IMPLEMENTATION OF DISASTER MANAGEMENT STRATEGIES IN SECONDARY SCHOOLS IN NAIROBI, KENYA

HADIIJA MOHAMMED SULEIMAN

A RESEARCH PROJECT PRESENTED IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE AWARD OF THE DEGREE OF MASTER OF BUSINESS ADMINISTRATION, SCHOOL OF BUSINESS, UNIVERSITY OF NAIROBI

2018

DECLARATION

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

HADIJA MOHAMMED SULEIMAN   **D61/85825/2016**

Signature..   Date...............................

This research project has been submitted for examinations with my approval as the university supervisor.

Signed...   Date.............................

Prof. Martin Ogutu

School of Business,

University of Nairobi.

DEDICATION

This project is dedicated to my family, friends and colleagues for their overwhelming support during my entire study period. Thank you for your unconditional love and support.

ACKNOWLEDGEMENT

This research project would not have been a reality without the invaluable input of a number of groups and individuals whom I sincerely wish to recognize. First and foremost, great thanks to God for His grace and the gift of life during the period of the study. I wish to express my sincere appreciation to my supervisor Prof. Martin Ogutu for his professional guidance, advice and generosity with his time when it came to discussing issues involved with this Project. Last but not least, thank you to my family and friends for their moral support and encouragement when I was undertaking this project.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF ABBREVIATION AND ACRONYMS

FDSE Free Day Secondary Education

FPE   Free Primary Education

ISDR International Strategy for Disaster Reduction

LIA   Letter of Interim Authority

ABSTRACT

The objective of the study was to establish the implementation of disaster management strategies in secondary schools in Nairobi, Kenya. This research adopted a cross sectional research design. The population of study comprise secondary schools in Nairobi. The total number of secondary schools in Nairobi is 338 (ShuleZote 2018). For this study, the researcher used 20% of the target population of 338 secondary schools in Nairobi, giving the sample size of 60 secondary schools. The schools were selected using simple random sampling to reduce biasness. This study utilized primary data that was obtained by way of structured questionnaires. The questionnaires were issued to various heads of respective secondary schools. Descriptive statistics was done in this study to describe, indicate or summarize data in a meaningful manner such that patterns can develop from the data. The demographic data obtained from individual respondents enabled the researcher to comprehend the respondents setting and their capability to provide useful data. The general information sought from the respondents included the length of time they had worked in secondary school, their designation, role in the school and the number of years they had been in their current positions weather the schools have a strategic plan and the nature of disasters experienced. The study targeted a total of 60 Respondents who constituted of the sampled school heads in Nairobi, Kenya. Out of these, 59 respondents could be reached and completed the questionnaires while only one was not available to fill the questionnaires, hence the response rate of the study at 98%. The main objective of the study is to examine the implementation of disaster management strategies by secondary schools in Nairobi, Kenya. Based on the findings in relation to specific objective, the study concludes secondary schools in Nairobi have implemented basic disaster management strategies such as the maintenance of a school emergency kit, installation of reliable alarm system, acquisition of adequate first Aid kits, employment of school counsellors and installation of adequate fire extinguishers. The study recommends that schools should seek to acquire and implement disaster management strategies so as to improve safety standards within the schools. The study also recommends that schools should also seek to address other factors that contribute to increment of school disaster risk status such as continually building a culture of discipline within the schools to address the issue of high indiscipline among students, reduce resistance to change and foster commitment from the management. The study also recommends that schools should also be availed with adequate financial and technical resources to effectively carry out disaster management programs.

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

Disaster occurrence in learning institutions as established in a study conducted by Omolo and Simatwa (2010) has significantly resulted in the claim of several lives and the loss and destruction of property of great value, thus establishing the need for exigent measures aimed at lessening the risks of disasters. Learning institutions need to involve disaster and crisis management measures in handling such circumstances prior to their occurrence, during, and after the disasters in these phases. Disaster preparedness is therefore key in the management of disasters. Disaster preparedness therefore involves the inclusion of measures and actions undertaken in advance in an effort to warrant effective methods to approach the occurrences of disasters.

This study will heavily rely on chaos theory and resource-based theory. Edward Lorenz 1917-2008 and Henri Poincaré (1854-1912) introduced the chaos theory in underpinning a mathematical procedure of assessing some of the complex systems that regularly results into chaos within an organization. The theory therefore emphasizes on the creativity and adaptiveness of organizations in dealing with hampered response abilities and incomplete information. This research study is also supported using the resource based view theory by Wernerfelt (2004). He explained its major tenet by stating that the source of organization's competitive edge is in the utilization of the bundle of key resources in the school. The way these resources are strategically managed will determine the achievement of laid out plan of the organization (Rumelt, 2011). Effective management of firms resources will determine the way the strategies are implemented in the education sector.

In light of this, it is essential to note that this study is mainly directed to the education industry, with precision to secondary schools in Nairobi. The study equally remains of interest to the online education sector given that it helps in devising strategies aimed at addressing the risks that learning institutions may face in conducting their programs online such as the breach of data and cyber security issues, thus establishing efficient measures used in devising strategies towards addressing the occurrence of such issues.

1.1.1 Concept of Strategy

According to the perspective of Mintzberg there are **'5Ps for Strategy'**. Strategy may involve a plan, a ploy, a pattern, a position or a perspective. As a plan Mintzberg (1987) notes that a strategy is an intended, or purposefully followed route of action. According to him strategy is made prior to its implementation and is followed up by real implementation as well as development. After designing a strategy organization subsequently pursue a scientific plan or path. Rumelt (2012) the biographer of the book Good Strategy/Bad Strategy: The Difference and Why It Matters, defines a strategy as a comprehensible combination of policy as well as action intended for overcoming a high risk encounter. According to him a sound strategy has a modest logical structure he refers to as the *Kernel*. The three features include: a clear-eyed diagnosis of the challenge being experienced, a general guiding policy outlining the manner in which the challenge will be encountered, and lastly a series of articulate actions intended to direct efforts as well as resources. According to Kim and Mauborgne (2014) strategy in general refers to the creation by an organization of a new, unchallenged market space that allows other players unconnected and that generates new consumer value usually while reducing costs.

The strategy process encompasses a number of management undertakings that are essential to put strategy in progression. As a perspective strategy is the way an organization views itself in the world, in the eyes of its management, staff as well as stakeholders. This can imply organization culture (Mulder, 2018). It is also possible to consider at what has occurred, and outline an organization's strategy in accordance with the pattern that developed The Kenyan education Sector therefore ought to introduce strategic mechanisms that examine development to eventually attain its objectives in dealing with chaos, disasters as well as crises.

1.1.2 Strategy Implementation

Greer, Lusch, and Hit (2017) posits that strategy implementation entails processes and procedures that help in turning the learning institutions strategies into laid out plans, efforts that help in accomplishing their strategic goals and objectives. Implementing an organizations strategic plan remains crucial an essential in achieving an organizations goals and objectives. Guohui and Eppler (2008) pointed out three different ideas of the word when they gathered various meanings they found in related literature sources: "The first method focuses on a procedure viewpoint and considers strategy implementation as a series of prudently scheduled sequential stages. The second method considers strategy implementation as a sequence of comparatively concentrated, however usually comparable actions and scrutinizes these actions from a behavior viewpoint. Olsen (2018) defines strategy Implementation as the process that transforms strategies as well as plans into actions with the aim of realizing strategic goals. Juneja (2018) defines strategy implementation as the means by which an organization ought to progress, 42use as well as

combine organizational structure, control systems as well as culture to monitor strategies that bring about competitive edge as well as enhanced performance.

Implementation of strategy is a key step in transforming an organization's idea of a plan into actuality. By way of a sequence of action-focused phases as well as responsibilities, the implementation process outlines the life cycle of a plan. Devoid of strategy implementation, a plan would not be set off, because strategy implementation serves as the blueprint of a plan. The implementation process points out what tasks ought to be accomplished as well as when. Strategy implementation is action-focused that employs a number of instruments that enable the project team to hold onto the on track. Another importance of strategic implementation is creating an implementation schedule. Implementation schedules are the same as timelines because they determine commencement as well as finish dates for when program tasks as well as phases ought to be finished (Sheahan, 2017).

1.1.3 Disaster Management

According to Alexander (2014) disaster Management is referred to as the organization as well as resources management and tasks for addressing all humanitarian features of emergencies, in a specific preparedness response as well as recovery so as to mitigate the effects of disasters. Birkland (2006) indicates that the term disaster management is used to encompass all the aspects entailed in planning for as well as responding to disasters. This comprises the actions taken prior to the occurrence of the disaster and after the occurrence. They add that disaster management does not merely involve responding to the occurrence as well as giving relief to the victims, but similarly involves mitigating the overall negative effect of the occurrence. Bumgarner (2008) similarly defines disaster management as the

production of preparations by which groups lessen vulnerability to risks as well as adapt to disasters.

Recently, fire incidents in learning institutions have escalated, tending to reveal some similarities with other disasters. One of the main limitations in learning institutions remains in the lack of enforcement of safety regulations due to corrupt practices and the pilferage of learning institutions resources. On the other hand, this issues are blamed on the failure to adhere to the established building codes, an aspect that hinders the accessibility of learning institutions facing instances of disasters by fire engines to reach the sites (Alexander, 2002). The lack of proper managerial practices, lack of emergence exits remains another common challenge that is faced by organizations.

In this regard, Vanvactor (2015) established strategic as well as holistic measures that would aid organizations in crisis management within the education industry hence denoting the need to institute a crisis as well as a disaster management approach in learning institutions, efforts that require the management of these institutions to define the nature of disasters and crisis in learning institutions. On the other hand, the Ministry of Education needs to ensure that all learning institutions are inspected regularly to ensure that their safety standards are at par as well as their financial expenditures. Learning institutions in Kenya need to ensure that collaborative efforts and coordination of information is established in an effort to manage disasters, efforts driven towards ensuring that schools have the relevant information that help them in addressing disasters.

1.1.4 Education Sector in Kenya

Through the education sector, The Kenyan Government is dedicated to providing eminence education, training as well as research to citizens. The sector lies under the directives of the Ministry of Education, Science and Technology, an arm of the government accorded the mandate to establish national policies as well as programs that aid Kenyans access affordable and quality education across the board. The Kenyan Government through the Ministry of Education is therefore tasked with the responsibility of developing a globally competitive education system that relies on research, training, and innovative systems in an effort aimed at achieving sustainable development. The Ministry also engages in the provision, promotion, and coordination of quality education, research, and training, albeit enhancing the integration of science, innovation, as well as technology in the national production system to achieve sustainable development in the nation and to ensure the economic prosperity of Kenya (Juma, 2015).

The Kenyan Education Sector is comprised of primary schools, Secondary schools as well as tertiary institutions and other institutions of higher education. As at 2017, there are more than 20,000 government primary schools having an enrolment of 10 million pupils with an extra 600,000 in private schools. The rates of completion in primary and secondary level education are 83.2% and 64.1 % respectively as at 2017. There are approximately 5000 secondary schools with numerous universities as well as other higher learning institutions. There are 22 public universities, 14 chartered private universities and 13 universities with Letter of Interim Authority (LIA).

Recently, the education sector has experienced hastened reforms comprising introduction as well as implementation of Free Primary Education (FPE), wide approach to planning and funding of education and training adoption, and Free Day Secondary Education (FDSE). The sector benefits from various comparative advantages, for instance enhancing educational access and dedicated government backing. Hitherto there have been numerous challenges. However, the government employs nearly a fifth of its aggregate budget on education, it still undergoes challenges of funding inadequacies for essential services for instance teachers' salaries as well as student loans (Lelei & Weidman, 2012). The sector has also been rocked by chaos, crises as well as disasters. For instance sector under secondary schools has also been lately experiencing a number of fires and indiscipline from students. This has been a great challenge due to lack of proper comprehensive strategies in mitigating as well as handling of disasters, chaos, and crisis during the occurrences.

Despite these numerous challenges, the Kenyan education sector outlook seems bright owing to the numerous milestones that have been made. The government employs nearly a fifth of its aggregate budget on education, it still undergoes challenges of funding inadequacies for essential services for instance teachers' salaries as well as student loans.

This study is focused on the context of the Kenyan education sector because the sector in the recent past has been rocked with chaos, crisis as well as disasters of fires. Therefore, the study will be providing the application of a standard to the disaster management process that enabled them make plans more efficient as well as relevant and will ensure the adequacy of their content for the task of predisposing resources in the course of chaos, crises as well as disasters.

1.2 Research Problem

Disaster management is an exciting as well as developing field, determined by government outlay following terrorist attacks and environmental catastrophes, as well as private-sector employment of risk managers and emergency planning aid. To implement a plan properly, leaders ought to communicate clear goals as well as anticipations, and give resources to employees to enable them achieve its objectives. A well implemented of a plan brings about change meant to enhance interdepartmental cooperation. It can enable a department within an organization to work autonomously and solely rely on another department when a need comes up. In addition to communicating goals, strategy implementation outlines clear priorities. Strategic implementation similarly unites divisions, open the lines of communication, forms a diverse culture in the school as well as enhance efficiency and productivity. Strategy implementation is also key in helping the organization for move forward. Lastly when an organization shares its ideas as well as objectives with staff, the staff will develop a feeling of ownership as well as loyalty to the organization and have a sense of inclusion in something key that is greater than their individual job descriptions (Gustafson, 2018).

School safety remains an integral element and an indispensable element within the teaching and learning process. It is therefore essential for educational stakeholders to foster a secure and safe learning environment that facilitates the completion and retention as well as quality of education. However, it is essential to note that in Kenya, there are no coordinated policy frameworks or legal basis that aid in disaster management (Juma, 2015). This is evident in the sense that what primarily exists in a spontaneous system which played a key part in helping the government to answer back to disasters in the nation through

collaborative efforts with its partners such as the UN system. The United Nations International Strategy for Disaster Reduction (UN/ISDR) and its allies made efforts to ensure that disaster risk strategies are devised and implemented through the inclusion of risk education as the development of safer learning institutions as a fundamental element in the management of risks as postulated in a study that was conducted by Baltas (2004) who establishes the need to organize resources and apparatus prior to the response in disaster. The concept of inter-organizational activities therefore plays a significant role in unmasking what organizations engage.

A number of studies have been carried out both locally and internationally on the concept of strategy implementation, internationally for instance, Munslow and his colleagues (1999) in their study on the complex emergencies the institutional impasse derived their study through the use of the chaos theory and unraveled the complexities that make the management of disasters and emergencies complex in varied cases in the U.S. Schneid et al, (2000) in a research study on Disaster Management and Preparedness utilize the organizational theory of conflicts and disaster management in accentuating the potential risks institutions face due to the failure of proper appraisals to determine the potential damages of disasters. Rajasekar (2014) similarly conducted a research to explore the factors affecting effective strategy implementation in a service industry under a case study of electricity distribution firms in the Sultanate of Oman. A number of studies have similarly been conducted in Kenya, for instance, Kuria (2007) in a research study aimed at disclosing security and disaster management in the education sector utilizes the conflict theory in disclosing a set of interrelated prepositions, concepts, and definitions that are

established with the intent of presenting a systemic view of an issue or phenomenon, thus playing a significant role in specifying the relations between different variables with the sole intent of providing an explanation or predicting a phenomenon. Anyuor & Weru (2010) in their analytical assessment and study driven towards determining the prospects and challenges for public school head teachers in free primary education implementation in the municipality of Kisumu. Muchira (2013) similarly piloted a study to investigate the link between strategy implementation and performance in Kenyan commercial banks. According to these studies, no particular one focuses on the concept of strategy implementation in the context of Kenyan education sector. This study for that reason sought out to fill the existing literature gap by exploring the implementation of disaster management strategies in education sector in Kenya, hence the research question: how has strategies in managing disaster been implemented in Secondary schools in Nairobi, Kenya?

1.3 Research Objectives

The objectives of the study were as follows:

i.   To establish the disasters that affect secondary schools in Nairobi, Kenya.

ii.   Determine how disaster strategies have been implemented in secondary schools in Nairobi, Kenya.

iii.   Determine challenges in strategic implementation of disaster management in secondary schools in Nairobi, Kenya.

1.4 Value of Study

Though some studies have been conducted on the concept study formed a basis upon which further research was grounded as it was aid in establishing empirical study and become a basis of secondary information. The findings of this research was therefore be useful in contributing to the body of literature, hence helping future researchers gain mileage in filling the knowledge gaps established in relation to the management of disasters in learning institutions.

To the government and policy makers this research was of value as the application of a standard to the disaster management process enabled them make plans more efficient as well as relevant and ensured the adequacy of their content for the task of predisposing resources in the course of disasters. It similarly ensured compatibility between plans made for various reasons or jurisdictions.

Disaster management is an exciting and developing field, compelled by government outlay following terrorist attacks and environmental catastrophes, as well as private-sector employing of risk managers and disaster planning aid. This study therefore was valuable to an ever-growing number of practicing professionals because they required an orientation that could offer them a concrete ground in all key supervision mitigation, preparedness, response, communications, as well as recovery stages in times of disasters.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This part sought to describe the concepts of implementation of disaster management strategies in secondary schools in Nairobi, Kenya. The chapter focused on the theoretical underpinnings used in the implementation of a disaster management approach in secondary schools in Nairobi, Kenya. An analysis was conducted on the strategies of implementing disaster management approaches, the challenges inhibited in the process of implementing these challenges and the criticisms of the strategy implementation process. Lastly, the chapter was provided a summary of the literature and provide knowledge gaps.

2.2 Theoretical Foundations

The study mainly focused on two theories that was unravelled in this section. The theories established include the chaos theory and the resource-based view (RBV).

2.2.1 The Chaos Theory

Emergencies and disaster situations epitomize nonlinear human events. Even in the slightest efforts to create control and order in managing these situations, these events often churn a notch ahead of every human effort. Edward Lorenz 1917-2008 and Henri Poincaré (1854-1912) therefore introduced the chaos theory in underpinning a mathematical procedure of assessing some of the complex systems that regularly results into chaos within an organization (Johnson & Scholes, 2013). The theory therefore emphasizes on the creativity and adaptiveness of organizations in dealing with hampered response abilities and incomplete information. As established in this theory, disaster and emergency managers are encouraged to take cognizance of the value of variations. This remains an

aspect that is evident in the sessions used in capturing and making use the knowledge acquired from previous disasters (Drabek, 2014). The variations are therefore expected to teach and add on to new knowledge, not only from these unique events, but by the inclusion of new techniques and methods. This therefore means that there is a need to conduct an examination on these techniques with the intent of ensuring that they are in line with the variations, achieved through the use of diverse teams that play an important role in diversifying the methods on disaster and emergency problems.

The chaos theory hedges its strengths on the teachings of value variations as an approach of learning, an aspect that remains relevant to the management in regards to nonlinear dynamics. In the nonlinear system as established in the chaos theory, the unusual events, non-average behaviors, and the unexpected fluctuations that primarily drive the process of strategy implementation. This therefore suggests that variations may be used beyond any control limit as a quality measurement system in the implementation of a strategy, with these variations considered as a problem in the management systems, thus proving an opportunity for learning on the reasons why the variations may occur (Lerner & Wanat, 2013). Strategy implementation is therefore considered as the peak and the valley upon which quality measurement data is used in drawing the best sources that may be used in improving an administrative system. Managers therefore learn to ask the problems and reach the peak in the implementation of strategy.

One of the weaknesses of this theory however lies in its limitations is evident in the lack of proper control in identifying the pressure points that may alter a systems behavior in the

management and the implementation of strategic processes within organizations (Mosekilde, Aracil & Allen, 2016). There are no modifications provided by literature on this model, however, literature suggests on the need to ensure that recognition is given to nonlinear human system demands that may be used on examining the methods that mainly use minimal pushes in the achievement of maximum results. This approach is therefore premised on the inclusion of open lines of communication as opposed to the control of dominative hierarchies.

2.2.2 Resource-Based View

This research study is also supported by the resource based view theory. The backgrounds of the RBV could be tracked back to numerous biographers, however Wernerfelt (2004) explained its key tenet by affirming that the source of an organization's competitive edge is in the use of the package of key resources it possesses. These include human resources, finances, physical, and non-physical assets. Research show that those firms which do well in the global market are those that have demonstrated the ability to change with the times, rapidity and flexibility in innovating their products and services and superior leadership that is able to effectively and efficiently manage strategies for implementation of disaster management strategies.

It puts emphasis on the significance of resources as well as its effects for enterprise's performance. According to Wheellen and Hunger (2002) the theory is about the changing attribute of the environment; secondly, it stresses the main purpose of strategic management in suitably adjusting, combining, and mobilizing internal and external organizational, resources, as well as practical capabilities towards a shifting environment.

The way these resources are strategically managed will determine the achievement of laid out plan of the organization (Rumelt, 2011). Effective management of firm's resources will determine the way the strategies are implemented in the education sector.

2.3 Strategic Plan Implementation Process

The aspect of strategy involves the process of formulating and planning and strategic consensus. In structure, of importance are cross-functional coordination, resource apportionment, management control, as well as communication. Under the behavior aspect, the commitment of the personnel, leadership by executives and the cultural background are important. In the strategic plan implementation process, it is important to incorporate each aspect in order to effectively bring the strategic plan that is on paper to life. The implementation of a strategic plan is the most important phase in strategic management since it is the achievement feature of the strategic management procedure by which strategy is changed into action. David (2012) noted that, the execution of strategic plans involves motivation, control and balancing of the power politics. For effective strategic plan implementation, the aspects of strategy, structure and behavior are important (Brinkschronder, 2014). The implementation of any strategic plan relies on resources. Proper allocation of the necessary resources is an important part of the process of plan implementation. People, according to Brinkschronder (2014) are a primary strategic resource; hence, vital for organizations to efficiently exploit the expertise of their personnel at the appropriate places. Part of the process of strategic plan implementation is therefore to allocate tasks to employees best suited for them.

All objectives and strategies in a plan cannot be executed and realized all at once. It is therefore important to spread the activities over the course of the plan. The strategies have to be revised and weighted in order to ascertain the ideal place to begin. This order is determined by prospects for prompt successes, by sound comparison of strategies that rely on actions accomplished in previous strategies, or through an annual cycle of actions. When implementing a strategic plan, sharing the plan within and outside the organization is part of the process. Multiple formats that are adapted to the audience should be used; the Website, brochures, and comprehensive action plans. These ought to be brought up-to-date from time to time to reflect the implementation process. It is also important to engage more people since strategic plan implementation involves introduction of change (Eisenstat, 2013). This part of the process involves getting senior leadership clearly at the back of the plan. It entails having them share with the organization the information they get in progress reports. This should serve to show the organization is helpful of executing the strategic plan and will prevent it from turning out to be just a shelf manuscript. While the top management controls the progress of the plan and even intervenes for example through resource allocation, space for creativity by the employees should be allowed.

The effective implementation of a strategic plan can only be achieved when the plan is incorporated into daily firm activities. For progress in plan implementation, the plan needs to be kept visible by integrating it into daily routines like personnel meetings and professional development plans. Also drill down from strategies to indicate the manner in which they are linked to different actions. Within each strategic plan are different initiatives. It is therefore important that action plans be established for the specific

programs in the plan. For each, the person responsible for what activity, when it will be started and when it will be completed are important to note. It is also important to determine the expected results of each milestone in order to accomplish the final result. This will aid in assessing the plan progress and to determine when adjustments need to be made. During the implementation of the strategic plan, monitoring of trends and the environment is done. The approaches used in the implementation are tracked, those that worked well and those that need refinement are distinguished. For proper progress of the process of strategic plan implementation, the approaches that need refinement are refined since plans are not cast.

2.3.1 Factors in Strategy Implementation

As accentuated in the views of Greer, Lusch, and Hit (2017), strategy implementation entails processes and procedures that help in turning the learning institutions strategies into laid out plans, efforts that help in accomplishing their strategic goals and objectives. Implementing an organizations strategic plan remains crucial an essential in achieving an organizations goals and objectives. Guohui and Eppler (2008) pointed out three different ideas of the word when they gathered various meanings they found in related literature sources: The first method focuses on a procedure viewpoint and considers strategy implementation as a series of prudently intended successive steps. The second method considers strategy implementation as a sequence of comparatively concentrated, however usually similar actions and scrutinizes these actions from a behavior viewpoint. Olsen (2018) defines strategy Implementation as the process that transforms strategies as well as plans into actions with the aim of realizing strategic objectives. Juneja (2018) defines strategy implementation as the means by which an organization ought to progress, use as

well as combine organizational structure, control systems as well as culture to monitor strategies that bring about competitive edge as well as enhanced performance.

Implementation of strategy is a key step in transforming an organization's idea of a plan into actuality. By way of a sequence of action-focused stages as well as responsibilities, the implementation process outlines the life cycle of a plan. Devoid of strategy implementation, a plan would not be set off, because strategy implementation serves as the blueprint of a plan (Johnson, Scholes & Whittington, 2015). The implementation process points out what tasks ought to be accomplished as well as when. Strategy implementation is action-focused and employs a number of instruments that enable the project team to hold onto the on track. Another importance of strategic implementation is creating an implementation schedule. Implementation schedules are the same as timelines because they determine commencement as well as finish dates for when program tasks as well as phases ought to be finished (Sheahan, 2017). Strategic implementation is also key as it assesses project costs as well as defines cost apportionment to finance the program from commencement to completion. Through planning in advance and carrying out financial studies as well as estimations, the strategic implementation process can save projects fund ultimately, since unanticipated costs can be minimized or eradicated (Lorette, 2018). The strategy implementation process will define the assessment means for a plan. Assessments are carried out to understand how close a project is to be completed, as well as if the team has achieved significant targets. Assessment comprises evaluating a project's headway, and matching that against the anticipated objective. This will indicate to the project team

whether or not they are in the right direction with the projected timelines as well as estimated funding.

2.3.2 Strategic Plan Implementation Challenges

Strategic plan implementation permeates everyday life in the school. It comes with its own challenges as has been evidenced by other researchers in the past. Challenges are likely to occur in all the important aspects of the implementation process; strategy, structure and behavior. Failure to ensure involvement of all people in the process, lack of innovation freedom for the employees, mismanagement by senior management or lack of proper leadership and lack of proper coordination of involved departments are sighted as some of the reasons that derail strategic plan implementation (Brinkschronder, 2014). Wessel (1993) notes that most barriers to strategy implementation fall into either one of these categories: many conflicting priorities, dysfunctional top teams, a top down management approach, unsound communication, inter-functional conflicts and insufficient management progress. Whereas these can be addressed, there are increased possibilities of successful strategy implementation. Crittenden et al. (2008) found that a lot of control constrains inventiveness that is organizations' essential resource.

King'ori (2013) studied the challenges of strategy implementation among the local pharmaceutical importers and distributor firms in Kenya and concluded that the critical workforce in implementation was not involved in the planning process and vice versa. The study further noted that communication of the strategies was not well done hence resulted in resistance to change impeding implementation. Lack of proper training of the workforce, lack of administrative support and lack of clear guidelines also contributed to a flawed

29

implementation process (Sterling, 2003). Dandira (2011) notes that the biggest challenge in strategic plan implementation is that the workers who are supposed to implement the strategic plans lack vital information about the strategic plan itself and concludes there is a missing link between formulation and implementation stages. Myrna (2012) puts it that most organizations fail to successfully implement their strategic plans due to four reasons namely: mishandling individuals who do not execute as requested, discouraging personal drive as well as ownership, dropping impetus in the face of everyday functioning needs.

2.3.3 Criticisms of Strategy Implementation

Myrna alleges that implementation needs to begin with engagement of hearts and souls in a well-organized manner where the leader seeks to develop consensus on where they are, where they want to be and how they will get there. In essence, the leader buys in the entire team by consensus building. Failure to identify and recognize achievements also acts as negative. Leaders need to accept how the real world works and overcome the shortcomings like drafts which delay implementation and should be replaced with versions, and also eliminate words like action dates with suspense dates to ensure the team is proactive (Myrna, 2012). Top management ought to be part of examining the course and revising the process and could possibly intervene where the vision for the goal is misplaced or where resource could possibly require reorganization. Lorange (1998) propose that various new strategy actions ought to be unrestricted in an initial stage, so that resources can be saved at unbeneficial undertakings and be well utilized "where they actually have key, potential payoffs", connected.

Critics allege that the strategic implementation process of an organization may lack the level of balance required concerning hierarchy and independence and self-responsibility that must be found in connection with the strategy (Olson et al. 2015), citing migration management as the misplaced tie in several organizations; thus inability to transform strategy into comprehensible and long-term action. By creating and using appropriately the clear statements of the desired future identity and by having sequential related courses of action plans that are oriented towards learning and adaptation, organizations have been able to overwhelm constraints linked with conventional methods to strategy implementation. Johnson & Scholes (2012) attributes implementation challenges to lack of a formal process to manage five key constraints linked with implementation. They put it that there is need to synchronize long-term objectives with short-term objectives which are required for action.

2.4. Empirical Literature Review and Research Gap

Researchers have conducted several studies on implementation of strategies. For instance, Niclas Brinkschröder (2014) looked at Strategy Implementation: Key Factors, Challenges and Solutions. He was concerned with the composition of successful implementation and what needs to be considered and challenges that can occur during the process and eventually how to solve them. Qualitative research design was conducted in form of interviews to collect data.

Robert ten Vergert (2010) conducted a research on implementing strategies by trying find out how higher education institutions implement their strategy. The researcher used four data collection methods to collect the required information to establish what strategies were

developed, how they were implemented and if they had an impact. These were strategic documents, an online questionnaire, face to face interviews and performance indicators.

According to a study by Kraaijenbrink (2010), on challenges and solutions to implementation of strategy in Netherlands, strategy is the main approach that an organization needs to apply in order to ensure its sustainability. In most cases, managers develop the assumption that an effective strategy alone can be adequate in enabling the duration and the ability of an organization to achieve a implementation of disaster management strategies.

Locally, Muendo Bonface Mbithi (2016) study looked at influence of strategy implementation on performance of Kenya Bureau of Standards. The study revealed several factors affecting strategy implementation at KEBS; these include the organizational structure, organizational culture, leadership style, communication, employee involvement and Information Communication Technology infrastructure.

Kaino Joel Kipkosgei (2016) looked at the challenges of strategy implementation in the national government ministries in Kenya. The study adopted a cross-sectional survey in analyzing challenges of strategy implementation in National Government Ministries in Kenya. A survey was deemed to be appropriate for this study because it brought out the unique challenges that impact strategy implementation.

Oanda (2013), investigated challenges of strategy implementation in Private Security Companies in Kenya, and found out that the most frequent challenges in strategy implementation among the Kenyan private security firms studied was the implementation of strategy.

From the discussed international and indigenous studies, it is clear that none of the studies have concentrated on implementation of disaster management strategies in secondary schools in Nairobi. This creates a gap that this study seeks to address. The main objective of this study is to determine the implementation of disaster management strategies in secondary schools in Nairobi.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This part encompassed the specific procedures and techniques that the researcher employed in this study to identify, select, process, as well as analyze information pertaining to the topic. It comprised of, the research design, population of study, data collection as well as data analysis.

3.2 Research Design

Maxwell (2012) defines research design as a set of advance decisions that constitute the master plan laying down the methods as well as procedures for obtaining and analyzing the required information. This research adopted a cross sectional research design to gather information relating to the existing status of the phenomena to describe "what exists" pertaining to variables or state of affairs in the situation. According to Mitchell and Jolley (2012) a cross sectional research design refers to one in which information is obtained without changing the situation (i.e., not anything is manipulated).

It is justified for the study to adopt a cross sectional research design as the subjects or participants were observed in a natural as well as unchanged environment. Similarly, cross sectional research was a pre-cursor to future studies since it was valuable in identifying variables that could possibly be measure. The data collection allowed for collecting in-depth information that could possibly be either quantitative (surveys) or qualitative (observations or case studies) in nature, which resulted in a multidimensional approach to data collection as well as analysis. A cross sectional study allowed for rich data that was gathered in large amounts. Furthermore, this type of research was utilized to create new

research questions, or form hypotheses pertaining to the cause as well as effect associations (Maxwell, 2012).

3.3 Population of Study

Population is defined as to the whole cluster of individuals, events or related things that the researcher needs to discover (Smith, 2012). It the entire collection of cases or units about which the researcher drew inferences. Population of study comprised secondary schools in Nairobi. The total number of secondary schools in Nairobi is 338 (ShuleZote 2018)

3.4 Sampling Design

Kothari (2003) explains that sample size refers to the number of objects to be selected from the target population. The sample size should be appropriate to meet the requirements of efficiency, reliability, representation and flexibility.

According to Mugenda (2003) a sample of between 10% to 30% is acceptable to make general conclusions. For this study, the researcher used 20% of the target population of 338 secondary schools in Nairobi, giving the sample size of 60 secondary schools. The secondary schools was selected using simple random sampling to reduce biasness.

3.4 Data Collection

This study utilized primary data that was obtained by way of semi structured questionnaires (which was based primarily on closed questions to produce data that could be analyzed quantitatively.

The questionnaires was issued to various heads of respective secondary schools. Use of questionnaires was ideal for this study as it was used to collect data quite fast. Also, all the

participants had an opportunity to provide feedback. The feedback was anonymous, which encourage openness as well as honesty of the participant (Cohen, Manion & Morrison, 2012).

3.5 Data Analysis

Data analysis for descriptive statistics was done in this study to describe, indicate or summarize data in a meaningful manner such that patterns can develop from the data. Descriptive statistics however did not allow conclusions beyond the analyzed data or reach conclusions pertaining to any hypotheses that might have been made. Central tendency was measured by describing the central position of a frequency distribution for the group of data. This was done by way of various statistics for instance the mean. Measures of these spread such as the standard deviation was also used. Descriptive statistics was utilized in summarizing the group of data with the aid of graphical description for instance graphs and charts. The Statistical Package for Social Sciences (SPSS) software was used to analyze data as well as make predictions based on data collections.

CHAPTER FOUR: DATA ANALYSIS, RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the data analysis, interpretation and presentation of the study findings which was on the implementation of disaster management strategies in secondary schools in Nairobi, Kenya.

4.2 Demographic Information of the Respondents

The demographic data obtained from individual respondents and their background is examined in this segment. Doing this enabled the researcher to comprehend the respondents setting and their capability to provide useful data. The results are presented according to the demographics and the research questions. The general information sought from the respondents included the length of time they had worked in secondary school, their designation, role in the school and the number of years they had been in their current positions whether the school has a strategic plan and the nature of disasters experienced.

4.2.1 Response Rate

The study targeted a total of 60 Respondents who constituted of the sampled school heads in Nairobi, Kenya. Out of these, 59 respondents could be reached and completed the questionnaires while only one was not available to fill the questionnaires, hence the response rate of the study at 98%. Mugenda and Mugenda (2009) indicated that a response percentage of more than 70%, is considered good enough for examination and reporting.

Figure 4.1: A Pie Chart Representation of the Responses
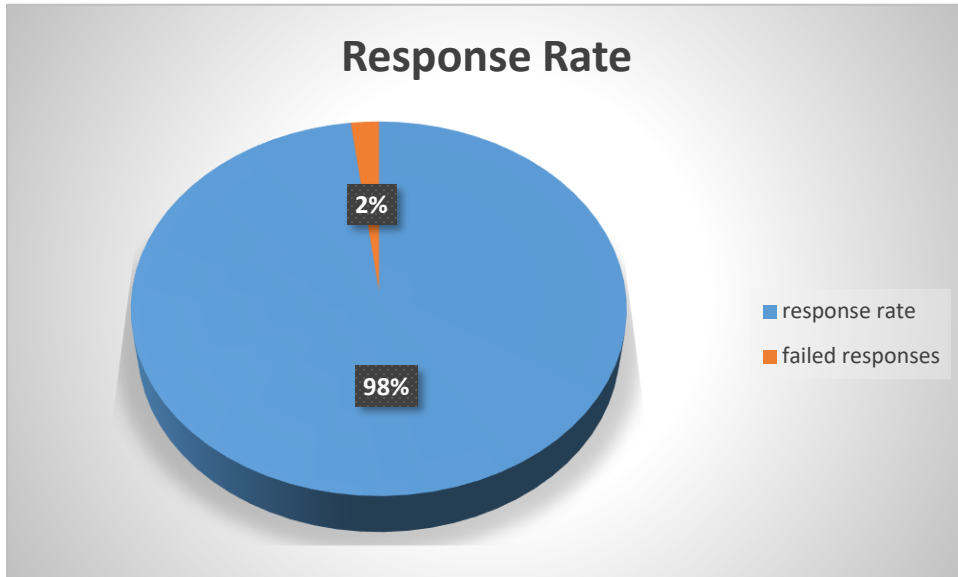
4.2.2 Nature of Disaster Affecting Secondary Schools in Nairobi, Kenya

The researcher sought to find out the nature of disasters affecting secondary schools in Nairobi, Kenya.

Table 4.1: Nature of Disasters affecting Secondary Schools

Nature of Disaster	Yes	No
Drug Abuse	48%	53%
School Strike	44%	56%
Arson	39%	61%
Road Accident	37%	63%
Electric Hazard	34%	66%
Flood	24%	76%
Robbery	20%	80%
Rape	17%	83%

The findings indicate that drug abuse is one of the disasters affecting secondary schools in Nairobi, Kenya with a prevalence rate of 48%. School Strike is one of the disasters affecting secondary schools in Nairobi, Kenya with a prevalence rate of 44%. Arson is one of the disasters affecting secondary schools in Nairobi, Kenya with a prevalence rate of 39%. Road Accident is one of the disasters affecting secondary schools in Nairobi, Kenya with a prevalence rate of 37%. Electric Hazard is one of the disasters affecting secondary schools in Nairobi, Kenya with a prevalence rate of 34%. Flood is one of the disasters affecting secondary schools in Nairobi, Kenya with a prevalence rate of 24%. Robbery is one of the disasters affecting secondary schools in Nairobi, Kenya with a prevalence rate of 20%. Rape is one of the disasters affecting secondary schools in Nairobi, Kenya with a prevalence rate of 17%. Rape is one of the disasters affecting secondary schools in Nairobi, Kenya with a prevalence rate of 17%

4.2.3 Years of Work at the School

The Respondents were required by the study to state years of work at the school

Table 4.2: Years of Work at the School

years have work at the school	Frequency	Percent	Cumulative Percent
0-5 Years	13	22	22
06-10 Years	12	20.3	42.3
11-15 Years	21	35.6	77.9
16-20 Years	4	6.8	84.7
Over 20 Years	9	15.3	100
Total	59	100	

The findings indicate that 22% of the respondents have been working for their current schools for a period of 0-5 Years. 20.3% of the respondents have been working for their current schools for a period of 06-10 Years. 35.6% of the respondents have been working for their current schools for a period of 11-15 Years. 6.8% of the respondents have been working for their current schools for a period of Years 16-20 Years. 15.3% of the respondents have been working for their current schools for a period of Over 20.

4.2.4 Disaster Prevalence and Disaster Management Strategy

The Respondents were required by the study to state whether they had a disaster management strategy. Consequently, they were required to state the whether the school had experienced disasters before.

Table 4.3 Disaster Prevalence and Disaster Management Strategy

Disaster Prevalence and Disaster Management Strategy	Yes	No
presence of a disaster management strategy in your school	92%	8%
whether the school has experienced a disaster	88%	12%

The findings indicate that 92% of the school have disaster management strategies in place while 88% of the respondents indicated that they have at some point in time experienced disasters within their schools. This implies that they would make meaningful contribution to this study.

40

4.3 Disaster Management Strategies Implemented by Secondary Schools in Nairobi, Kenya

The main objective of the study is to observe the implementation of disaster management strategies by secondary schools in Nairobi, Kenya using Likert Scale where 1 is Not at all 2. Little extent 3. Moderate extent 4. Great extent 5. Very great extent

Table 4.4: Disaster Management Strategies Implemented

strategies implemented	Mean	Std. Deviation
The school maintains a school emergency kit	4.32	0.60
The school has a reliable alarm system	4.27	0.52
The school has adequate first Aid kits	4.08	0.50
The school has counsellors	3.83	0.79
The school has been fitted with adequate fire extinguishers	3.83	0.79

The findings indicate that to a great extent the schools maintains a school emergency kit as indicated by the mean of 4.32 and a small standard deviation of 0.60. to a great extent the school has a reliable alarm system as indicated by the mean of 4.27 and a small standard deviation of 0.52. to a great extent the school has adequate first Aid kits as indicated by the mean of 4.08 and a small standard deviation of 0.50. to a great extent. The school have counsellors as indicated by the mean of 3.83 and a small standard deviation of 0.79. to a great extent the school have been fitted with adequate fire extinguishers as showed by the mean of 3.83 and a small standard deviation of 0.79.

4.4 Challenges Affecting Disaster Management Strategies

The study also sought to find out challenges affecting disaster management strategies using Likert Scale where 1is Not at all 2. Little extent 3. Moderate extent 4. Great extent 5. Very great extent.

Table 4.5: Challenges Affecting Disaster Management Strategies

Challenges Affecting Disaster Management Strategies	Mean	Std. Deviation
complexities associated with Organizational culture and structure	4.20	0.74
Indiscipline among students	4.14	0.51
Lack of technology	4.05	0.51
Culture diversity	2.93	0.96
Resistance to change	2.27	1.06
Lack of commitment from the management	2.17	1.00
Lack of adequate resources	1.97	0.85

The findings showed that to a great extent there are complexities associated with organizational culture and structure as indicated by the mean of 4.20 and a small standard deviation of 0.74. to a great extent Indiscipline among students is a challenge to effective disaster management in secondary schools in Nairobi ,Kenya as showed by the mean of 4.14 and a small standard deviation of 0.51. to a great extent as showed by the mean of 4.05 and a small standard deviation of 0.51. to a great extent culture diversity is a challenge to effective disaster management in secondary schools in Nairobi ,Kenya as indicated by

the mean of 2.93 and a small standard deviation of 0.96. to a great extent resistance to change is a challenge to effective disaster management in secondary schools in Nairobi ,Kenya as indicated by the mean of 2.27 and a small standard deviation of 1.06. to a great extent lack of commitment from the management is a challenge to effective disaster management in secondary schools in Nairobi ,Kenya as indicated by the mean of 2.17 and a small standard deviation of 1.00. to a great extent lack of adequate resources is a challenge to effective disaster management in secondary schools in Nairobi ,Kenya as indicated by the mean of 1.97 and a small standard deviation of 0.85.

4.5 Discussion of the Findings

The study sought to find out the implementation of disaster management strategies by secondary schools in Nairobi, Kenya. Based on the findings in relation to specific objective, the study concludes secondary schools in Nairobi have implemented basic disaster management strategies such as the maintenance of a school emergency kit, installation of reliable alarm system, acquisition of adequate first aid kits, employment of school counsellors and installation of adequate fire extinguishers. The findings are in line with the findings of Mwangi (2008) who studied the implementation of disaster management strategies and performance of independent oil companies in Kenya

CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of findings, conclusions, and recommendations. The findings are summarized in line with the objectives of the study which was to establish the implementation of disaster management strategies in secondary schools in Nairobi, Kenya. The findings have been discussed relative to the questionnaire aspects which were on; demographic data on the respondent the aspects of the predictor variables and how it influences implementation of disaster management strategies in Secondary schools in Nairobi, Kenya.

5.2 Summary of Findings

The objective of the study was to establish the implementation of disaster management strategies by secondary schools in Nairobi, Kenya. This research adopted a cross sectional research design to gather information relating to the existing status of the phenomena to describe "what exists" pertaining to variables or state of affairs in the situation population of study comprise secondary schools in Nairobi. The total number of secondary schools in Nairobi is 338 (ShuleZote 2018). For this study, the researcher used 20% of the target population of 338 secondary schools in Nairobi, giving the sample size of 60 secondary schools. The secondary schools were selected using simple random sampling to reduce biasness.

This study utilized primary data that was obtained by way of semi structured questionnaires (which was based primarily on closed questions to produce data that could be analyzed quantitatively. The questionnaires were issued to various heads of respective secondary schools. Use of questionnaires was ideal for this study as questionnaires was used to collect data quite fast. Also, all the participants had an opportunity to provide feedback. The feedback was anonymous, which encourage openness as well as honesty of the participant. Data analysis for descriptive statistics was done in this study to describe, indicate or summarize data in a meaningful manner such that patterns can develop from the data.

The Statistical Package for Social Sciences (SPSS) software was used to analyze data as well as make predictions based on data collections. The demographic data obtained from individual respondents and their background is examined in this segment. Doing this enabled the researcher to comprehend the respondents setting and their capability to provide useful data. The results are presented according to the demographics and the research questions. The general information sought from the respondents included the length of time they had worked in secondary school, their designation, role in the school and the number of years they had been in their current positions whether the schools have a strategic plan and the nature of disasters experienced.

The study targeted a total of 60 Respondents who constituted of the sampled school heads in Nairobi, Kenya. Out of these, 59 respondents could be reached and completed the questionnaires while only one was not available to fill the questionnaires, hence the

response rate of the study at 98%. Mugenda and Mugenda (2009) indicated that a response percentage of more than 70%, is considered good enough for examination and reporting.

The respondents were required by the study to state years of work at the school. The findings indicate that 22% of the respondents have been working for their current schools for a period of 0-5 Years. 20.3% of the respondents have been working for their current schools for a period of 06-10 Years. 35.6 % of the respondents have been working for their current schools for a period of 11-15 Years. 6.8% of the respondents have been working for their current schools for a period of Years 16-20 Years. 15.3% of the respondents have been working for their current schools for a period of Over 20.

The researcher sought to find out the nature of disasters affecting secondary schools in Nairobi, Kenya. The findings indicate that drug abuse is one of the disasters affecting secondary schools in Nairobi, Kenya with a prevalence rate of 48%. School Strike is one of the disasters affecting secondary schools in Nairobi, Kenya with a prevalence rate of 44%. Arson is one of the disasters affecting secondary schools in Nairobi, Kenya with a prevalence rate of 39%. Road Accident is one of the disasters affecting secondary schools in Nairobi, Kenya with a prevalence rate of 37%. Electric Hazard is one of the disasters affecting secondary schools in Nairobi, Kenya with a prevalence rate of 34%. Flood is one of the disasters affecting secondary schools in Nairobi, Kenya with a prevalence rate of 24%. Robbery is one of the disasters affecting secondary schools in Nairobi, Kenya with a prevalence rate of 20%. Rape is one of the disasters affecting secondary schools in Nairobi,

Kenya with a prevalence rate of 17%. Rape is one of the disasters affecting secondary schools in Nairobi, Kenya with a prevalence rate of 17%

The respondents were required by the study to state whether they had a disaster management strategy. Consequently, they were required to state whether the school had experienced disasters before. The findings indicated that 92% of the school have disaster management strategies in place while 88% of the respondents indicated that they have at some point in time experienced disasters within their schools. This implies that they would make meaningful contribution to this study.

The main objective of the study is to examine the implementation of disaster management strategies by secondary schools in Nairobi, Kenya Kenya. The findings indicated that to a great extent the schools maintains a school emergency kit. To a great extent the schools have a reliable alarm system. To a great extent the schools have adequate first Aid kits. To a great extent the schools have counsellors. To a great extent the schools have been fitted with adequate fire extinguishers.

The study also sought to find out challenges affecting disaster management strategies. The findings indicated that to a great extent there are complexities associated with organizational culture and structure. To a great extent indiscipline among students is a challenge to effective disaster management in secondary schools in Nairobi, Kenya. To a great extent. To a great extent culture diversity is a challenge to effective disaster management in secondary schools in Nairobi, Kenya. To a great extent Resistance to

change is a challenge to effective disaster management in secondary schools in Nairobi, Kenya. To a great extent Lack of commitment from the management is a challenge to effective disaster management in secondary schools in Nairobi, Kenya. To a great extent Lack of adequate resources is a challenge to effective disaster management in secondary schools in Nairobi, Kenya.

5.3 Conclusion

The study sought to find out the implementation of disaster management strategies by secondary schools in Nairobi, Kenya. Based on the findings in relation to specific objective, the study concludes secondary schools in Nairobi have implemented basic disaster management strategies such as the maintenance of a school emergency kit, installation of reliable alarm system, acquisition of adequate first aid kits, employment of school counsellors and installation of adequate fire extinguishers

5.4 Recommendations

The study recommends that schools should seek to acquire and implement disaster management strategies so as to improve safety standards within the schools. The study also recommends that schools should also seek to address other factors that contribute to increment of school disaster risk status such as continually building a culture of discipline within the schools to address the issue of high indiscipline among students, reduce resistance to change and foster commitment from the management. The study also recommends that schools should also be availed with adequate financial and technical resources to effectively carry out disaster management programs

5.5 Limitations of the Study

The study's limitations included limited time set aside for the research and the limited scope of study. Securing face to face interviews was a challenge due to the senior managers' busy schedules and the limited stipulated time to carry out the research. To counter this, appointments had sought and scheduled, sometimes outside the official working hours. The respondents approached were unwilling in giving information dreading that the information sought would be used to threaten them or print a negative image of the institutions. The researcher handled the problem by carrying an introduction letter from the university and assured them that the information would be treated confidentially and it was only for academic purposes.

5.6 Suggestions for further Research

The study suggests further survey to study implementation of disaster management strategies and performance in other industries. This research should be replicated in other industries in order to establish whether there is consistency among them on implementation of disaster management strategies for organizations. The study will supplement the findings of this study by providing information on the strength and weaknesses experienced in the implementation of disaster management strategies. Additionally, further research done on the factors affecting strategy implementation and impact on implementation of disaster management strategies by focusing on other sectors other than secondary schools in order to depict reliable information that illustrates real situation in across all sectors.

The study suggests further survey on study organizational disaster management strategies and performance in other industries. This research should be replicated in other industries in order to establish whether there is variation in response. Further research should be done on the factors that affect strategy change and impact on organizational implementation of disaster management strategies with a focus on other sectors than secondary schools, so as to have an all-encompassing research that provides a bigger picture of actual situations.

REFERENCES

Alexander, D. (2002). *Principles of emergency planning and management Terra* publishing: London.

Alexander, D. E. (2014). Social media in disaster risk reduction and crisis management. *Science and engineering ethics*, *20*(3), 717-733.

Baltas, E. (2004). *Safety of school buildings in Greece, in OECD (2004), Lessons in Danger, I*nternational Conference on School Safety and Security, Paris, 12-14 November 2003.

Birkland, T. (2006). *Lessons of disaster. Policy change after catastrophic event*. Washington: Georgetown University Press.

Bumgarner, J. B. (2008). *Emergency management: A reference handbook.* Santa Barbara, CA: ABC-Clio

Cohen, L., Manion, L., & Morrison, K. (2012) *Research methods in education 5th Edition.* London: Routledge   Falmer.

Drabek, T (2014). *Disaster in aisle 13 Revisited", in disasters, collective behavior, and social organization. R. Dynes and K. Tierney* (eds.), pp. 26-44, Newark: University of Delaware Press.

Eisenstat, R. A. (2013). Implementing strategy: developing a partnership for change, *Planning Review*, 21(5), 33-6.

Ferdinand, J., Graca, M., Antonacopoulou, E., & Easterby-Smith, M. (2014). *Dynamic capability: Tracking the development of a concept.* Innsbruck, Austria: Paper to be presented at OKLC conference.

Greer, C. R., Lusch, R. F., & Hitt, M. A. (2017). A service perspective for human capital resources: a critical base for strategy implementation. *Academy of Management Perspectives*, *31*(2), 137-158. doi:10.5465/amp.2016.0004

Gustafson, R.F. (2018). *The importance of business implementation*. Retrieved from https://smallbusiness.chron.com/importance-business-implementation-34571.html

Johnson G., & Scholes K. (2013). *Exploring corporate strategy; Texts and cases*, 6th edition. Prentice Hall, New Delhi,

Johnson, G. & Scholes, K (2012*). Exploring corporate strategy*, Prentice Hall, 6th Edition.

Juma, K. (2015). *This is why we are not going back; teachers tell of harrowing experiences*. The Standard pg 10

Juneja, P. (2018). *Strategy implementation - Meaning and steps in implementing a strategy*. Retrieved from https://www.managementstudyguide.com/strategy-implementation.htm

Kim, W. C., & Mauborgne, R. A. (2014). *Blue ocean strategy, expanded edition: How to create uncontested market space and make the competition irrelevant*. Harvard business review Press.

Kuria, N. (2007). *Security and disaster management in educational institutions*. Paper presented during a KESI induction course for Heads of Departments, Muran'ga:

Lelei, M., & Weidman, J. (2012). *Education development in Kenya: Enhancing access and quality.* 143-162.

Lerner, A., & Wanat, J (2013). *Public administration: A realistic reinterpretation of contemporary public management.* Englewood Cliffs, N. J.: Prentice-Hall.

Lorette, K. (2018). *What is strategic implementation*? Retrieved from https://smallbusiness.chron.com/strategic-implementation-5044.html

Maxwell, J. A. (2012). *Qualitative research design: An interactive approach* (Vol. 41). Thousand Oaks, CA: Sage publications.

Mitchell, M. L., & Jolley, J. M. (2012). *Research design explained*. Boston, MA: Cengage Learning.

Mosekilde, E., Aracil, J., & Allen, P. M (2016). Instabilities and chaos in nonlinear dynamic systems. *System Dynamics Review*, 4, 14-55.

Muchira, W. N. (2013). *Relationship between strategy implementation and performance in commercial banks in Kenya*. Unpublished MBA project, School of Business University of Nairobi.

Mulder, P. (2018). *5 P's of Strategy by Henry Mintzberg*. Retrieved from https://www.toolshero.com/strategy/5-ps-of-strategy/

Munslow B. et al, (1999). Complex emergencies, The institutional impasse, *Third World Quarterly*, 20,1,

Olsen, E. (2018). *Strategy implementation*. Retrieved from https://onstrategyhq.com/resources/strategic-implementation/

Omolo, D.O., & Simatwa, M.W. (2010). An assessment of the implementation of safety policies in public schools in Kyushu West and Kyushu East districts, Kenya. *Educational Research.*1 (11), 634-649

Rajasekar, J. (2014). Factors affecting effective strategy implementation in a service industry: A study of electricity distribution companies in the Sultanate of Oman. *International Journal of Business and Social Science*, 5(9).

Rumelt, R. P. (2012). Good strategy/bad strategy: The difference and why it matters. *Strategic   Direction*, *28*(8).

Schneid, D. T. et al., (2000). Disaster management and preparedness. Lewis Publishers, New York

Sheahan, K. (2017) September 26). *The importance of strategic implementation*. Retrieved from   https://bizfluent.com/about-6453292-importance-strategic-implementation.html

Smith, A. M. (2012). Research methodology: A step-by-step guide for beginners. *Nurse Education in   Practice*, 12*(3),* 25.

Vanvactor, J. D. (2015). *Crisis management: A leadership perspective*. Hauppauge, New York: Nova Science Publishers, Inc.

Wernerfelt, B., (2004), A resource based view of the firm, *Journal of Economics & Management Strategy*, 13,171-180

Wheellen J., & Hunger K. (2002). *Strategic management and business policy*, Harvard Businesss School, Prentice Hall.

APPENDIX: QUESTIONNAIRE

This questionnaire is designed for academic purposes only and the information given in response will be treated with utmost confidentiality. Kindly answer the questions as objectively as possible.

SECTION A: GENERAL INFORMATION

1. Position of respondent: Administration { } Non – Administration { }

2. How many years have your worked in the school?

0 – 5 ☐

6 – 10 ☐

11 – 15 ☐

16 – 20 ☐

Over 20 ☐

SECTION B: STRATEGY BACKGROUND

1. Does your school have a vision statement?   ☐ YES   NO ☐

2. Does your school have a mission statement?   ☐ YES   NO ☐

3. Does your school have a strategic plan?   ☐ YES   NO ☐

If yes, what time frame does it cover?

☐ 0 - 2 yrs. ☐ 3- 5 yrs. ☐ 6 - 10 yrs. ☐ 11 - 15 yrs. ☐ Over 15yrs.

SECTION C: DISASTER THAT AFFECT THE SCHOOL

4. Has your school ever experienced a disaster?

YES ☐   NO ☐

5. What type of disaster has been experienced in your school in the past 3 years?

DISASTER	YES	NO
School Strike		
Arson/Fire		
Robbery		
Road Accident		
Electric Hazard		
Flood		
Drug abuse among students		
Rape		

6. **SECTION D: IMPLEMENTATION OF DISASTER MANAGEMENT STRATEGIES**

7. Is there a disaster management strategy in your school?

YES ☐   NO ☐

8. Using a scale of 1 -5 where 1 = Not at all and 5 = Great extent, please select the option that best describes your opinion about the following statement by putting a tick (√) on the appropriate column:-

	STRATEGIES PUT IN PLACE	1	2	3	4	5
I.	The School has been fitted with adequate fire extinguishers					
II.	The school has adequate first Aid kit(s)					

		1	2	3	4	5
III.	The school has a reliable alarm system					
IV.	The school maintains a school emergency kit					
V.	The school has counsellors					

9. SECTION D: CHALLENGES OF IMPLEMENTATION OF DISASTER MANAGEMENT STRATEGY

Using a scale of 1 – 5, where 1 = Not at all and 5 = Great extent, to what extent did each of the following challenges affect strategy implementation in you school?

	CHALLENGES	1	2	3	4	5
I.	Resistance to change					
II.	Lack of adequate resources					
III.	Lack of commitment from the management					
IV.	Culture diversity					
V.	Inexperienced employees					
VI.	Organization culture and structure					
VII.	Lack of technology					
VIII.	Indiscipline among the students					

THANK YOU