipline of teachers. Conflict management is positively correlated at 99% confidence level to forms of teachers preparedness p value < 0.01 this is significant. This shows that more emphasis on forms of preparedness will definitely lead to success in conflict management of head teachers in secondary schools. The following recommendation was given: There is need for more emphasis to be made especially in training the managers and head teachers in schools on how to handle conflict management. More emphasis on forms of preparedness will definitely lead to success in conflict management of head teachers in secondary schools. The researcher recommends additional research to test and analyze other factors which were not considered like: The effect of culture of the community as an intervening variable on the relationship between conflict management and head teachers preparedness and the role of board of management in resolving conflict management