

**LEVELS OF ORGANIZATIONAL LEARNING STRATEGIES AND PERFORMANCE
OF KENYA INSTITUTE OF MANAGEMENT IN NAIROBI CITY COUNTY, KENYA**

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D53/CTY/PT/26229/2018

**A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF BUSINESS,
ECONOMICS AND TOURISM IN PARTIAL FULFILMENT OF THE REQUIREMENT
FOR THE AWARD OF DEGREE MASTER IN BUSINESS ADMINISTRATION
(STRATEGIC MANAGEMENT) OF KENYATTA UNIVERSITY**

APRIL 2025

DECLARATION

This project is my original work and has never been submitted to any other university for assessment or award of a degree.

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Date.....

I confirm that the work in this project was done by the candidate under my supervision.

This project has been submitted with my authority as the university supervisor.

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DEDICATION

I dedicate this research to my family and friends, whose unwavering support and cheer have been invaluable. I remain indebted to them and would always be grateful.

ACKNOWLEDGEMENT

This project's successful completion would not have been possible without the dedicated supervision and guidance of my supervisor, Dr. Rosemarie Wanyoike. Her mentorship has significantly deepened my understanding in this field. I also wish to acknowledge the Department of Business Administration at KIM for their support during the research process. My heartfelt thanks also go to my colleagues for their camaraderie and encouragement throughout the project. I am equally grateful to my family and friends for their profound emotional reassurance, which was vital in completing this research. Above all, I am deeply thankful to God for His care and grace throughout this journey.

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OPERATIONAL DEFINITION OF TERMS

Ad-hoc meetings	<p>A team level learning strategy through unscheduled meetings meant to discuss pertinent issues that arise in the course of an organization's operations</p> <p>An individual learning strategy where employees are given roles to act as helpers to senior roles</p>
Assistant-to-roles	<p>An organizational level learning strategy where firms partner with institutions to gain intensive knowledge about its operations.</p>
Case study partnerships	
Growth and learning perspective	<p>An organizational performance metric that measures individual and group improvement to build the capacity needed to support value-creation by the internal business processes in a firm.</p>
Internal business processes perspective	<p>An organizational performance benchmark that measures the key processes and activities that are needed for excellent efficiency and effectiveness in service and/or product delivery to customers.</p>
Organizational learning strategies	<p>Techniques applied by organizations for learning at the individual, team and organizational-wide levels.</p>
Organizational level learning	<p>The conception, application and sharing of knowledge that is organizational-wide and consistent for all employees in the organization.</p>
Performance	<p>An organization's capability to meet its objectives measured based on growth and learning, internal business processes and customers, perspectives.</p>
Organizational routines, rules and processes	<p>An organizational level learning strategy where organizations stipulate their desired code of behavior and mode of operation for employees to follow in their day-to-day activities.</p>
Re-use of experts	<p>An individual learning strategy applied in an organization through mentorship and coaching and in specialized tasks through application of tacit knowledge.</p>

LIST OF ABBREVIATIONS AND ACRONYMS

BSC -	Balanced Scorecard
EFQM -	European Foundation for Quality Management
FRLM -	Full Range Leadership Model
KIM -	Kenya Institute of Management
KIMSOM -	KIM school of management
SEM-	Structural equation modelling

ABSTRACT

Organizational performance is a key parameter for institutions of higher learning and is a crucial basis for ranking them against global and local players. The institutions are continually being exposed to increased demands in enhancing their performance to produce excellent and compelling scholarly information and research as well as suitable graduates for the evolving job market. Organizational learning has proven to yield results in enabling firms adapt to change and improve on their productivity. This research was administered to assess the effect of organizational learning strategies at the different levels of learning on organizational performance with a focus on Kenya Institute of Management, which is a key player in the tertiary education in Kenya. The theories and models that directed the research were the knowledge-based theory, the organizational learning model, the balanced score card and the full range of leadership model.

To undertake this research, a descriptive research design was utilized where performance was the dependent variable. The research's independent variables were learning strategies at the individual level, learning strategies at the team level and learning strategies at the organizational level, which were combined to make up the organizational learning strategies variable. In addition, the research also examined whether organizational leadership moderated the effect of the predictor variables. The study population was 209 employees. The sample size for the study was 50% of the target population (104 respondents). Stratified and simple random sampling techniques were used in the selection of the sample. Stratified sampling was used to select the sample from the various levels of employees and simple random sampling was used to select a sample from each of the category. The data for the research was gathered using structured questionnaires and were emailed to the participants of the research.

The study results were modelled using multiple regression model for analysis. The research outcomes showed that learning strategies at the individual level had a favorably and substantially impacted organizational performance of KIM. Further, the research findings established that although the learning strategies at the team level positively influenced on performance, the effect was not substantial. The impact measured for learning strategies at the organizational level on the performance was negative and insignificant. Moreover, the research findings demonstrated that the prevalent style of leadership at KIM was transactional leadership style. The research outcomes illustrated that transactional leadership style significantly and negatively impacted performance of KIM. Further, the research findings showed that the leadership style did not moderate the impact of organizational learning strategies on the performance of KIM.

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

Institutions of higher learning set the developmental pace for countries and the world at large. The institutions are a strong pillar in creating, advancing and disseminating knowledge in different fields and sectors through research, and also supplying qualified personnel to organizations for social and economic development (Kyvik & Lepori, 2010). Globally, the estimated increase in economic returns of graduates from institutions of higher learning is 17%, which topples that of secondary and primary school graduates, which is 10% and 7% respectively (Arnhold, 2021).

The institutions of higher learning are usually ranked globally, which is useful in building and maintaining their reputation. For example, the Times Higher Education ranks world universities according to industry income, teaching and research, citations and international outlook. Based on the rankings done in 2022, the leading universities were distinctively from the US and the UK. Out of the 2,345 universities, only 97 universities made it to the ranking which was an improvement from 71 universities previously (Times Higher Education, 2023). It is evident that the African region lags behind significantly in the performance of its tertiary institutions.

The global investment of GDP in research and development rose from 1.61% to 1.73% in 2010 and 2018 respectively. The North America and Western Europe region had the largest investment having spent 2.5% while the East Asia and the Pacific region was the second with an investment of 2.11%. Likewise, the count of researchers in every one million inhabitants increased to 1,235 in 2018 from 1,022 in 2010. North America and Western Europe had the highest number with 4,488 per million inhabitants. Sub-Saharan Africa had only 98 researchers per million inhabitants (UNESCO, 2022).

The enrollment in the tertiary institutions across the world doubled in the past 20 years from 19% in 2000 to 40% in 2020. The highest rise in the number of enrolments was recorded in East Asia and the Pacific and South and West Asia. The two regions had a growth of 280% and 200% respectively during that period. Central and Eastern Europe region recorded the highest gross enrollment ratio of 87% followed by North America and Western Europe, whose ratio was 81%. The Sub-Saharan African had the smallest number of enrolments after Central Asia but with notable improvement (UNESCO, 2022).

In Malaysia, higher education institutions (HEIs) are facing many issues including the lack of graduates' employability and the lack of link with the industry. To curb these issues, universities are encouraged to improve their courses and provide programs that are more relevant to the industry. There is also a call to increase students' enrolment and fulfilling the demand for affordable and accessible higher education to cater to broader segments of the society which has driven the influx of private and public HEIs. Furthermore, HEIs are encouraged to offer courses in entrepreneurship and innovation to provide students with the necessary skills. At the same time, due to the government's call for internationalization, Malaysian HEIs have become both importers and providers of education as institutions are offering open and distance learning opportunities to local and foreign students (Hafit et al., 2019).

In Nigeria, sustainable strategic planning in higher education institutions (HEIs) increased with changing demographics, reduced funding, new technology, globalization, and public sector scrutiny in the latter part of the last century. In this time of transition, sustainable HEIs need new tactics and competent management to adapt to a sustainable environment. The importance of strategic planning in HEIs has been enhanced recently owing to the need for the eco-friendly formulation and implementation of university planning guidelines in an era of cutthroat competition at a global scale (Habeeb & Eyupoglu, 2024).

In Ghana, an essential aspect of higher education (HE) is its viability in promoting economic growth, but contemporary challenges and expectations place the abilities of higher education institutions (HEIs) under duress and further constrain their potential to achieve stakeholder demands. Such demands call for effective human resource management through awareness and the harnessing of interpersonal and individual behaviors that promote performance. There is lack of consensus on factors that encourage employee performance, and thus human resource management literature proposes multiple variables when comprehending interpersonal behaviors and performance. Exploration of human capital, behaviors, and employee attitudes might lead to valuable and development of human resources that represent sources of competitive advantage (Atatsi et al., 2021).

In Tanzania, higher learning institutions (HLIs) are facing many challenges which impact their performance in terms of enrollment and retention of students, university and technical higher education coverage, production of best graduates, competitiveness and on quality of teaching.

Tanzania HLIs are facing the lowest gross tertiary enrolments ratio (4.0%). Tanzania HLIs are blamed to produce graduates which lacks the required competence and skills level, who cannot also employ themselves hence increasing the number of jobless graduates in the country (Muya & Tundui, 2020).

In Kenya, the government has set aside Kes. 120.8 billion towards tertiary education, which is an estimated equivalent of 0.45% of the nation's GDP (Kenya Wall Street, 2022). The enrolment to TVET institutions increased by 45% from financial year 2018/19 to 2020/21, which had enrolments of 162,071 and 235,607 students respectively. Enrolments to universities had a 1% increase to 566,042 in the financial year 2020/21 from 542,005 in 2018/19 (Treasury (GoK), 2021). Only two universities got to the top universities ranking by Times Higher Education, with only the University of Nairobi being in the top 800 (Times Higher Education, 2023). The tertiary education in Kenya has to cover extra milestones to catch up with its global peers and therefore, there is need to examine mechanisms to improve on their performance.

1.1.1 Organizational Performance

Organizational performance is described as the attainment or realization of certain output based on the set goals of the firm (Ogochukwu et al., 2022). The goals can either be set on a long-term, medium-term or short-term basis to guide firms when undertaking their daily activities. Thus, the achievement of the objectives constitutes organizational performance and can be met on target, below target or surpassed. Zammuto (1982) defined organizational performance as the effectiveness of a firm to attain the desires of its stakeholders based on the stakeholders' preferences and expectations. He indicated that organizational performance is driven by aligning to the changing needs of the stakeholders so that they are met accordingly. Therefore, an effective organization provides the goods and/or services that effectively meet the requirements of its stakeholders.

Organizations may enhance its performance by adopting the Balance Scorecard. The Balanced Scorecard (BSC) is a strategic management tool that evaluates organizational performance from multiple perspectives rather than relying solely on financial outcomes. BSC was developed by Kaplan and Norton and introduces four key perspectives: Financial, Customer, Internal Processes, and Learning and Growth. Each perspective includes specific objectives, measures, targets, and initiatives that align with the organization's overall strategy. The BSC encourages a more

comprehensive view of success through balancing short-term financial results with long-term capabilities and customer relationships.

From a financial perspective, organizations assess profitability, cost management, and value creation for shareholders. The customer perspective measures satisfaction, retention, and market share among targeted customers. The internal process perspective examines the efficiency and quality of internal operations that drive value creation, such as production, innovation, and service delivery. Finally, the learning and growth perspective focuses on employee development, cultural alignment, and technological infrastructure needed to foster continuous improvement and future success.

Organizations can ensure that day-to-day operations are closely aligned with broader strategic goals by adopting a balanced scorecard model. It promotes accountability by linking individual and departmental performance to the organization's vision and strategy. Thus, the BSC improves decision-making, resource allocation, and strategic execution by providing a structured, balanced framework that addresses both tangible outcomes and intangible drivers of long-term performance.

Cross & Lynch (1988) categorized performance measures through the performance pyramid. The pyramid categorizes the measures into internal efficiency and external effective measures. External effectiveness measures relate to quality and delivery while internal efficiency measures relate to process time and cost incurred by the firm. In combination, the four measures examine the firm in relation to customer satisfaction, flexibility and productivity. The EFQM business excellence model measures performance using three metrics: customers', society's and people's results. People results measures the satisfaction of the employees, the customer results relate to customers' satisfaction while society results evaluates whether the organization has a positively impacted the society (Hakes, 2007).

Organizational performance was the dependent variable. From the three performance measurement guidelines; EFQM business excellence model, performance pyramid and balanced scorecard; performance relates to how well firms integrate their resources to meet their objectives by satisfying the needs of their stakeholders effectively and efficiently. While the three frameworks are elaborate, this study would streamline performance measurement to the non-financial perspectives of the balanced scorecard, in relation to the performance outcomes for learning institutions. Whereas operational improvements do not automatically translate to financial

improvement (Kaplan & Norton, 1996), this study did not examine the financial perspective. The financial perspective is a board to examine how a firm adds value to the shareholders and therefore proper strategy implementation ought to improve performance (Kaplan & Norton, 1996). Thus, the research assumed that the financial perspective is a replication of the efficacy in achieving the non-financial perspectives and by achieving the non-financial perspectives, the financial perspective would also be met. Further, the study used primary data and therefore, with the financial perspective being in form of secondary data, it was not ideal.

Organizational performance in this research was operationalized as the combination of the measures of the growth and learning perspectives, internal business processes perspectives, customers' perspectives (Kaplan & Norton, 1996). Therefore, performance was outlined as the output realized by an organization measured based on the set goals on internal business processes, customers' perspective, and growth and learning.

The research focussed on the performance of institutions of higher learning. Unlike the private sector where profit maximisation is the major focus, the institutions of higher learning are tasked with the development student's skills and competencies, creating internationally recognized scientific knowledge, developing innovations and technology, creating an attractive student environment and assuring quality sustainability of the institutions' performance among others (Balaboniene & Veþerskiene, 2014). The institutions of higher learning adopt performance measures in terms of the efficiency of the educational and scientific activities, and the quality of the study programs.

According to a research conducted by the Higher Education Quality Council of Ontario in 2020, seven outcome based metrics were identified namely; student skills, economic and social mobility, graduate outcomes, transfer patterns and graduation rates, and financial stability. Student skills was measured through the level of transferable skills that students have acquired in their course of learning, graduate outcomes were measured by tracking the performance of graduates in the job market, while economic and social mobility were measured by examining the graduation rates for students in the diverse social and economic brackets. The graduation rates and transfer patterns were measured by assessing the rate of student movements across courses and the number of students that graduate from different courses given the respective admissions respectively. Financial sustainability was assessed using measures of sustainable compensation strategies,

teaching loads and research outputs in relation to salary levels, and financial ratios to identify emerging weaknesses.

The research adopted the measures of performance higher learning in institutions from the two studies based on the perspectives outlined in the balanced scorecard. The internal business processes perspective was composed of strategic partnerships, distinctive and blended programs including opportunities for distant learning, institutional and program accreditations, and utilization and prioritization of funds. The customers' perspective comprised of the number of enrollments, graduation rate, transfer rates, students' skills set at graduation, graduates' ratings in the job market, student job placements, alumni active participation, institution's national and global rating, and ambiance rating by students and staff. The growth and learning perspective entailed the personal ascension in teaching and research among the staff, staff contribution to strategy and curriculum development, job competencies development, development of quality teams and knowledge groups, human resource motivation. Organizational performance was measured through non-financial measures of performance. Organizational learning strategies were measured by assessing learning strategies at the individual level, team level and organizational level.

1.1.2 Organizational Learning Strategies

Organizational learning entails the actions through which individual knowledge is transformed into organizational knowledge (Basten et al., 2018). Organizational learning strategies refer to the methods or techniques applied to achieve organizational learning (Strang, 2003). Therefore, organizational learning strategies are the techniques used in transforming individual knowledge into organizational knowledge in the firm. The definition by Strang (2003) is aligned to the different levels of learning namely; individual, team and organizational learning levels, which implies that at the different levels, different techniques are applied to build knowledge for the firm. At the individual level, the techniques identified include on-the-job training, job rotation, specialization and re-use of experts. At the team level, the methods include developed groupthink, interpersonal communication, informal interactions, and imitation and role modeling. The techniques at the organizational level include departmentalization, specialization, organizational routines, rules and processes, professional communities and case study partnerships with educational institutions. The interactions between the three groups enable the firm to build a

knowledge ecosystem with unlimited exchanges of information (Garad & Gold, 2019 ; Smith, 2012).

King (2001) and Moloï (2010) indicated that organizational learning strategies relate to the methods that are used to create a learning organization. A learning organization is a firm that enables learning amongst its members and creates an environment that fosters constant learning to transform and propel the organization towards sustainability in its operations and its people as a whole (Senge, 2014). Senge (2014) proposed five dimensions that produce a learning environment namely; systems thinking, personal mastery, team learning, mental models and shared vision. Therefore, the descriptions by King (2001) and Moloï (2010) are embedded on the techniques used to propel learning based on the five dimensions as postulated by Senge (2014). According to King (2001), the strategies include; intellectual property management, individual learning, information systems infrastructure, organizational learning, innovation and knowledge management. The strategies identified by Moloï (2010) include; commitment, dedication, common thinking, thought sharing, team spirit, goal ownership, support, introspection, collaboration, self-analysis, shared sense of working together, building a community, self-correction, criticism, dialogue and authentic shared leadership.

According to Brassey, Christensen and Dam (2019), an organizational learning strategy is the processes developed and implemented by the firm to foster professional development among employees, develop capabilities in a practical and productive manner, enrich the organizational culture and enhance the employees' adoption of the company values. They suggested the 70:20:10 framework, which provides a guideline for apportioning different learning techniques as follows; on the job learning comprises 70%, collaboration and interaction makes up 20%, and formal learning encompasses 10%. Given their approach, organizations must align their learning strategy with the business objectives to attain the success of the learning strategy.

As evidenced by the different scholars, organizational learning strategies can be broadly measured, which usually depends on the definition of the firm's objectives. Nevertheless, the individuals, teams and the organization levels of learning remain a consistent aspect of organizational learning at large. Therefore, this study explored organizational learning strategies as deployed at the three levels of the learning process and guided by the strategies highlighted by Strang (2003). In this study, therefore, organizational learning strategies was the aggregate of the strategies applied for

learning at the individual level, team level and the organizational level. The organizational learning strategies at each level of learning were the independent variables in this research. Therefore, the organizational learning strategies were defined as the techniques applied by organizations for learning at the individual, team and organizational levels.

The learning strategies at the individual level relate to the learning strategies that are applied solely to an individual. Strang (2003) outlined four learning strategies applied at the individual level of learning: on-the-job training, job rotation, specialization and re-use of experts. On-the-job training entails the activities that equip the employees for the job when they are at their station of work and may take the form of apprenticeship programs, orientation training and job instruction training. On-the-job training may take the form of apprenticeship programs, orientation training and job instruction training. This kind of training is effective as the trainees acquire first-hand skills and apply them directly to the operations of the institutions. This is imputed as per the fact that the training targets the employees' direct capacity to accomplish tasks, which focuses on improving business efficiency and customer outcomes (Saks & Burke-Smalley, 2014).

Job rotation is a subsection of on-job training that involves moving employees through different jobs periodically for them to accumulate different skills (Tiampati & Moronge, 2018). Job rotations enable employees to explore new challenges, which is not only motivating, but also boosts the employees' satisfaction by breaking monotony. Besides, job rotation enables employees to explore their interests and identify new knowledge and skills that would fan their career explorations. This is beneficial to the firm as it goes a long way in building employees' commitment to the firm thus lowering the turnover rate. Also, it enables organizations to examine the employees' productivity across different roles and align their competencies to where they are best suited (Oparanma & Nwaeke, 2015).

Specialization is planned progression where the employee focuses and accumulates skills in a particular line of work with the goal of building expertise in that field. At the individual level, specialization takes the form of classrooms where an individual accumulates knowledge through the formal educational training. Formal education provides theoretical knowledge and helps in building an employees' mental capacity regarding the area of specialization (Magoutas, Agiomirgianakis, & Papadogonas, 2011). This prepares them for the probable challenges and expected roles at the work place. Amongst the institutions of learning, working on acting capacity

and substituting other employees is adopted to a substantial extent owing to their ability to prepare the employees for roles at higher positions.

Re-use of experts is a training mechanism modeled to transfer experts' tacit knowledge to the employees through repetitive interactions. Tacit knowledge is a huge asset in enhancing the performance for institutions of learning (Murumba, Kwanya, & Maina, 2020). Owing to the uniqueness of tacit knowledge, it is paramount that institutions of learning embrace retention of academic staff as the retention is effective in enhancing work processes, decision-making, the advancement of business solutions and promoting new ideas (Too, Chepchieng, & Ochola, 2015). Experts are also useful to the organization through mentorship and coaching to model employees' confidence whereby the employees are provided with indiscriminate feedback on the mentees' performance. The mentors and coaches also tactfully support the employees' growth by encouraging and counselling them, and being a resource on their career and personal development. This is essential in enabling the employees identify their short-comings and correct mistakes accordingly. It is also essential as the experts guide the employees through specialized roles for a better understanding, which improves business efficiency (Obwogi, 2019).

The learning strategies at the team level are the approaches employed by the different teams in an organization. The study by Strang (2003) established four learning strategies applied at the team level: developed groupthink, person-to-person communication, informal interactions, and imitation and role modelling. Developed groupthink is the process of action learning where a group of individuals engage to develop a consensus by maintaining the status quo and peace amongst the members. It is associated with enhancing team spirit as individuals make decisions as one. It also enables piggybacking of ideas and building concepts based on the ideas of others. Besides, it offers a greater commitment to ideas as the group members are committed in ensuring that the proposed ideas are implemented. On the other hand, groupthink has been faulted for limiting employees' creativity as they have to conform to the group's consensus (Hassan, 2013). Besides, it leads to an incomplete and faulty problem-solving process as the problems and possible solutions are not adequately diagnosed. This indicates that organizations have to adopt groupthink sparingly as the benefits could easily be eroded by the demerit (Kimutai & Kwambai, 2018).

Person-to-person communication provides an atmosphere where past occurrences and performance are assessed (Strang, 2003). It may occur through de-briefing, review meetings, and

ad-hoc meetings. The meetings are a form of reflective evaluation that provides a detailed analysis of past events, which assist in capturing the employees' feelings, positive critic, mistakes and other related input. They are formal way of providing employees with feedback to gauge their performance, thus paving way for error correction and improvement in duty performance. Review meetings hold a large potential in building employees competences as they assist in breaking psychological barriers such as memory bias and poor reflection, team-based barriers such as poor communication, and epistemological barriers like difficulties in generalizations and tacitness of process knowledge (Kauffeld & Lehmann-Willenbrock, 2012). Therefore, engaging employees in such meetings helps in probing the concluded projects and identifying improvement areas and remarkable input that should be enforced in future projects.

Informal interactions relate to social learning that occurs besides the formal learning structures such as knowledge spillovers from colleagues (Tiem, Moseley, & Dessinger, 2012). The informal interactions amongst peers and workmates are associated with transferring firm-specific knowledge as discussions may revolve around the firm's specializations. The effective knowledge transfer, however, is associated with job satisfaction as the employees are considered to be more confident (Jeon & Kim, 2012). The informal interactions are also associated with building cohesive teams and enhancing the organizational culture (Basten & Haamann, 2018). Learning through informal interactions is also linked to enhancing the application of market knowledge as besides firm-specific discussions, peers discuss broad knowledge that is affecting their roles (Hoe & McShane, 2010).

Role modelling and imitation are a form of observational learning where the trainees observe their role models in action and transfer the learnt skills to their jobs (Benbassat, 2014). They are applied in organizations to influence the behaviour of employees, especially subordinates. A role model usually has good character, integrity and an impressive performance. This makes it possible for the others to copy their approaches to work, thus modelling a positive organizational culture and fostering an environment for productivity and growth (Sealy & Singh, 2008). Thus, the role models act as a source of inspiration, guidance and teach by living an example to the team. Moreover, the team learns from their mistakes, which ensures that mistakes are not repeated.

The learning strategies at the organization level relate to the firm-wide strategies that are usually employed uniformly in directing learning at a firm. Strang (2003) stipulated four learning

strategies that are applied at the organizational level of learning: departmentalization and specialization, organizational routines, rules and processes, professional communities and case study partnerships with educational institutions. Departmentalization is the grouping of specialized roles based on a certain criterion such as geography, functions, processes, products or customers (Abdulwahab, 2017). Departmentalization enables proper definition of organizational authority, division of labour, promotes management development and enhances proper utilization of resources. This is key to fueling performance as there is ease of coordinating activities, analysing performance and planning for growth and expansion. On the contrary, it may lead to complicated decision-making processes, impede the coordination of different departments or cause inefficient communication. This is likely to interfere with the delivery of products and services, thus leading to unsatisfied customers. Further, it may limit team cohesion thus damaging interpersonal interactions (DeStefano, 2013).

Organizational rules refer to the formal code of conduct and guidelines stipulated for employees to follow; organizational routines are the implied behavioral customs and practices that identify the organization; and organizational processes refer to how activities are sequenced to produce the final product or service. Understanding the organizational processes enables workers to accomplish tasks effectively and efficiently. This is critical in meeting the set objectives and meeting customers' needs satisfactorily (Kimutai & Kwambai, 2018). Rules and routines define the organizational behavior and the overall organizational capabilities and are the backdrop for modeling organizational change. Organizational rules stipulate the code of conduct and are meant to create order and harmony, and compliance to the guidelines set in the conduct of business. However, they may hinder flexibility and creativity among workers (Obeso et al., 2020). Therefore, for effectiveness, organizations have to embark on modeling rules and routines that promote a healthy working environment and organizational culture.

Professional communities are programs that utilize action learning where firms organize learning through groups with a follow-through to the implementation of the lessons taught (McDonald & Cater-Steel, 2016). This streamlines ideas and focusses on yielding practical solutions faster (Rasmussen & Nielsen, 2011). The communities, therefore, are effective in equipping the members with specialized knowledge that is applicable to solving problems in the day-to-day operations. Case study partnerships are programs where firms collaborate with institutions of learning to

examine their organizations and use them as case studies for educational purposes (Hakro & Mathew, 2020). They offer a comprehensive examination of the organizations to determine best practices, identify problems and recommend solutions for improvement. Besides their benefits to institutions of learning, the information collected from the case can be used as a tool to guide the organization's strategy by reinforcing the good practices, making the necessary amendments to the identifies gaps, and introducing the applicable recommendations.

Organizational leadership is the driving force that propels the firm towards achieving its set objectives. Some characteristics of effective leadership are integrity, emotional intelligence, charisma, self-drive, confidence, knowledgeability in the business, cognitive ability and resilience (Gujral, 2012). Leadership creates a working environment, which can either stimulate or limit productivity. Different scholars have given different definitions to organizational leadership. Bratton (2020) refers organizational leadership as the influence of employment relationships in the firm through continuous interactions and consensus to achieve the desired goals. According to Banutu-Gomez (2011), organizational leadership is the ability of the firm leaders to develop systems that foster creativity, innovativeness and flexibility, while promoting freedom and self-accountability amongst the followers. This requires that the leaders be of high integrity and conduct as their actions act as an influence amongst their followers for action signaling.

Organizational leadership can be classified into different styles. As per the leadership model by Avolio, Bass and Jung (1999), leadership can be classified into three: laissez faire, transactional and transformational leadership. Their classification is based on the interplay between the amount of engagement required for the leader change or influence the behavior and attitude of the followers, and efficiency of the effort in the transformation. The laissez faire approach is the lowest at the spectrum as requires the most minimal level of engagement and effort and yields the lowest level of efficiency. It is followed by transactional leadership and the highest level is transformational leadership. Given this classification, transformational leadership is the most impactful in engaging, influencing and inspiring followers towards the attainment of the organization's objectives. This research adapted the full range of leadership model to characterize the leadership styles.

Leadership is vital in coaching and mentorships as the leaders offer their expert guidance to the employees, specialization, job rotations and on-the-job training. This is because organizational

leadership empowers and energizes employees by inspiring, listening, supporting and helping the employees through their roles and responsibilities, and extensively in their personal development (Hancott, 2017). Armache (2013) established that empowering employees promotes creativity and innovativeness, motivation and inculcates shared shared values. This leads to higher productivity and organizational commitment as the employees become more willing to undertake more responsibilities.

Leaders are responsible for building and encouraging teamwork amongst the employees, which involves engaging the employees for full participation in the organization's processes, encouraging group decision-making and monitoring progress (Hancott, 2017). This is because teamwork is essential in creating a sense of belonging among the employees, which augments their motivation, job satisfaction and dedication to the team and organization (Yang, Huang, & Wu, 2011). The leadership role in developing teams and encouraging teamwork is seen through groupthink, professional teams and departmentalization.

The leadership role is essential for role modelling, development of organizational rules, guidelines and processes, and case study collaborations in organizations. It is also crucial in planning organizational meetings where the leaders communicate the organization's vision to the employees. Organizational leaders are responsible for creating and bearing the entity's vision, which entails developing an inspiring vision and shared values to guide the activities of the organization (Hancott, 2017). According to Griffin, Parker and Mason (2010), a leader's vision and commitment to its achievement enhances employees' adaptivity and proactivity, and further propels organizational change. Leading by example was found to exude confidence, which is transferred to the employees' commitment and firm's overall performance (Griffin, Parker, & Mason, 2010; Slack, Orife, & Anderson, 2010).

1.1.3 Kenya Institute of Management

The Kenya Institute of Management is a training and consultancy institution that focuses on capacity building services to firms. The firm's specialties in training are leadership, governance and training forums. Consultancy services include institutions and management reviews, strategic planning, organization structuring, employee satisfaction and baseline surveys for customers, human resource consultancy, project monitoring and evaluation, project impact evaluation and change management processes (KIM, 2020). The services offered by KIM are delivered through

eight departments as follows; finance and administration, branches, KIMSOM, business development, membership and corporate communication, training and consultancy, human resources, internal audit and risk management, and research, strategy and business intelligence.

In the last ranking by Webometrics ranking in 2016, KIM came second after the Strathmore University on the ranking for top business schools in Kenya. The institute's global ranking was 731 and was among the only four institutions that featured in the ranking. The ranking by Webometrics features business schools based on their web presence to enhance open access of scholarly and scientific publications and the presence of the institutions for improved visibility (Citizen Digital, 2016). Among the top business colleges, KIM is ranked behind the Kenya College of Accountancy.

In the recent past, KIM has been facing a high rate of staff turnover and staff strikes, and student complaints of the ambiance of the institution (Gekonge, 2022). This has been attributed to delays in salary and staff benefits processing and remittances despite the increased workloads when students are in session. This is based on web reviews on Glassdoor between 2020 and 2022. Glassdoor is a community promoting corporate and workplace conversations to promote better workplaces though radical transparency by amplifying the voice of existing and former employees (Glassdoor, 2023).

KIM's focus is to guide individuals and organizations in building knowledge for application in their respective fields. Therefore, it is highly assumed that it ought to be at the frontline in the application of the knowledge that is inculcated to others through its programs. Even so, this too does not directly translate to a guarantee for effectiveness in achieving high performance as indicated by the reviews on Glassdoor. This shaped the foundation for the research to assess the implementation of organizational learning strategies at the different levels of learning at KIM and their effect on performance.

1.2 Statement of the Problem

Organizational performance is a key parameter for institutions, spanning from profit, non-profit, government and non-governmental entities. Among the institutions of higher learning, it is a crucial basis for ranking them against global and local players (Times Higher Education, 2023). It also assists the institutions in identifying issues and improvement areas that would propel them towards growth. The institutions globally are continually being exposed to increased demands in

enhancing their performance in producing excellent and compelling scholarly information and research as the rankings shift to incorporate web presence (UNESCO, 2022). Moreover, there is intensifying competition for prestige, top students and being faculty leaders. Therefore, it has become an emergent need for the institutions to reform their strategies to adapt to the increasing demands and changes.

Institutions of higher learning are faced with dynamic challenges that impact on their performance among them being limited resources, digital transformation, developing blended curriculum, decreasing enrolments, retention and graduation rates, graduate employability and internal organization for sustainability (Bovill et al., 2016). The Kenya Institute of Management has been facing challenges particularly pertaining to raising and managing finances, which has been reflected by high management staff turnover, lecturer strikes and unwarranted increase in school fees without a corresponding improvement in the level of service delivery (Gekonge, 2022; Glassdoor, 2023). KIM's focus is to guide individuals and organizations in building knowledge for application in their respective fields. Therefore, it is highly assumed that it ought to be at the frontline in the application of the knowledge that is inculcated to others through its programs. Even so, this too does not directly translate to a guarantee for effectiveness in achieving high performance as indicated by the reviews on Glassdoor. This shaped the foundation for the research to assess the implementation of organizational learning strategies at the different levels of learning at KIM and their effect on performance.

Various scholars have conducted studies to establish the impact of organizational learning strategies on organizational performance in institutions of higher learning. Kimutai and Kwambai (2018) assessed the effects of staff capacity training on organizational effectiveness at the University of Eldoret in Kenya presenting contextual and conceptual gaps. Tiampati and Moronge (2018) examined how job training affected employee turnover presenting a conceptual gap. Obwogi (2019) examined how human resource practices impact the quality of teaching staff in Kenya's universities presenting contextual and conceptual gaps that the study at hand seeks to fill.

1.3 General Objective

The objective of the study was to establish the effect of levels of organizational learning strategies on the performance of Kenya Institute of Management in Nairobi city county, Kenya.

1.4 Specific Objectives

- i. To determine the effect of individual learning strategies on the performance of Kenya Institute of Management in Nairobi County, Kenya.
- ii. To determine the effect of team-based learning strategies on the performance of Kenya Institute of Management in Nairobi County, Kenya.
- iii. To define the effect of organizational learning strategies level on the performance of Kenya Institute of Management in Nairobi County, Kenya.
- iv. To establish moderating role of organizational leadership on the effect of organizational learning strategies on the performance of Kenya Institute of Management in Nairobi County, Kenya.

1.5 Research Questions

The research was directed by the questions listed below:

- i. What is the effect of individual learning strategies on the performance of Kenya Institute of Management in Nairobi County, Kenya?
- ii. What is the effect of team-based learning strategies on the performance of Kenya Institute of Management in Nairobi County, Kenya?
- iii. What is the effect of organizational learning strategies on the performance of Kenya Institute of Management in Nairobi County, Kenya?
- v. What is the moderating effect of organizational leadership on the effect of organizational learning strategies on the performance of Kenya Institute of Management in Nairobi County, Kenya?

1.6 Significance of the Study

The results from this research are beneficial to KIM in establishing the learning strategies in place at the institute. The results are also useful to the institution in determining the effectiveness of the learning strategies on its performance. Besides, the results would assist in establishing the significance of organizational leadership in effective learning and productivity. Further, the findings shall form a pinnacle in decision-making to align learning and the strategic decisions of the firm effectively. This would be beneficial in streamlining learning to maximize the benefits accrued in enhancing the firm's performance.

The study results are also be beneficial to academia especially in strategic leadership discipline and management fields. The results add to the scholarly knowledge regarding the impact of organization learning on the performance of the firm. Thus, researchers and scholars would have foreknowledge on the subject matter in the context of KIM for future studies and research.

Further, the study results are beneficial to other institutes of learning and the Ministry of Education. For Higher Education Institutions, the findings can be aligned in improving the learning environment and strategies to address the specific issues relating to individual workers, term and organization as a whole. The results can also be modelled in building the institutes so that the benefits of learning can be accumulated first hand before passing them over to the other benefiting firms. The Ministry of Education, Ministry of Public Service, and Ministry of Trade and Industry would also benefit from the study. For these ministries, policies that support continuous learning and adaptive capacity at KIM ensure the development of highly skilled managers and leaders who can drive public sector reforms and private sector growth. Ministries benefit from a stronger talent pipeline, enhanced public sector efficiency, and the spread of innovative practices across government institutions.

1.7 Scope of the Study

This research focused on Kenya Institute of Management, Nairobi only. The focus of the study was levels of organizational learning strategies on the performance of Kenya Institute of Management in Nairobi city county, Kenya. Specifically, the study focused on the effect of learning strategies at the individual, team and organizational level on organizational performance. Further, the study focused on whether organizational leadership moderate the effect of organizational learning strategies on organizational performance of KIM. The study was guided by the Balanced Scorecard model, Knowledge-based theory, Organizational learning model and Full range leadership model. A descriptive research design guided the study with the target population comprising employees of Kenya Institute of Management, Nairobi. The time span was from January 2022 to May 2023.

1.8 Limitations of the Study

There are a number of tertiary learning institutions. However, the study was limited to the effect of learning strategies at the individual, team and organizational level on organizational performance. Further, the study was limited to whether organizational leadership moderate the

effect of organizational learning strategies on organizational performance of KIM. The study was limited to Balanced Scorecard model, Knowledge-based theory, Organizational learning model and Full range leadership model. Furthermore, there are several research designs that can be used in research studies. However, the study was limited to a descriptive research design. The study was also limited to primary data that was collected using structured questionnaires.

1.9 Organization of the Study

The research work is arranged into five main sections: introduction, literature review, research methodology, data analysis, results and discussion, and summary, conclusions and recommendations. The introduction chapter presents the study's background and introduces the study problem and objectives. The chapter also discusses the study's significance to application, policy and academia to different beneficiaries, scope and study limitations. The literature review chapter discusses the theoretical and empirical literature applied in discussing the different variables. It also discusses the study's conceptual framework and outlines a summary of research gaps. The research methodology chapter is outlined into research design, target population, sample size and sampling, tools for collecting data and finally data analysis approach. The data analysis, results and discussion chapter discuss the outcomes of the data collected from the research. The last chapter, summary, conclusions and recommendations, outlines the summary of the research outcomes and summaries the recommendations according to the findings and constraints of the study.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter outlines the literature on organizational learning strategies at the individual, team and organizational levels, leadership and performance. It is structured in four segments; theoretical, empirical and conceptual framework of the research and a summary of the literature review.

2.2 Theoretical framework

This section discusses the knowledge-based theory, and the organizational learning model, the full range leadership model and the balanced scorecard.

2.2.1 Balanced Scorecard (BSC) Model

Kaplan and Norton (1992) founded the balanced scorecard through a performance measurement study on 12 companies (Kaplan & Norton, 1992). Their proposal classified performance metrics into four parameters namely; customers' perspective, financial perspective, internal business perspective and growth and learning perspective. The BSC model is often used in conjunction with strategic planning processes to ensure that organizational goals are aligned with performance metrics across these four perspectives. The financial perspective relates to how businesses look to the shareholders, mainly in rewarding them for investing in the company. It evaluates the value growth of the shareholders wealth from the business operations. The financial perspective looks at financial parameters like revenue growth, return on investment, profitability; helping organizations to monitor their financial wellness and ensure that they are achieving their financial goals.

The customer perspective relates to how customers view the business. This perspective focuses on customer satisfaction metrics such as customer retention, customer loyalty, customer acquisition, brand image, growth in customer base, and customer preferences among others. It helps organizations to understand their customers' needs and expectations, and to make sure that they are delivering quality services and products. The internal business perspective is concerned with actions that the firm ought to implement to excel against its peers. This may include technological capability, cycle time, quality and efficiency, design productivity and production excellence. It helps organizations to monitor their internal operations and identify areas for improvement, such as streamlining processes, reducing waste, and increasing productivity.

The growth and learning perspective focus on aspects that would cause the firm to improve and create value. This perspective focuses on metrics related to organizational learning and development, such as employee satisfaction and retention, training and development, employees' education and skills development and innovation among others. It helps organizations to create a culture of progressive learning and improvement, and to certify that they have the skills and competences needed to achieve their goals (Kaplan & Norton, 1992; Kaplan & Norton, 1996).

By using the Balanced Scorecard, organizations can pinpoint aspects that require betterment and formulate courses of action to address them. It also helps to communicate performance information across different levels of the organization and ensure that everyone is aligned around common goals and objectives. The model was applied in this study to examine the organizational performance. Performance was measured based on the internal business perspective, customer perspective and growth and learning perspective. The three perspectives are ideal in assessing the performance of institution of higher learning as the key performance indicators in the institutions can be modelled into the perspectives. The financial perspective, however, was not examined in the study. According to Kaplan and Norton (1996), the financial perspective is a board that keeps the management in the know for the performance of the other perspectives. Therefore, the study assumed that implementation of the three perspectives reflected the financial perspective.

2.2.2 Knowledge-Based Theory

Knowledge-based theory is a branch of the resource-based theory promoted by Penrose (1959). The theory denoted that knowledge is a very crucial resource in an organization as it builds unique capabilities that are essential in creating a competitive edge for the firm. According to the theory, organizations possess two forms of knowledge that include explicit and tacit knowledge. Explicit knowledge is codified and can be easily communicated, such as manuals, databases and patents. Conversely, tacit knowledge is subjective and experiential, and it is hard to convey or transfer to others. Instances of tacit knowledge include skills, expertise, and know-how (Davies, 2015).

The essence of knowledge in enhancing a firm's competitiveness has increased the attention to the knowledge-based theory. According to Castro, López-Sáez and Delgado-Verde (2011), knowledge is becoming particularly critical given the continuing rise of knowledge-intensive services as the global economies shift from intensive manufacturing to mentofacturing. They further established a significant contribution of knowledge towards enhancing innovations and building sustainable

business processes across firms. Knowledge is further critical in developing sustainable vision for organizations. It enables the stakeholders to envision the entity's future and plan accordingly based on the needs established (Kaiser, 2017). Sveiby (2001) established that knowledge is essential in creating value to a firm through knowledge transfer and conversion. Based on the study, knowledge is a strategic tool that can be employed in an organization to improve both its internal and external capabilities. Therefore, firms have the responsibility of ensuring that knowledge capital is utilized optimally and removing or minimizing barriers that would hinder knowledge transfer and conversion. This comes into play when setting in place the strategies for building and transferring knowledge in the organization to leverage on the knowledge benefits. The focus of learning is usually spread out in the firm as there are no barriers to knowledge acquisition. Kaiser (2017) postulated that creating sustainable knowledge organizations involves integrating the bottom-up and top-down approaches.

Thus, this study focussed on examining the learning strategies at the three levels of learning; individual, group and organizational levels. The three levels provide a firm-wide approach to learning where knowledge distribution is approached as the organizational unit is built all the way from an individual employee. The strategies at the three levels of learning provide the basis for knowledge acquisition in the firm, and further, the dissemination of the knowledge in achieving the growth in a firm's productivity. Therefore, the knowledge-based theory was applied in the study to elucidate the process of knowledge acquisition through its translation into organizational performance.

2.2.3 Organizational Learning Model

The 4I organizational learning model was postulated by Crossan, Lane and White (1999). The model explains the sequence of organizational learning and ways of its enablement within an organization. According to the model, organizational learning consists of four subprocesses: intuition, interpretation, integration, and institutionalization; occurring at the three levels of learning (Crossan, Lane, & White, 1999). It is a useful tool for understanding the process of organizational learning and methods of facilitating it within an organization. By following the four steps of the framework, organizations can boost their learning capabilities, adaptation, and innovativeness over time.

At the individual level, learning takes place through intuition and interpretation, interpretation and integration at the team level and integration and institutionalization at the organizational level. The framework defines how learning occurs uniquely at each level and how the combination of the processes yields to the overall organizational learning. The learning process operates on two loops; feed forward and feedback loops. The feed forward loop relates to the process flow from the individual to the organizational level while the feedback loop defines how learning moves backwards from the organizational level to the individual level (Crossan, Lane, & White, 1999).

According to Lawrence et al. (2005), the learning processes are influenced by power and politics in the firm, which determines their effectiveness. Intuiting is influenced by discipline and interpreting is affected by influence. Integrating is linked to force while institutionalizing is influenced by domination. Therefore, understanding the interplay of power and politics at each stage of learning guides on understanding of the institutionalization of some intuitions and insights and not others. In the findings by Patricia et al. (2013), the study established that while the 4I model presents learning as an integrated process, there are aspects of parallelism between individual and group learning. This implies that learning is not linear as established by Crossan et al. (1999).

This framework was employed in this research based on the classification of the learning process in the three levels of learning. Nonetheless, the study examined the different strategies applied at each stage without establishing the integration of the learning processes. The influence of power and politics in organizational learning was examined by assessing the influence of organizational leadership on organizational learning. Therefore, the model was suitable in dissecting learning strategies at the the three organizational levels; individual, team and organizational levels; as its application in learning is underpinned on the three levels. More so, it was applicable in establishing the moderation effect of organizational leadership on learning and performance.

2.2.4 The Full Range Leadership Model (FRLM)

Avolio and Bass advanced the FRLM in 1994. The model characterizes leadership styles as per the nature of engagement of leaders towards their juniors. They hypothesized three leadership styles, which encompass laissez-faire leadership, transactional leadership and transformative leadership. The laissez-faire leadership style is an uninvolved and detached approach where teams make all the decisions. With laissez-faire, the leaders are passive and disengaged, and they provide little

direction or support to their followers. It is usually effective when dealing with a highly skilled team where the members get to enjoy creative freedom (Avolio et al., 1999).

The transactional leadership style is developed on a reward-punishment model where the focus is solely on efficiency and goals without a focus on people and relationships. The emphasis of transactional leaders is on upholding the current state and warranting that responsibilities are accomplished efficiently and effectively. They use a variety of tactics to motivate and manage their followers, including passive management by exception, active management by exception and contingent rewards. Passive management by exception entails interventions only when issues become grave. Active management by exception involves assessing performance and taking correctional acts when hitches arise. Contingent rewards entail providing rewards and recognition for meeting performance standards or achieving specific goals. The style is effective in achieving short-term goals and it is efficient in connecting performance and rewards (Avolio et al., 1999).

The transformational leadership style is modeled to instill change amongst team members and the organization at large. Transformational leaders use a variety of tactics to inspire and motivate their followers, including charisma, visioning, intellectual stimulation, and individualized consideration. Charismatic leaders can motivate and inspire their followers through their personal qualities and charm. Visioning involves creating a shared vision of the future and inspiring followers to work towards it. Intellectual stimulation involves stimulating followers to think imaginatively and encouraging them to take risks. Individualized consideration encompasses providing support and coaching to each follower based on their unique needs and goals. Transformational leadership focuses on developing the team to excel in their fields, which makes it excellent in change management and growth. The style is also efficient in modeling organizational culture towards achievement of the firm's vision as it creates a sense of shared vision. It also encourages organizational participation and engagement through strong communication and transparency amongst the team and the leader (Avolio et al., 1999).

The model postulates that there lacks a universal style to leadership and that great leaders must adjust their leadership approach to different situations and followers. The study employed the FLRM based on its capability to classify leaders in an institution by their level of involvement. Leaders in the organization have the task of creating and bearing the entity's vision and leading the way, energizing and inspiring employees, and building and encouraging teamwork. Therefore,

the research evaluated the level of engagement between leaders and the employees at the three different levels of learning. This was helpful in spelling out the prevalent leadership approach at the organization based on the leader's influence on the employees' personal development and learning accordingly.

2.3 Empirical framework

This section explores the findings from different scholars on how organizational learning influences performance, and the influence of leadership on learning and performance.

2.3.1 Individual Learning Strategies and Performance

Learning strategies at the individual level include: on-the job training, job rotation, specialization and re-use of experts. On-the job targets the employees' direct capacity to accomplish tasks while job rotation enables employees to explore new challenges by assigning them different roles in the organization periodically (Tiampati & Moronge, 2018). Specialization happens when individuals pursue formal training through professional courses or further education to enhance the skills in a particular field (Obwogi, 2019). It also includes mechanisms such as temporary promotions and assistant-to roles (Kimutai & Kwambai, 2018; Tiampati & Moronge, 2018). Re-use of experts is applied across organizations where there are specialized tasks that have to be achieved by the application of tacit knowledge (Murumba, Kwanya, & Maina, 2020), and through mentorship and coaching (Hakro & Mathew, 2020).

Focusing at chartered public universities, a study by Tiampati and Moronge (2018) examined how job training affected employee turnover. They used a descriptive research design whereby, thirty-one chartered public universities formed the population and a sample of three universities was derived. A total of 6,598 members of staff in three university formed the target population, which they narrowed down to a sample of 365 respondents. The sample populace was chosen using stratified random sampling and questionnaires employed to collect data. Analysis of the data collected was through descriptive findings through summarized averages and inferential statistics through a multiple linear regression to inference the effect of job training on employee turnover. Based on the findings, the chartered universities in Kenya had embraced on the job trainings, coaching, job rotations and appointment on acting capacity. They found out that the mechanisms were ineffective as they often did not match with the employees' roles (Tiampati & Moronge, 2018). Their research centred on a few strategies at the individual learning level. This research

introduced other strategies employed for learning at the individual level of learning to expound their findings. The study used a population of 31 universities while this study was based on one university.

Kimutai and Kwambai (2018) assessed the effects of staff capacity training on organizational effectiveness at the University of Eldoret in Kenya. Their research employed descriptive survey design with a population of seventy eight members of staff and a sample of sixty five staff members that included the senior and top-tier management. Structured questionnaire was adapted in collecting the data that was analyzed through descriptive statistics in form of frequencies and percentages and Pearson correlation to check the nature and strength of correlation between variables. It established that recruitment was based on qualifications and was transparent, which was a source of motivation to the members of staff in enhancing their qualifications (Kimutai & Kwambai, 2018). While their research was based on the University of Eldoret, this research was on KIM. Also, the research looked into the management alone while this research engaged all the members of staff, both non-teaching and teaching staff.

Using quantitative research, Obwogi (2019) conducted a study to examine how human resource practices impact the quality of teaching staff in Kenya's universities. Survey questionnaires were employed in gathering data. The teaching staff across the Kenya's universities formed the study population. It incorporated stratified random sampling where five public universities and three private universities were selected to form the study's stratum. The stratum was further stratified using gender, age and designation to obtain the study's sample of 120 participants. Data obtained was examined through descriptive tests as reports and tables and through correlation matrix and factor analysis. The research outcomes indicated that there was inadequate support from the institutions to the university staff in undertaking research and publicizing their findings, which could lead to brain drain and staff demoralization (Obwogi, 2019). The study used the teaching staff to obtain the results while this study adopted responses from both the teaching and non-teaching staff. Also, the study was carried out in eight universities with KIM not being part of the eight while this study was carried out at KIM only. The research used stratified random sampling technique to obtain samples for data collection, which was adopted for this study.

Murumba, Kwanya and Maina (2020) did a research to evaluate the impact of tacit knowledge on the performance for institutions of learning. Their study was based on selected universities in

Kenya, namely; KCA University, University of Nairobi, University of Eastern Africa, Baraton, and Kibabii University,. The mixed research approach was used where quantitative data was gathered by using semi-structured questionnaires and qualitative data through oral interviews. The study population was 65 respondents, which was drawn from the four universities. The quantitative data was analyzed using chi-square tests and multinomial logistics regression, while the qualitative data was assessed through conversation and content analysis. Their study results indicated that tacit knowledge was a significant component in building institutional knowledge as it helped in enhancing work processes, decision-making and product development (Murumba, Kwanya, & Maina, 2020). Their research was on four institutions and KIM was not among the institutions of study. This research examined the aspect of organizational learning based on KIM. Besides, the study used the mixed research approach while this study singularly used qualitative data. The data for the research was also analysed using chi-square and multinomial logistics regression, while this study employed multiple regression.

The study by Hakro and Matthew (2020) examined whether the implementation of a cognitive coaching program caused a change in the behaviour and attitude of employees in a HEI in Oman, and the factors that influenced the program. Their study was based on members of staff that held leadership positions in academia, administrative roles and professional services departments. Data was fetched by employing semi-structured interviews and focus group discussions from a sample of 15 participants. According to their findings, coaching is effective in enhancing personal and professional growth, which leads to achievement of organizational goals (Hakro & Mathew, 2020). The study was conducted in Oman and used a marginalized category of the sample where only the top management was involved. This study was conducted in Kenya and examined all the members of staff. The study employed semi-structured interviews and focus group discussions to gather data while this study was administered through structured questionnaires.

2.3.2 Team-Based Learning Strategies and Performance

Learning strategies at the team level include developed groupthink, person-to-person communication, informal interactions, and imitation and role modeling. Developed groupthink is a scenario that blends a team approach to decision-making and problem solving in a manner that aligns with the group's consensus to maintain its overall balance (Hassan, 2013). Person-to-person communication in a team occurs through de-briefing, review and ad-hoc meetings that are a form

of reflective evaluation of past events to assist in capturing employees' feelings, positive critic, mistakes and other related input (Kauffeld & Lehmann-Willenbrock, 2012). Informal interactions amongst peers and workmates is associated with transferring firm-specific knowledge as discussions may revolve around the firm's specializations (Basten & Haamann, 2018). Role modelling and imitation are applied in organizations to influence the behaviour of employees, especially subordinates.

Reaves (2018) conducted a study on groupthink amongst project teams. The study utilized a phenomenological design where qualitative data was assembled using face-to-face interviews. The study's sample was sixteen project managers that were derived from different industries with an extensive experience exceeding a decade. The data collected from the research was analyzed through axial coding of patterns and open sentence analysis through NVivo 11 analysis program. According to the study, groupthink was found to have adverse effects on decision-making and recommended that leaders explore ways of mitigating groupthink amongst teams (Reaves, 2018). The study examined leaders in project management while this study assessed groupthink in departments in KIM. The research used qualitative data that was gathered through face-to-face interviews whereas in this study, quantitative data was used and structured questionnaires employed for data collection. More so, the study used axial coding of patterns and open sentence analysis to analyze the data collected while this study analyzed data using multiple regression. The study sample was on top management and was derived from different industries while this study was conducted in one institution of higher learning and engaged all members of staff.

Kauffeld and Lehmann- Willenbrock (2012) undertook a study to examine the impact of team meetings on the success of teams and organizations among 20 medium-sized firms across different industries. They obtained data by video recording ninety two regular meetings and through telephone interviews and questionnaires to collect data on variables for team and organization success. Based on their study, they found out that the teams that had functional interactions led to a higher satisfaction among the team members, which led to increased team productivity. Teams associated with dysfunctional communication had a far much negative impact on team and organizational performance (Kauffeld & Lehmann-Willenbrock, 2012). The focus of the study was meetings only and how they influence team performance. This study increased the variables on the team learning strategies to expand the scope of their study. The study also applied video recording

to collect data while this research was conducted using structured questionnaires. The study was on several industries and firms while this study was undertaken on only one institution in the higher education sector.

Jeon and Kim (2012) carried out a study on how different organizational and task factors influence informal learning at the workplace. Their study was based in Korea and focussed on two forms of informal learning namely; learning by doing via own task and peer interaction. Their research used secondary data that was assembled from the Human Capital Corporate Panel. Their study results indicated that open communications amongst peers enhanced informal learning in the organization, which improved organizational outcomes (Jeon & Kim, 2012). The study by Jeon and Kim (2012) employed secondary data whereas this reasearch applied primary data in examining informal interactions. Also, their study was based in Korea, while this study was based in Kenya.

A study by Brown and Treviño (2014) was conducted to examine whether role models matter in perceived ethical leadership. Their study was conducted on an insurance firm in the United States. It was carried out through a field study that surveyed supervisors and their juniors based on three parameters; the leader's childhood role models, career mentors, and top managers. From their study results, they found out that a subordinate's nature of ethical leadership followed that of their role model. This was enhanced by the role model's age where older leaders had a stronger role modeling relationship with their subordinates. (Brown & Treviño, 2014). Their study was based on the insurance industry in the United States while this study was conducted on the education sector in Kenya.

2.3.3 Organizational Learning Strategies and Performance

The learning strategies at the organizational level include departmentalization and specialization, organizational routines, rules and processes, professional communities and case study partnerships with educational institutions. Ahmed (2017) conducted a study establish the relevance of organizational structuring and departmentalization at the workplace. His study was based on the Toward Enduring Peace in Sudan (TEPS) project. According to the study results, departmentalization enables proper definition of organizational authority, division of labour, promotes management development and enhances proper utilization of resources. This is key to fueling performance as there is ease of coordinating activities, analysing performance and planning

for growth and expansion (Ahmed, 2017). The research was based in Sudan while this research was executed in Kenya. Also, the research focussed on an intergovernmental project while this study was based on one institution in the education sector.

Obeso et al. (2020) carried out a study to examine the impact of organizational knowledge management processes on organizational performance. Their study was conducted in Spain where managers from 400 Spanish firms were interviewed through a phone survey. The data gathered was analysed using a multiple regression analysis. The research revealed that the knowledge management process, which is a component of knowledge generation and knowledge flow enhance performance in an organization (Obeso et al., 2020). The study was based in Spain, while this research was based in Kenya. Also, their research was conducted through interviews conducted through a phone survey, while this study used structured questionnaires.

Makau and Muna (2020) conducted a research on government owned commercial banks in Kenya to assess the influence of organizational policies on organizational performance. Open-ended and close-ended questionnaires were used to gather data for the research where both qualitative and quantitative data was collected. The research data was then evaluated through descriptive statistics and a multilinear regression model was formulated to define the link between the variables. The study results revealed that the banks had implemented suitable policies that were used to guide their overall performance (Makau & Muna, 2020). The study was performed on commercial banks while this study was evaluated on Higher Education Institutions. Their research used both qualitative and quantitative data while this research used quantitative data only.

Awang & Ahmad (2012) undertook a study in Malaysia to assess the impact of professional learning communities on organizational citizenship behaviour. The study population was academic lecturers in Malaysian polytechnics. The study results revealed that professional learning communities increased student achievement and led to positive school transformations. They also found out that the positive impact of professional learning communities on organizational citizenship behaviour positively impacted organizational performance and effectiveness (Awang & Ahmad, 2012). The research was based in Malaysia whereas this research was conducted in Kenya. Moreso, their research used the teaching staff only while this study sought responses from both the teaching and nonteaching staff.

2.3.4 Moderating Role of Organizational Leadership on Organizational Learning Strategies and Performance

Koohang, Paliszkievicz and Goluchowski (2017) assessed the impact of organizational leadership on knowledge management, employees trust and organizational performance. Their study was conducted in nine regions in the US amongst employees at the different levels of management. Data was collected through a questionnaire that had five constructs: leading the organization, people, knowledge management, self, trust and organizational performance. The study data was analyzed through partial least squares to derive the relationship between the variables. According to the study outcomes, there exists a substantial positive linear relationship between leadership and trust, knowledge management and performance in an organization (Koohang, Paliszkievicz, & Goluchowski, 2017). The research was done in the US while this research was undertaken in Kenya. Also, the research used partial least squares while this study used multiple regression analysis.

A research by Radzi et al. (2013) was conducted in the Asian food manufacturing industry to ascertain the influence of transformational leadership on organizational learning and organizational innovation. The research sample was 168 firms and questionnaires were used to collect data. They were filled in by the top managers in those firms. The data collected was assessed employing SEM containing the three constructs under study. The results indicated that the variables relate positively and organizational learning mediated the influence of transformational leadership and organizational leadership (Radzi, Hui, Jenatabadi, Kasim, & Radu, 2013). The research was done in the food manufacturing industry, whereas this research targeted the education sector. Besides, the research employed SEM to infer the association between the variables, while this study modelled the relationship of the study variables using multiple regression.

To ascertain the relationship between transformational leadership, interpersonal trust, knowledge sharing behaviour and atmosphere, and organizational learning, Park and Kim (2018) carried out research in Korea. The data was collected using questionnaires distributed to 209 participants in a manufacturing firm in Korea. The data collected was analyzed using SEM to assess the relationship among the variables. It was noted that transformational leadership has a positive direct impact on the knowledge sharing environment and behaviour, interpersonal trust and organizational learning in a firm (Park & Kim, 2018). The research was deployed in the manufacturing industry in Korea

while this research was performed in the educational sector in Kenya. Further, the data analysis was performed using SEM to infer the relationship between the variables, while this study modelled the relationship using multiple regression.

JesúsGarcía-Morales et al. (2012) examined the effect of transformational leadership on organizational performance through organizational innovation and learning. The study was conducted in Spain across 168 firms. The key subject for the study was the CEOs of the firms. Data was collected through structured questionnaires and was analyzed through the SEM. The study results indicated that transformational leadership had a favourable impact on organizational performance through organizational learning and innovation (JesúsGarcía-Morales et al., 2012). Their research was executed in Spain, while this research was undertaken in Kenya. The study used the top management as the subject for data collection while this study used employees at all levels.

Orisemeke and Agusioma (2022) undertook a research to explore the influence of organizational leadership on performance of employees. Their research examined the Kenya Pipeline Company where data was compiled from 160 employees using questionnaires. Analysis of data assembled was undertaken using SPSS and involved descriptive and inferential tests. The research outcomes indicated that leadership is highly influential to employees performance based on terms of engagement, productivity and their overall satisfaction in a firm (Orisemeke & Agusioma, 2022). The study was conducted at an oil refinery company while this study was undertaken in a higher education institution.

2.3.5 Organizational Learning Strategies and Performance in Institutions of Higher Learning

Higher learning institutions are tasked with modeling programs that equip their students towards application of knowledge in organizations. Nevertheless, while this has been found to be applicable for firms in other sectors, there is under application of organizational among institutions of learning to a large extent. Sarange (2018) conducted a review study on the pertinency of the learning organization idea. The framework of her study was an extension of the four-typology framework formulated by Örténblad & Koris (2014), whose components are organizational learning, learning at work, learning structures and climate for learning. The study findings indicated that universities in Kenya are characterized with rigidity and bureaucracy, which limits organizational learning and

its applicability. Further, it established that there lacks a seamless link for the dissemination of knowledge from personnel to the organization, which is considered accidental when it occurs. Individual learning was also identified as a personal initiative as opposed to the institutions deliberate intention to motivate individuals to learn. Besides, the study identified that the universities were more inclined towards formal learning methodologies with ignorance to learning at work.

According to the study, there lies a gap in assimilating learning strategies at the variant levels of learning in the institutions of learning. Needless to say, alienated efforts by individuals and each level independently is not only costly, but also results to incoordination in attaining the institution's goals on learning. At the peak of the organization's strategy with respect to learning, it is paramount that the three levels be interlinked so that organizational learning can be streamlined towards the overall goal. Therefore, the study focused on evaluating the different strategies that are relevant to each level of learning and their applicability towards enhancing the performance of the institutions.

2.4 Summary of the Empirical Review

The literature review examined the underlying theoretical and empirical framework to the research. The theoretical framework outlines the knowledge-based theory, which explicates the strategic benefits of knowledge as a significant tool in building an organization's competitive edge. It also elaborates the organizational learning model in establishing the learning dimensions across three levels in the organization: individual, team and organization: and the role played by power in the firm in translating learning into performance.

The empirical review examined the contributions of different learning strategies at the different levels of learning to the organization's performance. It is evident that learning is an essential tool in building teamwork, boosting creativity and innovativeness, enhancing organization commitment, and improving business efficiency. These are critical in meeting the organization's obligations to its stakeholders and thus elevating its overall productivity. However, there is no explicit connection between organizational strategies and organization performance as left alone, learning strategies cannot deliver performance.

For effectiveness in transforming knowledge into business performance, leadership is essential in guiding the employees through the organization's vision, promoting teamwork, guiding change

and inspiring, motivating and encouraging the employees. With effective leadership, learning strategies are effectively implemented and they yield superior results for the businesses. While there are diverse studies in this regard, the application of organizational learning among institutions of higher learning was found wanting. This research aimed at responding to this gap by probing the organizational learning strategies at KIM and quantifying their effect on its performance. The summary of the empirical findings from the different scholars is as shown in Table 2.1 below.

2.5 Conceptual Framework

Organizational learning is theoretically linked to enhancing the organization's productivity. This is through its capacity to enhance the employees' competencies and skills to undertake their functions, while at the same time transforming their approaches towards work. Thus, it is attributed to enhancing employees' confidence, morale, innovativeness and efficiency (Castro, López-Sáez, & Delgado-Verde, 2011; Oparanma & Nwaeke, 2015; Westhead & Storey, 1996). As a result, it leads to lower employee turnover, improved processes and greater customer satisfaction. Nevertheless, for learning to translate to high productivity, the organization must have a suitable environment that promotes continuous learning and growth. This is enabled by effective leadership that seeks to model the organization towards the achievement of its goals through the employees' input (Hancott, 2017). Thus, leadership plays a key part in warranting that the organization has a learning culture and that the employees are well acquitted to their roles while fostering their growth in other areas.

Learning in the organization is a conglomerate of the strategies applied at the individual, team and organizational levels of learning (Garad & Gold, 2019). The study explored the different strategies at each level and their impact on performance built on the non-financial perspectives of the balanced scorecard: growth and learning, internal business processes and customers' perspectives. The study also assessed the role of organizational leadership, given its significance in setting the right learning environment and productive business operations.

Table 2.1: Summary of the Literature Review

Author (s) and year	Focus of the study	Study variables	Findings	Knowledge gap
Sarange, A. E. (2018)	Practicality of deploying the learning organisation idea to Kenyan universities	IV: Typology of Learning: learning at work, organizational learning, learning structure, climate of learning MV: Multi-stakeholders DV: Learning organization	Relevance of learning organizations for universities in Kenya	Need for thoughtful application of learning organization to enhance learning and eliminate obstacles to learning in Higher Education Institutions
O’rtenblad, A., & Koris, R. (2014).	Usefulness of the learning organization idea to institutions of higher learning	IV: Typology of Learning: learning at work, organizational learning, learning structure, climate of learning MV: Multi-stakeholders	The need to reformulate the learning organization idea to become fully relevant to Higher Education Institutions	Reformulation of the learning organization for full relevance to Higher Education Institutions

		DV: Learning organization		
Tiampati and Moronge (2018)	Employee turnover at chartered public universities due to on-the-job training	IV: On the job training DV: Employee turnover	Chartered universities in Kenya had embraced on the job trainings, coaching, job rotations and appointment on acting capacity. However, the mechanisms were ineffective as they often did not match with the employees' roles	The study focussed on a few strategies at the individual learning level, which were expounded by this study by introducing other strategies employed for learning at the individual level of learning.
Kimutai and Kwambai (2018)	Examining whether staff capacity building impacts organizational effectiveness at the University of Eldoret in Kenya	IV: Staff capacity development DV: Organizational effectiveness	Recruitment was based on qualifications and was transparent, which was a source of motivation to the members of staff in enhancing their qualifications	The research was undertaken at the University of Eldoret, while this study was based on KIM
Obwogi (2019)	Evaluation of human resource practices and their impact on the quality of teaching staff at Kenyan universities.	IV: Human resource practices DV: Quality of teaching staff	There was inadequate support from the institutions to the university staff in undertaking research and publicizing their findings, which could lead to	The study used the teaching staff to obtain the results while the current study adopted responses from both the teaching and non-teaching staff.

			brain drain and staff demoralization	
Murumba, Kwanya and Maina (2020)	Impact of tacit knowledge on the performance for institutions of learning	IV: Tacit knowledge DV: Organizational performance	Tacit knowledge was a significant component in building institutional knowledge as it helped in enhancing work processes, decision-making and product development	The study used the mixed research approach while this study singularly used quantitative data. The data for the study was analysed using chi-square and multinomial logistics regression, while this study employed 2-way ANOVA and results modelled using multiple regression.
Hakro and Matthew (2020)	Examining whether the implementation of a cognitive coaching program caused a change in the behaviour and attitude of employees in a HEI in Oman, and the factors that influenced the program	IV: Cognitive coaching program DV: Change of employee behaviour and attitude	Coaching is effective in enhancing personal and professional growth, which leads to achievement of organizational goals	The study was conducted in Oman and used a marginalized category of the sample. This study was conducted in Kenya and examined all the members of staff. The study employed focus group discussions and semi-structured interviews and to gather data while this

				study was administered through structured questionnaires.
Reaves (2018)	Groupthink in Project Teams	IV: Groupthink DV: Team decision-making	Groupthink was found to have adverse effects on decision-making and recommended that leaders explore ways of mitigating groupthink amongst teams	The study examined leaders in project management while this study assessed groupthink in departments of a Higher Education Institution.
Kauffeld and Lehmann-Willenbrock (2012)	Effect of team meetings on teams and organizations success	IV: Team meetings DV: Team and organization success	Teams that had functional interactions led to a higher satisfaction among the team members, which led to increased team productivity and vice versa	The focus of the study was meetings only and how they influence team performance. This study increased the variables on the team learning strategies to expand the scope of their study.
Jeon and Kim (2012)	The diversity of the influence of task and organizational factors on informal learning at the workplace	IV: Organizational and task factors DV: Informal learning	Open communications amongst peers enhanced informal learning in the organization, which improved organizational outcomes	The research used secondary data whereas this research used primary data in examining informal interactions.

Brown and Treviño (2014)	Whether role models matter in perceived ethical leadership	IV: Role modelling DV: Ethical leadership	A subordinate's nature of ethical leadership followed that of their role model. Role modeling was enhanced by age where older leaders had a stronger role modeling relationship with their subordinates.	The study was based on the insurance industry in the United States while this research was on the education sector in Kenya.
Abdulwahab (2017)	The significance of departmentalization and organizational structuring at the workplace	IV: Organizational structuring and departmentalization DV: Firm performance	Departmentalization enables proper definition of organizational authority, division of labour, promotes management development and enhances proper utilization of resources, which fuels firm performance	The research was based in Sudan while this research was in Kenya.
Obeso et al. (2020)	Examining whether organizational knowledge management processes influence organizational performance	IV: Organizational knowledge management DV: Organizational performance	Organization performance is enhanced by the knowledge management process, which is a component of knowledge generation and knowledge flow	The study was conducted through interviews conducted through a phone survey, while this study used structured questionnaires.

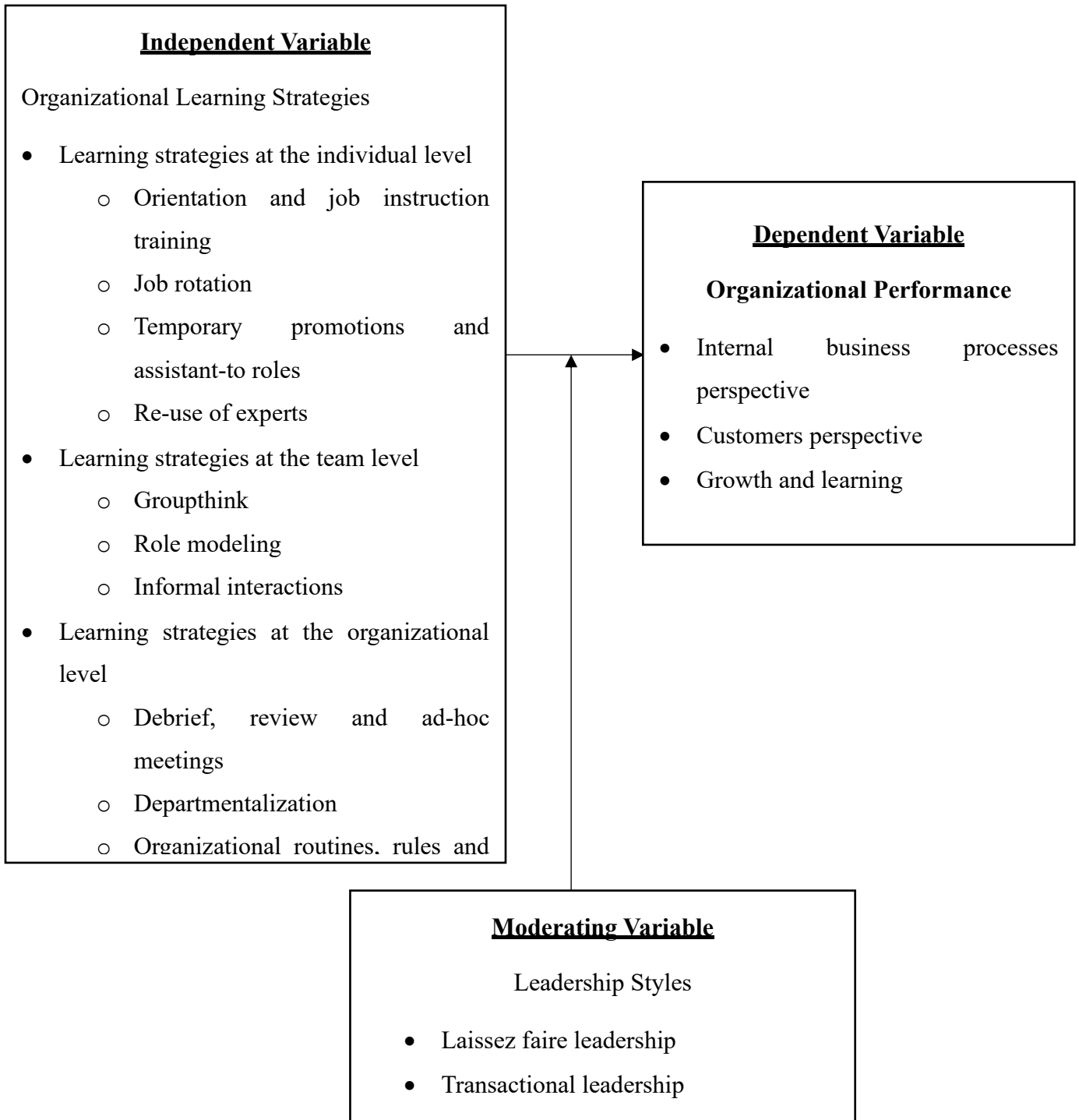
Makau and Muna (2020)	Effect of organizational policies on organizational performance	IV: Organizational policies DV: Organizational performance	Banks had implemented suitable policies that were used to guide their overall performance	The study was performed on commercial banks while this study was conducted on a Higher Education Institution.
Awang & Ahmad (2012)	Influence of professional learning communities on organizational citizenship behaviour	IV: Professional learning communities DV: Organizational citizenship behaviour	Professional learning communities increased student achievement and led to positive school transformations. The favorable influence of professional learning communities on organizational citizenship behaviour impacted organizational performance and effectiveness positively	The study used the teaching staff only while this study sought responses from both the teaching and nonteaching staff.
Koohang, Paliszkievicz and Goluchowski (2017)	Influence of organizational leadership on employees trust, knowledge management and organizational performance	IV: Organizational leadership DV: Employees' trust, knowledge management and organizational performance	A substantial favorable linear relationship was ascertained for leadership and trust and knowledge management on performance in an organization	The study used partial least squares while this study used multiple regression analysis.

Radzi et al. (2013)	The link between transformational leadership, organizational innovation and organizational learning	IV: Transformational leadership MV: Organizational learning DV: Organizational innovation	A positive relationship between the variables was established and organizational learning mediated the influence of transformational leadership and organizational learning	The research was undertaken in the food manufacturing industry, while this research was executed in the education industry. The research used SEM to infer the association between the variables, while this study modelled the relationship using multiple regression.
Park and Kim (2018)	The link between transformational leadership, interpersonal trust, knowledge sharing behaviour and climate, and organizational learning	IV: Transformational leadership DV: Knowledge sharing climate and behaviour, interpersonal trust and organizational learning	Transformational leadership positively and directly impacted knowledge sharing behaviour and environment, interpersonal trust, and organizational learning in a firm	The study used SEM to infer the association between the variables, while this study modelled the relationship using multiple regression.
JesúsGarcía-Morales, MagdalenaJiménez-Barrionuevo and Gutiérrez-Gutiérrez (2012)	Impact of transformational leadership on organizational performance through organizational learning and innovation	IV: Transformational leadership MV: Organizational learning and innovation	Transformational leadership impacted organizational performance positively through organizational learning and innovation	The research was conducted in Spain, while this research was undertaken in Kenya.

		DV: Organizational innovation		
Orisemeke and Agusioma (2022)	Assessing whether organizational leadership influences employee performance	IV: Organizational leadership DV: Employees' performance	Leadership is highly influential to employees performance based on terms of engagement, productivity and their overall satisfaction in a firm	The study was conducted at an oil refinery company while this study was undertaken in a Higher Education Institution.
Hussein et al. (2016)	Learning organization culture, organizational innovativeness and organizational performance on the Malaysian Public Institution of Higher Education	IV: Learning organization culture. DV: Organizational Performance and Organizational Innovativeness.	Strategic leadership, continuous learning, collaboration and team learning are significant on organizational performance and innovativeness.	This study lacked the classification of organizational learning into the different levels of learning, while this study classified the different levels of learning.
Akhtar, C. S., et al. (2015)	Case of higher education institutions on effect of organizational learning on effectiveness:	IV: Organizational learning DV: Organizational effectiveness	Continuous learning leads to higher productivity and effectiveness.	In the study, performance was measured in general, while this study classified performance.

Figure 2.1 describes the conceptual framework that was used in the research.

Figure 2:1 Conceptual Framework



Source: Author, 2024

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the research methodology that was applied in the research. The research methodology covered in the chapter included the research design that guided the study, the target population, sampling design and procedure, data collection and data collection instrument, pilot test, data analysis and presentation as well as the ethical considerations for the study.

3.2 Research Design

Research design is the procedure and approach used in conducting research. It includes the techniques and methods that are applied by a researcher to adequately meet the objectives of the research. The research centered on determining the effect of organizational learning strategies on organizational performance through the moderation of organizational leadership, which made a descriptive research design suitable for application. A descriptive research design focuses on providing a description to the situation under study through data collection, analysis and presentation, which was the course of undertaking for the research.

3.3 Target Population

A research population is the overall data set containing all elements of interest in a study (Sapsford & Jupp, 2006). In this research, the population was made up of all the employees at KIM, who are 209 as depicted in Table 3.1 below. These respondents are resourceful in providing information relating to organizational learning strategies at the individual, team and organizational levels, leadership and performance.

Table 3.1: Summary of Study Population

Target Population	Population
Senior management	9
Operations/Business managers	49
Employees	151
Total	209

3.4 Sampling Design and Procedure

A research sample is described as the elements drawn from a research population as a simulation of the entire population. Research samples are considered to bear similar characteristics with the population (Sapsford & Jupp, 2006). The sample size for the study was 50% of the target population (104 respondents). Stratified and simple random sampling techniques were used in the selection of the sample. Stratified sampling was used to select the sample from the various levels of employees and simple random sampling was used to select a sample from each of the category.

Table 3.2: Sample Size

Target Population	Population	Sample
Senior management	9	5
Operations/Business managers	49	24
Employees	151	75
Total	209	104

3.5 Data Collection

This is the process applied in collecting data regarding the research variables. The data is usually collected from a target population through data collection instruments (Sapsford & Jupp, 2006). This study was conducted through a survey that was administered through questionnaires. Questionnaires are a set of written questions that are administered to the sampled individuals either through mails, email, websites or drop-offs (Johannesson & Perjons, 2014). The study used structured questionnaires, which as per Mugenda and Mugenda (2013) are easy to execute and analyse. The questionnaires were emailed to the employees, which was suitable as it was inexpensive to use.

3.6 Data Collection Instrument

Data assembling was done through a questionnaire as shown in Appendix I. The questionnaire was divided into four sections (A-D) as follows: demographics, organizational performance, organizational learning strategies and organizational leadership respectively. The data collected from sections B, C and D was measured using a 1-5 Likert scale.

3.7 Pilot Test

A pilot study was performed to examine the reliability and validity of the data collection instrument. As per Mugenda and Mugenda (2013), a decile of the sample is an appropriate number to administer a pilot test. A pilot study was conducted on 10% of the sample to assess the reliability of the structured questionnaire before full data collection. The study employed Cronbach's alpha coefficient to determine the internal consistency of the questionnaire items, with a reliability threshold of 0.7 or higher considered acceptable. This ensures that the instrument produces consistent results when administered to different respondents under similar condition. In the research, therefore, the pilot study was done on ten employees at the institute.

3.7.1 Validity Test

A validity test is usually undertaken to establish whether the data collected measures the study objectives accurately. There exist different types of validity and they comprise of content validity and construct validity. Content was assessed by consulting the experts in the field of study including the supervisor and their input incorporated in the data collection instrument before the actual data collection exercise. KMO tests were used to test for construct validity and as a rule of thumb, factor loadings > 0.5 implied that the instrument was valid and could be used for data collection. Table 3.3 presents the validity Test Results.

Table 3.3: Validity Test Results

Variables	KMO	Bartlett's Test	Sig.	Remark
LSI	.619	60.117	.001	Valid
LST	.651	74.517	.002	Valid
LSO	.734	77.478	.000	Valid
Op	.823	101.568	.000	Valid

From the results, all the factor loading values for the variables were >0.5 implying that the instrument was valid.

3.7.2 Reliability Test

Reliability refers to the consistency and stability of the research instrument in measuring the intended variables. A pilot study was conducted 10% of the sample to assess the reliability of the structured questionnaire before full data collection. The study employed Cronbach's alpha

coefficient to determine the internal consistency of the questionnaire items, with a reliability threshold of 0.7 or higher considered acceptable. This ensures that the instrument produces consistent results when administered to different respondents under similar condition. The pilot test results are outlined in Table 3.4.

Table 3.4: Reliability Test Results

Variable	Cronbach's Alpha
LSI	0.768
LST	0.784
LSO	0.840
OLS	0.771

From the results, it can be observed that all the Cronbach's Alpha values for all the study variables were >0.7 implying that the data collection instrument was reliable.

3.8 Data Analysis and Presentation

Data analysis refers to the mechanism of converting the collected data to results that meet the research objectives adequately (Brandt, 2014). Descriptive statistics was used to present the summary characteristics of the data gathered. The interaction between the variables was measured through a multiple regression model. Equation 3-1 indicates how organizational learning was quantified through the different components of organizational learning strategies. The study assumed that every level of learning contributed an equal component to the overall organizational learning. Equation 3-2 and Equation 3-3 were used to estimate the influence of organizational learning strategies at the different levels of learning on organizational performance, while Equation 3-4 was used to assess organizational leadership in moderating the effect of organizational learning strategies on organizational performance. The equations are as shown below:

$$OP = \beta_0 + \beta_1 LSI + \beta_2 LST + \beta_3 LSO + \varepsilon$$

Equation 3-1

$$OP = \beta_0 + \beta_1 OLS + \varepsilon$$

Equation 3-3

$$OP = \beta_0 + \beta_1 OLS + \beta_2 OLS * OL + \varepsilon$$

Equation 3-4

The moderating equation was;

$$OP = \beta_0 + \beta_1 OLS + \beta_2 OLS * OL + \varepsilon$$

Where;

OP: organizational performance

LSI: learning strategies at the individual level

LST: learning strategies at the team level

LSO: learning strategies at the organizational level

OLS: organizational learning strategies

OL: organizational leadership

β : coefficient to the respective variables

ε : error term

3.9 Ethics consideration

The researcher observed the principles of research ethics at all times. The researcher obtained informed consent from the university and the institution to grant permission to conduct the study. The study also observed utmost anonymity and confidentiality to all the respondents, and they were given a right to withdraw from the research. Further, the researcher conducted the study in integrity and honesty without application of deceptive practices. Lastly, the researcher sought to minimize any risk or harm prone to the respondents while conducting the study by allowing ample time to the respondents to answer the questions at their own convenience.

CHAPTER FOUR: DATA ANALYSIS, RESULTS AND DISCUSSION

4.1 Introduction

This segment structures the outcomes of the data analysis and discusses the results of the research. The main objective of this research was to establish the effect of levels of organizational learning strategies on the performance of Kenya Institute of Management in Nairobi City County, Kenya. The research utilized primary data, which was assembled from the employees of the institution through structured questionnaires emailed to them. This research was a descriptive study and a multiple regression model was applied to ascertain the effects of organizational learning strategies on organizational performance through the moderation of organizational leadership.

4.2 Demographic Results

This subsection outlines the outcomes from the data analysis.

4.2.1 Response Rate

The research sample was 104 respondents. Thus, a total of 104 questionnaires were administered in the study. However, 77 employees filled in the questionnaire and replied via email. This represented a 74.04% response by percentage. Going by the findings by Kothari and Gang (2014), a sample is considered sufficient for assessment of data and reporting when the response rate is 50%, 60% is considered good, and 70% or higher is splendid. Thus, the response rate was sufficient and suitable to conduct the analysis.

4.2.2 Demographic Information

The study respondents comprised of 35 males and 42 females, representing 45.45% and 54.55% of the respondents respectively. This is as summarized in Table 4.1 below:

Table 4.1: Demographics by Gender

Gender	Number	Percent
Male	35	45.45
Female	42	54.55
Grand Total	77	100.00

Majority of the participants consisted of the age between 30 and 39, while the minority were aged between 50 and 60 years old. The age group from 25-29 had 17 respondents while 40-49 were 19 respondents. Respectively, this represented 22.08% and 24.68% of the research sample. Table 4.2 below is an outline of the participants by age.

Table 4.2: Demographics by Age

Age	Number	Percent
25-29	17	22.08
30-39	34	44.16
40-49	19	24.68
50-60	7	9.09
Grand Total	77	100.00

The level of education was further used to segment the participants. Of the 77 respondents, 63.64% were degree holders, which was the largest category of the respondents. The second largest category comprised of diploma holders at 18.18% followed by master's holders at 15.58%. The smallest category was doctorate holders, which was 2.60%. Table 4.3 shows the summary.

Table 4.3: Demographics by Level of Education

Level of Education	Number	Percent
Diploma	14	18.18
Degree	49	63.64
Masters	12	15.58
Doctorate	2	2.60
Grand Total	77	100.00

The participants were also grouped as per the count of years of experience. The respondents with work experience of 1 to 5 years were 49 and formed the biggest category representing 63.64%. The next largest category was made up of the respondents with 6 to 10 years of experience at KIM. They were 16, representing 20.78% out of all respondents. The respondents with 11 to 15 years of experience at KIM were 6 representing 7.79% of the respondents. Also, only 6 respondents had

over 15 years of experience at KIM representing 7.79% of the total number of the research participants. This is summarized in Table 4.4:

Table 4.4: Demographics by Years of Experience

Years of Experience	Number	Percent
1-5	49	63.64
6-10	16	20.78
11-15	6	7.79
>15	6	7.79
Grand Total	77	100.00

Table 4.5: Demographics by Years of Experience at KIM

Years at KIM	Number	Percent
1-5	22	28.57
6-10	17	22.08
11-20	28	36.36
>20	10	12.99
Grand Total	77	100.00

Based on the total years of experience at KIM, the study established that relatively, the majority had 11-20 years of experience representing 36.36%. The second category was for the participants of 1-5 years of experience, which was 28.57% and 6-10 years, which was 22.08%. The smallest category was over 20 years of experience at KIM, which was 12.99% of the total respondents. The summary of the demographics by experience span is as shown in Table 4.5 above.

4.3 Descriptive Results

The variables were grouped into 3 main categories namely; performance, organizational learning strategies and organizational leadership. Organizational learning strategies category was further subdivided into 3 subcategories namely; learning strategies at the individual level, learning strategies at the team level and learning strategies at the organizational level.

4.3.1 Organizational Performance

The questionnaire comprised 25 questions evaluating KIM's performance as per the perspective of the survey participants. Table 4.6 below is a tabulated summary of the responses obtained from the questionnaire. Parameters 19 and 21 were reverse coded to obtain their true measure.

4.3.2 Organizational Learning Strategies

There were 17 questions assessing the parameters under the organizational learning strategies category. Table 4.7 is a tabulated summary of the responses collected in the category. Questions 1-7 assessed the learning strategies at the individual level (LSI), 8-13 evaluated the learning strategies at the team level (LST) and 14-17 gaged the learning strategies at the organizational level (LSO).

4.3.3 Organizational Leadership and Learning

The questionnaire comprised of 20 questions to figure out the employees' perceptions of organizational leadership in the organization. Table 4.8 below is a tabulated overview of the responses obtained from the research participants.

To determine the prevalent leadership style at the institution, the parameters were categorized into two, transformational leadership (1-9, 16-18, 20) and transactional leadership (10-15, 19). The average of the parameters addressing transformational leadership was 2.8631 while the average for transactional leadership parameters was 3.3469. The results revealed that the most prevalent leadership style was the transactional leadership style. Given that 16 of all the parameters had a mode of 3, Laissez Faire leadership style was ruled out. The extremely low scores on the transformational leadership parameters, however, indicated that that the leadership was largely withdrawn in engaging employees and modeling transformative change in the organization.

Table 4.6: Measures of Performance

Q. No.	Performance (OP)	Mean	Mode	STDEV
1	Level of strategic partnerships	2.9481	3	1.33669
2	Availability of distinct programs	4.1169	4	0.62774
3	Availability of blended programs: full-time, part-time and distant learning	4.4935	5	0.68101
4	Institutional accreditations	4.8442	5	0.36509
5	Programs accreditations	4.8442	5	0.36509
6	Funds utilization	1.6234	1	1.136
7	Growth in the number of enrolments	3.0000	5	1.5131
8	Growth of graduation rate,	3.1299	3	1.30132
9	Rate of program transfer	1.8182	1	0.91374
10	Level of students' skills set at graduation	3.6494	5	1.20051
11	Graduates' ratings in the job market	3.0779	4	1.47582
12	Student job placements	1.8442	1	0.97421
13	Level of alumni active participation	2.0260	1	1.20278
14	KIM's national rating	1.9481	2	0.68626
15	KIM's global rating	1.6234	1	0.79536
16	General ambiance rating	3.3377	5	1.35346
17	Level of work motivation	1.7532	1	0.84536
18	Level of work commitment	1.9610	2	0.5722
19	Management turnover rate reversed mean – 1.5714	4.4286	1	0.67723
20	Level of staff skills, ability and knowledge	4.1818	4	0.72051
21	Rate of absenteeism reversed mean – 2.8961	3.1039	2	1.32372
22	Personal ascension in teaching and research	2.9091	2	1.4526
23	Staff contribution to strategy and curriculum	3.3247	4	1.36152
24	Quality of teams	3.1169	3	1.31763
25	Quality of knowledge groups	2.5714	2	1.11719

From the results, level of strategic partnerships had a mean of 2.9481 and a standard deviation of 1.33669 implying that the respondents were in agreement to a moderate extent. Availability of distinct programs had a mean of 4.1169 and a standard deviation of 0.62774 implying that the respondents were in agreement to a great extent. Availability of blended programs: full-time, part-time and distant learning had a mean of 4.4935 and a standard deviation of 0.68101 implying that the respondents were in agreement to a very great extent. Institutional accreditations had a mean of 4.8442 and a standard deviation of 0.36509 implying that the respondents were in agreement to a very great extent. Programs accreditations had a mean of 4.8442 and a standard deviation of 0.36509 implying that the respondents were in agreement to a very great extent. Funds utilization had a mean of 1.6234 and a standard deviation of 1.136 implying that the respondents were in agreement to some extent. Growth in the number of enrolments had a mean of 3 and a standard deviation of 1.5131 implying that the respondents were in agreement to a moderate extent. Growth of graduation rate had a mean of 3.1299 and a standard deviation of 1.30132 implying that the respondents were in agreement to a moderate extent. Rate of program transfer had a mean of 1.8182 and a standard deviation of 0.91374 implying that the respondents were in agreement to some extent. Level of students' skills set at graduation had a mean of 3.6494 and a standard deviation of 1.20051 implying that the respondents were in agreement to a great extent. Graduates' ratings in the job market had a mean of 3.0779 and a standard deviation of 1.47582 implying that the respondents were in agreement to a moderate extent. Student job placements had a mean of 1.8442 and a standard deviation of 0.97421 implying that the respondents were in agreement to some extent. Level of alumni active participation had a mean of 2.0260 and a standard deviation of 1.20278 implying that the respondents were in agreement to some extent. KIM's national rating had a mean of 1.9481 and a standard deviation of 0.68626 implying that the respondents were in agreement to some extent. KIM's global rating had a mean of 1.6234 and a standard deviation of 0.79536 implying that the respondents were in agreement to some extent. General ambiance rating had a mean of 3.3377 and a standard deviation of 1.35346 implying that the respondents were in agreement to a moderate extent. Level of work motivation had a mean of 1.7532 and a standard deviation of 0.84536 implying that the respondents were in agreement to some extent. Level of work commitment had a mean of 1.9610 and a standard deviation of 0.5722 implying that the respondents were in agreement to some extent. Management turnover rate | reversed mean – 1.5714 had a mean of 4.4286 and a standard deviation of 0.67723 implying that the respondents were in

agreement to a great extent. Level of staff skills, ability and knowledge had a mean of 4.1818 and a standard deviation of 0.72051 implying that the respondents were in agreement to a great extent. Rate of absenteeism | reversed mean – 2.8961 had a mean of 3.1039 and a standard deviation of 1.32372 implying that the respondents were in agreement to a moderate extent. Personal ascension in teaching and research had a mean of 2.9091 and a standard deviation of 1.4526 implying that the respondents were in agreement to a moderate extent. Staff contribution to strategy and curriculum had a mean of 3.3247 and a standard deviation of 1.36152 implying that the respondents were in agreement to a moderate extent. Quality of teams had a mean of 3.1169 and a standard deviation of 1.31763 implying that the respondents were in agreement to a moderate extent. Quality of knowledge groups had a mean of 2.5714 and a standard deviation of 1.11719 implying that the respondents were in agreement to a moderate extent.

Table 4.7: Individual Learning Strategies

Q. No.	Individual Learning Strategies	Mean	Mode	STDEV
1	On-the-job training	3.5325	3	1.03345
2	Job rotation	2.2468	2	0.94807
3	Temporary promotions	2.4026	3	0.94951
4	Assistant-to roles	2.4026	3	0.94951
5	Knowledge management systems / Knowledge groups	2.9221	3	1.1895
6	Mentorship	2.2727	3	0.78868
7	Coaching	2.2727	3	0.78868

From the results, On-the-job training had a mean of 3.5325 and a standard deviation of 1.03345 implying that the respondents were in agreement to a great extent. Job rotation had a mean of 2.2468 and a standard deviation of 0.94807 implying that the respondents were in agreement to some extent. Temporary promotions had a mean of 2.4026 and a standard deviation of 0.94951 implying that the respondents were in agreement to some extent. Assistant-to roles had a mean of 2.4026 and a standard deviation of 0.94951 implying that the respondents were in agreement to some extent. Knowledge management systems / Knowledge groups had a mean of 2.9221 and a standard deviation of 1.1895 implying that the respondents were in agreement to a moderate extent. Mentorship had a mean of 2.2727 and a standard deviation of 0.78868 implying that the

respondents were in agreement to some extent. Coaching had a mean of 2.2727 and a standard deviation of 0.78868 implying that the respondents were in agreement to some extent.

Table 4.8: Team-Based Learning Strategies

Team-Based Organizational Learning	Mean	Mode	STDEV
Team decision-making	3.0779	3	1.14439
De-briefing meetings	2.5325	3	1.02063
Review meetings	3.2208	3	1.24206
Ad-hoc meetings	3.4416	3	0.97998
Informal interactions	3.7403	4	0.93756
Role modeling	2.4935	3	0.96822

Team decision-making had a mean of 3.0779 and a standard deviation of 1.14439 implying that the respondents were in agreement to a moderate extent. De-briefing meetings had a mean of 2.5325 and a standard deviation of 1.02063 implying that the respondents were in agreement to a moderate extent. Review meetings had a mean of 3.2208 and a standard deviation of 1.24206 implying that the respondents were in agreement to a moderate extent. Ad-hoc meetings had a mean of 3.4416 and a standard deviation of 0.97998 implying that the respondents were in agreement to a moderate extent. Informal interactions had a mean of 3.7403 and a standard deviation of 0.93756 implying that the respondents were in agreement to a great extent. Role modeling had a mean of 2.4935 and a standard deviation of 0.96822 implying that the respondents were in agreement to some extent.

Table 4.9: Organizational Learning Strategies

Organizational Learning Strategies	Mean	Mode	STDEV
Departmentalization	4.1688	5	1.17432
Organizational routines, rules and processes	4.1429	5	1.16658
Professional communities	2.3766	2	0.93244
Case study partnerships with educational institutions	2.5325	3	0.94011

Departmentalization had a mean of 4.1688 and a standard deviation of 1.17432 implying that the respondents were in agreement to a great extent. Organizational routines, rules and processes had a mean of 4.1429 and a standard deviation of 1.16658 implying that the respondents were in agreement to a great extent. Professional communities had a mean of 2.3766 and a standard deviation of 0.93244 implying that the respondents were in agreement to some extent. Case study partnerships with educational institutions had a mean of 2.5325 and a standard deviation of 0.94011 implying that the respondents were in agreement to a moderate extent.

Table 4.10: Measures of Organizational Leadership and Learning

Q. No.	Organization Leadership & Learning (OL)	Mean	Mode	STDEV
1	I am are aware of where my knowledge can serve the organization	3.0649	3	1.16232
2	I have the right mix of skills to carry out my roles	3.2597	3	1.13525
3	I can recommend new work ideas with ease to the management	3.0519	3	1.22363
4	I know who to speak to when I need specific information	3.1688	3	1.31192
5	Management assigns me to other parts of the organization for cross training	2.5455	3	1.05812
6	I communicate clearly and with ease concerning my needs in the organization	3.1948	3	1.12436
7	I am open to change into new ways of doing things	3.0649	3	1.24961
8	I use frameworks and models in decision-making through the help of the management	2.4675	3	1.0461
9	I share information with other employees such as goals and performance achievement	2.8312	2	1.15169

10	KIM has established routines that employees have to adhere to	4.3506	5	0.72122
11	KIM collects data on all facets of performance	3.0519	3	1.22363
12	KIM rewards adherence to established processes and routines and punishes deviance	3.0130	3	1.18648
13	KIM monitors the key variables linked to performance	3.3117	3	0.96327
14	KIM makes reviews on performance variables and sets new objectives based on the findings	3.1948	3	1.14753
15	KIM integrates information from different organizational areas	2.9740	3	1.20746
16	KIM uses feedback from employees and organizational-based studies to improve processes	2.5714	3	1.03146
17	KIM proactively addresses problems	2.5195	3	1.008
18	KIM develops experts within	2.8182	2	1.15539
19	There is a formal informational management function at KIM	3.2468	3	1.1938
20	KIM outsources internal capabilities when they are deficient	2.9481	3	1.13435

From the results, I am aware of where my knowledge can serve the organization had a mean of 3.0649 and a standard deviation of 1.16232 implying that the respondents were in agreement to a moderate extent. I have the right mix of skills to carry out my roles had a mean of 3.2597 and a standard deviation of 1.13525 implying that the respondents were in agreement to a moderate extent. I can recommend new work ideas with ease to the management had a mean of 3.0519 and a standard deviation of 1.22363 implying that the respondents were in agreement to a moderate extent. I know who to speak to when I need specific information had a mean of 3.1688 and a standard deviation of 1.31192 implying that the respondents were in agreement to a moderate extent. Management assigns me to other parts of the organization for cross training had a mean of 2.5455 and a standard deviation of 1.05812 implying that the respondents were in agreement to a moderate extent. I communicate clearly and with ease concerning my needs in the organization

had a mean of 3.1948 and a standard deviation of 1.12436 implying that the respondents were in agreement to a moderate extent. I am open to change into new ways of doing things had a mean of 3.0649 and a standard deviation of 1.24961 implying that the respondents were in agreement to a moderate extent. I use frameworks and models in decision-making through the help of the management had a mean of 2.4675 and a standard deviation of 1.0461 implying that the respondents were in agreement to some extent. I share information with other employees such as goals and performance achievement had a mean of 2.8312 and a standard deviation of 1.15169 implying that the respondents were in agreement to a moderate extent. KIM has established routines that employees have to adhere to had a mean of 4.3506 and a standard deviation of 0.72122 implying that the respondents were in agreement to a great extent.

KIM collects data on all facets of performance had a mean of 3.0519 and a standard deviation of 1.22363 implying that the respondents were in agreement to a moderate extent. KIM rewards adherence to established processes and routines and punishes deviance had a mean of 3.0130 and a standard deviation of 1.18648 implying that the respondents were in agreement to a moderate extent. KIM monitors the key variables linked to performance had a mean of 3.3117 and a standard deviation of 0.96327 implying that the respondents were in agreement to a moderate extent. KIM makes reviews on performance variables and sets new objectives based on the findings had a mean of 3.1948 and a standard deviation of 1.14753 implying that the respondents were in agreement to a moderate extent. KIM integrates information from different organizational areas had a mean of 2.9740 and a standard deviation of 1.20746 implying that the respondents were in agreement to a moderate extent. KIM uses feedback from employees and organizational-based studies to improve processes had a mean of 2.5714 and a standard deviation of 1.03146 implying that the respondents were in agreement to a moderate extent. KIM proactively addresses problems had a mean of 2.5195 and a standard deviation of 1.008 implying that the respondents were in agreement to a moderate extent. KIM develops experts within had a mean of 2.8182 and a standard deviation of 1.15539 implying that the respondents were in agreement to a moderate extent. There is a formal informational management function at KIM had a mean of 3.2468 and a standard deviation of 1.1938 implying that the respondents were in agreement to a moderate extent. KIM outsources internal capabilities when they are deficient had a mean of 2.9481 and a standard deviation of 1.13435 implying that the respondents were in agreement to a moderate extent.

4.3.4 Summary Descriptive Statistics

The data set revealed a symmetrical normal distribution trend as skewness for all the variables was between -0.5 and 0.5. However, all the variables had a subtle negative skewness. The kurtosis values were also between -2 and 2 indicating that the distribution was mesokurtic. The values, however, were all negative indicating that the data distribution was pulling towards platykurtic distribution.

Table 4.11 below indicates the summary descriptive statistics of the research variables.

Table 4.11: Summary Descriptive Statistics

Variable	OP	LSI	LST	LSO	OLS	OL
Mean	2.9044	2.5788	3.0844	2.9180	2.8604	3.0325
STDEV	0.2312	0.8677	0.8978	0.8821	0.8742	0.9487
Skewness	-0.3018	-0.1375	-0.2741	-0.3342	-0.2354	-0.0883
Kurtosis	-0.3750	-0.7447	-0.4882	-0.7114	-0.6918	-0.6938

The mean for learning strategies at the individual level (LSI) was 2.5788, the mean for learning strategies at the team level (LST) was 3.0844 and the mean for learning strategies at the organizational level (LSO) was 2.9180. Organizational performance (OP) had a mean of 2.9044, organizational learning strategies (OLS) had a mean of 2.8604 and organizational leadership and learning had a mean of 3.0325.

4.4 Correlation Analysis

An analysis of correlation was executed to evaluate how the independent variables affect the dependent variable. Correlation analysis was used to explore the direction and strength of relationship between the independent and the dependent variables in the study. The correlation results are outlined in Table 4.12.

Table 4.12: Correlation Statistics

		OP	LSI	LST	LSO	OLS
OP	Pearson					
	Correlation	1	.930**	.307	-.274	.567**
	Sig. (2-tailed)		0.000	0.276	0.557	0.000
	N	77	77	77	77	77
LSI	Pearson					
	Correlation	.930**	1	.424	.279	.298**
	Sig. (2-tailed)	0.000		0.112	0.056	0.001
	N	77	77	77	77	77
LST	Pearson					
	Correlation	.307	.424	1	.322	.343
	Sig. (2-tailed)	0.276	0.112		0.077	0.201
	N	77	77	77	77	77
LSO	Pearson					
	Correlation	-.274	.279**	.322	1	.381**
	Sig. (2-tailed)	0.557	0.056	0.077		0.300
	N	77	77	77	77	77
OLS	Pearson					
	Correlation	.946**	.298**	.343	.381	1
	Sig. (2-tailed)	0.000	0.001	0.201	0.300	
	N	77	77	77	77	77

From the results, the correlation between individual learning strategies and organizational performance was positive and statistically significant ($r = 0.930$, $p=0.000<0.05$). The correlation between team learning strategies and organizational performance was positive and statistically in significant ($r = 0.307$, $p=0.276>0.05$). The correlation between organizational learning strategies and organizational performance was positive and statistically in significant ($r = -0.274$, $p=0.557>0.05$). The correlation between organizational leadership strategies and organizational performance was positive and statistically significant ($r = 0.946$, $p=0.000<0.05$).

4.5 Regression Analysis

4.5.1 Effect of Learning Strategies at the Individual, Team and Organizational Levels on Performance

The first simulation was performed to ascertain the correlation between organizational performance (OP) and learning strategies at the individual level (LSI), learning strategies at the

team level (LST) and learning strategies at the organizational level (LSO). The regression output of the analysis is as outlined in Table 4.13 below.

Table 4.13: Model Summary for the Effect of LSI, LST and LSO on OP

Regression Statistics	
Multiple R	0.95346
R Square	0.90909
Adjusted R Square	0.90535
Standard Error	0.30765
Observations	77

From the results, the R Square value for the study was 0.90909 implying that the variables individual learning strategies, team-based learning strategies and organizational learning strategies explain to a tune of 90.9% of the total variations in the performance of KIM. Thus, these variables are significant determinants of the performance of KIM.

Table 4.14: ANOVA

	df	SS	MS	F	P-value
Regression	3	69.0909	23.0303	243.331	0.0000
Residual	73	6.90914	0.09465		
Total	76	76			

The outcomes indicate that the estimated model is significant. This is evidenced by the p value ($0.000 < 0.05$) in the estimated model and also the calculated F value 243.331 greater than F values from the F tables.

Table 4.15: Regression Coefficients

	Coefficients	Standard Error	t Stat	P-value
Intercept	-4E-15	0.03506	-1E-13	1
LSI	0.93015	0.24009	3.8741	0.0002
LST	0.30689	0.27971	1.09717	0.2762
LSO	-0.2742	0.4651	-0.5895	0.5574

The coefficient of individual learning strategies was positive and statistically significant ($\beta=0.93015$, $p=0.0002<0.05$). This implies that a unit increase in individual learning strategies would result in 0.93015 units significant increase in the performance of KIM. This, individual learning strategies are significant determinants of performance of KIM.

The coefficient of team-based learning strategies was positive and statistically insignificant ($\beta=0.30689$, $p=0.2762>0.05$). This implies that a unit increase in team-based learning strategies would result in 0.30689 units insignificant increase in the performance of KIM. This, team-based learning strategies are insignificant determinants of performance of KIM.

The coefficient of organizational learning strategies was negative and statistically insignificant ($\beta=-0.2742$, $p=0.5564>0.05$). This implies that a unit increase in organizational learning strategies would result in 0.2742 units insignificant decline in the performance of KIM. This, organizational learning strategies are insignificant determinants of performance of KIM.

4.5.2 Effect of Organizational Learning Strategies (OLS) on Performance (OP)

The subsequent simulation was conducted to measure the correlation between organizational performance (OP) and organization learning strategies (OLS). Table 4.16 is an overview of the regression output of the analysis.

Table 4.168: Model Summary for the Effect of OLS on OP

Regression Statistics	
Multiple R	0.945866
R Square	0.894663
Adjusted R Square	0.893258
Standard Error	0.326714
Observations	77

From the results, the R Square value for the study was 0.894663 implying that the variable organizational learning strategies explain to a tune of 89.47% of the total variations in the performance of KIM. Thus, this variable is significant determinant of the performance of KIM.

Table 4.17: ANOVA

	df	SS	MS	F	P-Value
Regression	1	67.99436	67.99436	636.9977	0.0000
Residual	75	8.005644	0.106742		
Total	76	76			

The outcomes indicate that the estimated model is significant. This is evidenced by the p value (0.000<0.05) in the estimated model and also the calculated F value 636.9977 greater than F values from the F tables.

Table 4.18: Regression Coefficients

	Coefficients	Standard Error	t Stat	P-value
Intercept	-3E-15	0.037232	-8E-14	1.0000
OLS	0.945866	0.037477	25.23881	0.0000

The coefficient of organizational learning strategies was positive and statistically significant ($\beta=0.945866$, $p=0.0002<0.05$). This implies that a unit increase in individual learning strategies

would result in 0.945866 units significant increase in the performance of KIM. This, individual learning strategies are significant determinants of performance of KIM.

4.5.3 Moderating Effect of Organizational Leadership (OL) on the influence of Organizational Learning Strategies (OLS) on Performance (OP)

The third simulation was undertaken to confirm the moderating effect of organizational leadership (OL) for organizational learning strategies (OLS) on organizational performance (OP). Regression outcomes are as summarized in Table 4.19 below.

Table 4.199: Model Summary for the Moderating Effect of OL on the Effect of OLS on OP

Regression Statistics	
Multiple R	0.950277031
R Square	0.903026436
Adjusted R Square	0.899041221
Standard Error	0.317740112
Observations	77

From the results, the R Square value for the study was 0.9030 implying that the variables organizational leadership and organizational learning strategies explain to a tune of 90.3% of the total variations in the performance of KIM. Thus, these variables are significant determinants of the performance of KIM.

Table 4.20: ANOVA

	df	SS	MS	F	P-Value
Regression	3	68.63001	22.87667	226.5942	0.0000
Residual	73	7.369991	0.100959		
Total	76	76			

The outcomes indicate that the estimated model is significant. This is evidenced by the p value ($0.000 < 0.05$) in the estimated model and also the calculated F value 226.5942 greater than F values from the F tables.

Table 4.21: Regression Coefficients

	Coefficients	Standard Error	t Stat	P-value
Intercept	-0.003839499	0.047985	-0.08001	0.9364
OLS	1.218743516	0.11532	10.56835	0.0000
OL	-0.287231509	0.114653	-2.50522	0.0145
OLS*OL	0.004105411	0.033667	0.121942	0.9033

The coefficient of organizational learning strategies was positive and statistically significant ($\beta=1.2187$, $p=0.000<0.05$). This implies that a unit increase in organizational learning strategies would result in 1.2187 units significant increase in the performance of KIM. Thus, organizational learning strategies are significant determinants of performance of KIM.

The coefficient of organizational leadership was negative and statistically significant ($\beta=-0.2872$, $p=0.0145<0.05$). This implies that a unit increase in organizational leadership would result in 0.2872 units significant decline in the performance of KIM. Thus, organizational leadership are significant determinants of performance of KIM.

The coefficient of the interaction between organizational learning strategies and organizational leadership was positive and statistically insignificant ($\beta=0.0041$, $p=0.9033>0.05$). Thus implies that a unit increase in the interaction between organizational learning strategies and organizational leadership would result in 0.9033 units insignificant increase in the performance of KIM. Thus, organizational leadership does not have a significant moderating effect on the relationship between organizational learning strategies and performance of KIM.

4.6 Interpretation of the Results

According to the knowledge-based theory (Penrose, 1959), knowledge in an organization is a critical aspect in shaping a firm's performance. The 4I organizational learning model (Crossan, Lane & White, 1999) postulates that organizational learning strategies at the different levels of learning are integrated and influence the productivity of personnel and the overall performance of an organization. Lawrence, Mauws, Dyck and Kleysen (2005) indicated that the learning processes in an organization are guided by the type of leadership in the firm. This research endeavored to

scrutinize the effect of the organizational learning strategies at the different levels of learning on the performance of KIM. The research also aimed to ascertain whether the institution's leadership moderate the interaction between learning strategies and performance. This section discusses the research results.

4.6.1 Effect of Learning Strategies at the Individual Level on Performance

Organizational learning strategies at the individual level target an individual's learning capacity and translating it into organizational productivity. This study examined the effect of learning strategies at the individual level on the organizational performance of KIM. According to the study results, learning strategies at the individual level had the highest positive impact on performance (0.93015), which was statistically significant (p -value = 0.0002). The results supported the findings by Kimutai and Kwambai (2018), Murumba, Kwanya and Maina (2020) and Hakro and Matthew (2020), who established positive impacts of learning strategies at the individual level on organizational performance. The study contradicted the findings by Tiampati and Moronge (2018), whose study found out that learning strategies at the individual level had negative effects on performance.

According to the 4I organizational learning model by Crossan, Lane and White (1999), the model implies that learning in the organization happens in a loop having the individual level at the beginning or end for the forward and backward loops respectively. This is fundamental as individuals are the centre pieces for making teams, which then become the organization. Based on the study results, adopting learning strategies that enhance individuals is crucial as indicated by Obwogi (2019). Institutions, therefore, should invest in mechanisms and approaches that motivate learning at the individual as it translated to greater performance for the organization.

Given these findings, it is imperative for institutions to invest in mechanisms and approaches that foster individual learning. By motivating and enhancing learning at the individual level, organizations can significantly boost their overall performance. The approach not only aligns with the theoretical foundations of the 4I model but also provides a practical pathway for achieving sustained organizational success. Therefore, institutions should prioritize individual learning as a key strategy, recognizing that the growth and development of individuals ultimately drive the collective progress and performance of the organization as a whole.

4.6.2 Effect of Learning Strategies at the Team Level on Performance

Learning strategies at the team level focus on how organizational teams acquire and use knowledge. This research investigated the impact of learning strategies at the team level on the performance of KIM. According to the research results learning strategies at the team level positively impacted performance (0.30689). Nevertheless, the effect was not statistically significant ($p\text{-value} = 0.2762$). The findings endorsed the conclusions of Jeon and Kim (2012) and Brown and Treviño (2014), who established positive impacts of learning strategies at the team level on organizational performance. The study contradicted the findings by Reaves (2018) and Kauffeld and Lehmann- Willenbrock (2012), whose findings indicated that learning strategies at the team level had negative effects on performance.

The implication of the 4I organizational learning model is that team learning is the midpoint in transferring knowledge either from or to individuals in facilitating learning in an organization. In this study, while the impact of the team learning strategies was observed, it was insignificant supporting the findings of Patricia, Aponte, Ignacio and Zapata (2013) that showed that organizational learning is not linear. Therefore, it is feasible to have the flow of knowledge in organizational learning from individuals disjointed at the team formation. This implies the importance of focussing on the impact of learning strategies at the different levels independently without assuming that the benefits would accrue seamlessly.

The mean for organizational performance was 2.9044 while that of learning strategies at the team level was 3.0844. This indicates that although KIM has some established team level learning strategies, their impact on performance is not fully utilized. Therefore, the institution ought to explore the quality of its teams and team dynamics to unlock the benefits of team learning to performance.

The study results imply that, to further explore the dynamics between individual and team-level learning strategies, it is crucial for KIM to consider how these strategies interact and influence each other within the organization. While individual learning significantly impacted performance, the translation of the learning strategies into team contexts seem to not be seamless. Therefore, KIM should focus on creating a cohesive learning environment where learning strategies at the individual level are effectively integrated into team level. This could involve fostering better communication, collaboration, and knowledge-sharing mechanisms that ensure that the knowledge

gained at the individual level contributes meaningfully to the team and organizational levels of learning for an impact on the organizational performance. By bridging the gap between individual and team learning, KIM can enhance its overall organizational effectiveness and achieve sustained performance improvements.

4.6.3 Effect of Learning Strategies at the Organizational Level on Performance

Learning strategies at the organizational level focus on how the organization as a whole creates and disseminates knowledge throughout its functions. This research evaluated the effect of learning strategies at the organizational level on the organizational performance of KIM. As portrayed by the study results learning strategies at the team level had a negative effect on performance (-0.2742). The effect was also statistically insignificant (p-value = 0.5574). The study results were not supported by either of the past studies on the learning strategies at the organizational level (Ahmed, 2017; Obeso et al., 2020; Makau and Muna, 2020; Awang & Ahmad, 2012).

The study also deviated from the linearity assumptions of the 4I organizational learning model (Patricia et al., 2013) given that although the impact of learning strategies at the individual level favorable and substantial, the impact was negative and insignificant at the organizational level. This shows that learning is lateral and the levels of learning may exact their impact jointly or independently. More so, the negative impact is a signal that establishing guiding routine policies and procedures in an organization does not instantly translate to superior performance without examining their quality and effectiveness.

The findings of this research suggest that while learning strategies at the individual level can favourably influence performance, strategies at the organizational level may require more careful implementation and evaluation. The negative and insignificant effect observed could be due to various factors, such as the complexity of aligning organization-wide learning initiatives with specific performance goals or the potential for bureaucratic processes to throttle innovation and agility. This highlights the importance of not only establishing learning strategies but also continuously refining them to ensure they are effectively contributing to organizational objectives. KIM, and similar institutions, should consider adopting a more versatile and responsive approach

to organizational learning, one that encourages continuous feedback and allows for adjustments in response to changing circumstances and emerging challenges.

4.6.4 Moderating Effect of Organizational Leadership on the Effect of Organizational Learning Strategies on Performance

The study by Lawrence, Mauws, Dyck, and Kleysen (2005) highlighted that organizational learning is significantly influenced by the leadership within an institution. Building on this, this study aimed to examine whether organizational leadership moderates the connection between learning strategies and performance. The outcomes of the research depicted that the impact of organizational learning strategies on performance increased from 0.945866 to 1.2187, indicating a statistically substantial effect. However, the interaction between organizational learning strategies and organizational leadership showed an insignificant effect, suggesting that leadership style may not substantially alter the effectiveness of learning strategies in improving performance within the institution.

The prevalent style of leadership identified in the study was transactional leadership, which is often regarded as less effective in achieving sustained long-term performance compared to transformational leadership. Studies by Jesús García-Morales et al. (2012), as well as Park and Kim (2018) and Radzi et al. (2013), support this view, emphasizing the limitations of transactional leadership. The research outcomes also concluded that organizational leadership had a negative but noteworthy effect on performance, with a correlation coefficient of -0.2872 and a p-value of 0.0145. The implication is that the prevalent transactional leadership style at KIM negatively influenced performance.

Moreover, the study demonstrated that the transactional style of leadership did not effectively moderate the interaction between organizational learning and performance. This inference indicates that, while learning strategies can enhance performance, the presence of transactional leadership may hinder their full potential. The lack of a significant moderating effect highlights the need for KIM to reconsider its leadership approach. Adopting a more transformational leadership style could potentially strengthen the impact of learning strategies, leading to greater improvements in organizational performance and fostering a more dynamic and adaptive organizational culture.

4.6.5 Organizational Learning Strategies and Performance in Institutions of Higher Learning

According to the knowledge-based theory, knowledge is a crucial advantage in influencing the productivity of a firm. In this study, the mean for organizational performance was 2.9044, which was significantly low. The mean for organizational learning strategies was also low, $\bar{x} = 2.8604$. This shows inefficiency of the adopted learning strategies, which ought to be addressed for learning strategies to generate high organizational performance. This would enable KIM to become a model of organizational learning given its industrial command in training and consultancy. More so, there is need to establish a link in managing the information and knowledge from individuals to the team and organizational levels for the institutional to gain fully from adopting learning strategies.

Organizational learning strategies comprise of all the strategies employed at each level of learning in the institution. The research evaluated the overall effect of organizational learning strategies on organizational performance for KIM. The research findings displayed that organizational learning strategies had a favorable and noteworthy impact on the organizational performance of KIM ($r = 0.9459$, $p\text{-value} = 0.0000$). In as much as the interaction was positive for the overall effect, the results at each level indicated that only individual learning strategies had a significant effect.

The results supported the findings by O'rténblad and Koris (2014) and Sarange (2018), which indicated that learning in the institutions of higher learning at the different levels of learning is disjointed. Learning strategies at the individual level had the smallest mean compared to learning strategies at the team and organizational levels, $\bar{x} = 2.5788$, 3.0844 and 2.9180 respectively. The findings revealed a high affinity to established processes and frameworks, which was seen to deter organizational performance at team and organizational levels of learning as indicated by O'rténblad and Koris (2014). This can be attributed to the institution's prevalent leadership style given that transactional leadership tend to align itself with operational formalities while ignoring the individual aspects (Avolio, Bass, & Jung, 1999; O'rténblad and Koris, 2014). Therefore, the institution should consider adopting mechanisms that promote transformational leadership, which is a suitable moderator of learning and performance.

Ultimately, the research outcomes highlight the relevance of synchronizing leadership styles with organizational learning strategies to enhance performance. Given that the transactional leadership

style, currently prevalent at KIM may have contributed to the disconnect between learning at different levels, shifting towards a transformational leadership approach could help bridge this gap. Transformational leaders have the capability for motivating and inspiring employees and cultivate an atmosphere where individual learning is encouraged and seamlessly integrated into team and organizational learning. By adopting such leadership, KIM could better leverage its learning strategies, ensuring that knowledge is effectively managed and utilized across all levels. This shift could enhance the institution's ability to innovate, adapt to changes, and ultimately improve its overall performance, solidifying its position as a leader in training and consultancy.

CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This segment discusses the conclusions of the research findings, the limitations of the research, the recommendations and suggestions for further studies.

5.2 Summary of Findings and Conclusion

For this research, the main objective was to establish the effect of levels of organizational learning strategies on the performance of Kenya Institute of Management in Nairobi city county, Kenya. Organizational learning strategies were classified based on the levels of learning as learning strategies at the individual level, learning strategies at the team level and learning strategies at the organizational level. The specific objectives of the research, therefore, were to ascertain whether the learning strategies at each of the levels have an influence on organizational performance of KIM. The study further aimed at assessing whether organizational leadership moderate the effect of organizational learning strategies on the performance of KIM.

Performance acted as the dependent variable whereas organizational learning strategies served as the independent variable. The research used organizational leadership as the moderating factor. Organizational performance was measured through non-financial measures of performance. Organizational learning strategies were measured by assessing learning strategies at the individual level, team level and organizational level. The research applied multiple regression analysis to assess the impact of the independent variables and moderating factor on the dependent variable.

According to the results obtained, the study found out that learning strategies at the individual level favorably and substantially influenced the performance of KIM. Although the learning strategies at the team level influenced the organizational performance of KIM positively, the research further demonstrated that the impact was negligible. The learning strategies at the organizational level impacted the performance of KIM negatively but the effect was and negligible. The results in this case further revealed that the organizational learning strategies at KIM were lateral and not linear.

Moreover, the study findings indicated that the prevalent style of leadership at KIM was transactional leadership style. The research demonstrated that transactional leadership style had a

considerable negative impact on the performance of KIM. However, it did not moderate the effect of organizational learning strategies on the performance of KIM.

5.3 Recommendations

As per the results, the research recommends a comprehensive assessment of the organizational learning process at KIM to uncover any gaps in the implementation of learning strategies across all levels of learning in the institution. By identifying these gaps, KIM can better understand how its current strategies influence overall performance and pinpoint areas for improvement. Such an evaluation would not only enhance the effectiveness of learning strategies but also lead to more beneficial results for the overall organizational performance. Addressing these gaps is crucial for ensuring that all levels of learning in the organization are aligned and working towards common goals.

Furthermore, the study emphasizes the need to adopt mechanisms that promote transformational leadership within the organization. This recommendation stems from findings that indicate transactional leadership led to negative outcomes in the institution's organizational performance. In contrast, transformational leadership has the potential to drive significant positive changes, inspiring employees and fostering an environment of innovation and growth. By shifting focus from transactional to transformational leadership, KIM can improve its overall organizational culture and performance, ensuring long-term success and sustainability.

Lastly, the study suggests that these findings be extended to tertiary institutions, allowing them to make informed decisions when modelling learning strategies and leadership styles. By applying the results in educational settings, institutions can personalize their approaches to be better aligned with the needs of their organizations, ultimately enhancing performance and decision-making processes. The knowledge derived from this research could act as a crucial resource for tertiary institutions looking to refine their leadership models and optimize their organizational learning strategies for more effective outcomes.

5.4 Suggestions for Further Research

In future, researchers can concentrate on replicating this research in other higher learning institutions to establish an elaborate model on the effect of organizational learning strategies at the different levels of learning on organizational leadership. Results from different institutions or the industry was useful in improving the academic framework and expand the existing literature on organizational learning.

Further, the research can be conducted on institutions with transformational leadership as the prevalent style of leadership to gauge its effect. The expectation is that transformational leadership would have significant moderating influence on the effect of learning strategies on performance. Therefore, using transformational leadership as the moderating variable would provide more insights in shaping leadership styles in institutions of learning.

Lastly, the studies can be conducted with other moderating factors besides organizational leadership. This would enhance the understanding and application of organization learning strategies in the organizational learning process for improved performance. Besides, such studies would also expand the literature framework for the development of insightful learning policies and frameworks in organizational learning.

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Appendix I: Questionnaire

Please take your time to complete this questionnaire. The responses to the questionnaire will be treated with utmost confidentiality and will be used for the purpose of this research project only.											
A: DEMOGRAPHICS											
Please tick accordingly											
1	Gender	Male			Female						
2	Age (Years)	25-30		30-40		40-50		50-60			
3	Level of education	Diplo ma		Degre e		Maste rs		Doctorate			
4	Years of experience	1-5		6-10		10-20		>20			
5	Years at KIM	1-5		6-10		6-15		>15			
B: ORGANIZATIONAL PERFORMANCE											
How do you rate KIM's performance in the areas indicated below											
1: Very poor 2: Poor 3: Average 4: Good 5: Excellent											
Organizational performance criteria							1	2	3	4	5
1	Level of strategic partnerships										
2	Availability of distinct programs										
3	Availability of blended programs: full-time, part-time and distant learning										
4	Institutional accreditations										
5	Programs accreditations										
6	Funds utilization										

7	Growth in the number of enrollments						
8	Growth of graduation rate,						
9	Rate of program transfer						
10	Level of students' skills set at graduation						
11	Graduates' ratings in the job market						
12	Student job placements						
13	Level of alumni active participation						
14	KIM's national rating						
15	KIM's global rating						
16	General ambiance rating						
17	Level of work motivation						
18	Level of work commitment						
19	Staff turnover rate						
20	Level of staff skills, ability and knowledge						
21	Rate of absenteeism						
22	Personal ascension in teaching and research						
23	Staff contribution to strategy and curriculum						
24	Quality of teams						
25	Quality of knowledge groups						

C: INDIVIDUAL LEARNING STRATEGIES

	Please indicate to what extent the following learning approaches are practiced at KIM
	1: Not at all 2: To some extent 3: To a moderate extent 4: To a great extent 5: To a very great extent

	Learning Approach	1	2	3	4	5
1	On-the-job training					
2	Job rotation					
3	Temporary promotions					
4	Assistant-to roles					
5	Knowledge management systems / Knowledge groups					
6	Mentorship					
7	Coaching					
	TEAM-BASED LEARNING STRATEGIES					
8	Team decision-making					
9	De-briefing meetings					
10	Review meetings					
11	Ad-hoc meetings					
12	Informal interactions					
13	Role modeling					
	ORGANIZATIONAL LEARNING STRATEGIES					
14	Departmentalization					
15	Organizational routines, rules and processes					
16	Professional communities					
17	Case study partnerships with educational institutions					
D: ORGANIZATIONAL LEADERSHIP AND ORGANIZATIONAL LEARNING STRATEGIES						
	Please indicate to what extent the you identify with the outlined statements					

1: Not at all 2: To some extent 3: To a moderate extent 4: To a great extent 5: To a very great extent						
	Management/Organizational Practice	1	2	3	4	5
1	I am are aware of where my knowledge can serve the organization					
2	I have the right mix of skills to carry out my roles					
3	I can recommend new work ideas with ease to the management					
4	I know who to speak to when I need specific information					
5	Management assigns me to other parts of the organization for cross training					
6	I communicate clearly and with ease concerning my needs in the organization					
7	I am open to change into new ways of doing things					
8	I use frameworks and models in decision-making through the help of the management					
9	I share information with other employees such as goals and performance achievement					
10	KIM has established routines that employees have to adhere to T					
11	KIM collects data on all facets of performance T					
12	KIM rewards adherence to established processes and routines and punishes deviance T					
13	KIM monitors the key variables linked to performance T					
14	KIM makes reviews on performance variables and sets new objectives based on the findings F					
15	KIM integrates information from different organizational areas F					

16	KIM uses feedback from employees and organizational-based studies to improve processes F					
17	KIM proactively addresses problems F					
18	KIM develops experts within F					
19	There is a formal informational management function at KIM F					
20	KIM outsources internal capabilities when they are deficient					