

**SELECTED HUMAN RESOURCE MANAGEMENT
PRACTICES AND ORGANIZATIONAL LEARNING
IN PRIVATE CHARTERED UNIVERSITIES IN
KENYA**

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**Selected Human Resource Management Practices and
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in Kenya**

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DECLARATION

This thesis is my original work and has not been presented for a degree in any other University.

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DEDICATION

This thesis is dedicated to my late father Henry Njuguna; “you wanted the best for me your last-born child but you never lived long enough to see the fruits of your hard work. Special dedications to my late brother Stephen Githuku; your mentorship steered my academic aspirations. May God rest your souls in eternal peace”. I further extend my dedication to my husband Dr. Solomon Mwaniki; “You are my strongest pillar in pursuing my academic ambitions”. “To my two sons and daughter; Henry, Hezekiah and Esther; “May you live to achieve more in life and aspire to be the most God-fearing people on earth.”

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ACRONYMS AND ABBREVIATIONS

CAP	Chapter
CUE	Commission for University Education
CRANET	Cranfield Network on International Human Resource Management
DVC	Deputy Vice-Chancellor
EWERC	European Work and Employment Research Centre
GDP	Gross Domestic Product
GoK	Government of Kenya
HoD's	Heads of Department
HRM	Human Resource Management
HRMP	Human Resource Management Practices
ILO	International Labour Organization
JKUAT	Jomo Kenyatta University of Agriculture and Technology
KM	Knowledge Management
KSAOs	Skill, ability, and other personal characteristics
M MR	Moderated Multiple Regression
NACOSTI	National Commission of Science, Technology and Innovation
NUST	National University of Science and Technology
OLC	organizational learning capability
OLN	Organization Learning
OP	Organization Performance
PCUK	Private Chartered University of Kenya
VC	Vice Chancellor
VRIN	Valuable, Rare, Imperfectly Imitable and Non- substitutable

DEFINITION OF OPERATIONAL TERMS

Empowerment	Empowerment is a management method where employees are given the liberty, authority, and responsibility to make decisions and manage their own work (Staniulienė & Zaveckis, 2022).
Employee Training	Employee training is a systematic approach that enables employees to attain knowledge and skills in order to accomplish their tasks effectively with the resultant improvement in the behavior (Lee, 2021).
Human Resource Management Practices	Human Resource Management Practices (HRMP) refer to the set of policies, systems, and practices that organizations use to manage their human capital (Satyendra, 2020).
Organizational Communication	Organizational communication is an inclusive process of sharing business-related information among employees or between different stakeholders (Kalogiannidis, 2020).
Organizational Culture	Organizational culture, according is a set of conventions, values, and beliefs that directs how employees should conduct themselves (Yusuf, 2022).
Organizational Learning	Organizational learning is an organization's heightened ability to acquire, disseminate and use knowledge in order to adapt to a changing external and internal environment (Bartik, Bertrand, Cullen, Glaeser, Luca, & Stanton, 2020).
Private University	Means a university established with funds other than public funds (Kenya Law Reporting , 2012).
Strategic Leadership	Strategic leadership has been defined as the ability to anticipate, envision the future, maintain flexibility and empower others to create strategic change as necessary

(Farhan, 2021).

**Structural
empowerment**

Structural empowerment has been defined as an administration process where employees access resources and information as well as participate in organizational decision-making (Gottlieb & Bitzas, 2021).

**Transactional
Leadership**

Transactional leadership style involves leaders exchanging things of value with subordinates to advance their own and their subordinates' agendas (Kubai, Gachunga, & Odhiambo, 2022).

**Transformational
Leadership**

Transformational leadership lies in the leader's ability to inspire trust, loyalty, and admiration in followers, who then subordinate their individual interests to the wellbeing of the group (Kubai, *et al.*, 2022).

ABSTRACT

Organizational learning (OLN) is increasingly being incorporated by many organizations in today's highly competitive world to search ways to design organizations so that they fulfil their purposes effectively, inspire people to reach their full potential, and, at the same time, give their organizations the edge it needs to survive thereby keep fulfilling their purpose. The HRMP plays a new role in order to help the organization to apply the concepts of organizational learning successfully. The main objective of the study was to research on the influence of human resource management practices on organizational learning in private chartered universities in Kenya. The independent variables of the study were; employee training, structural empowerment, leadership styles and organizational communication while the dependent variable was organizational learning. Organizational culture was the moderating variable. The study was anchored on four theories: human capital theory, Kanter's theory of empowerment, contingency theory and institution theory. A positivism paradigm guided the study while cross-sectional descriptive survey was adopted as the research design. The study population for the study was the 18 private chartered Universities in Kenya. The target population was 327 employees at managerial levels; the sample population was 180 respondents obtained through stratified sampling technique. A pilot study was done. Data was analyzed using SPSS version 26. Primary data was collected through interview schedules and drop and pick questionnaire and analysed with the aid of descriptive and inferential statistics. Report analysis was undertaken to obtain secondary data. A response of 89% (n=156) was obtained. Pearson Moment Correlation Coefficient was used to measure degree and direction of the linear association between the variables. Multiple regression models were fitted to check on the goodness of fit between the independent and dependent variables. The information was displayed by use of tables, figures and chart. The study found that employee training had a strong significant relationship with organizational learning ($r=0.654$, $p=0.000$). Structural empowerment also had a positive significant relationship with organizational learning ($r=0.804$, $p=0.000$). Leadership styles had strong positive and significant relationship with organizational learning ($r=0.781$, $p=0.000$). And organizational communication had a strong positive and significant relationship with organizational learning ($r=0.726$, $p=0.000$). Theoretically the results support a contingency-based interpretation of HRMP effectiveness, where the moderator (organizational cultural) does not uniformly enhance all HRMP but interacts with specific practices such as empowerment to shape learning outcomes. Organizational cultural had a negative effect on the relationship between predictors (employee training, leadership styles, and organizational communication) and organizational learning at the private chartered universities in Kenya. The study thus recommends private chartered universities in Kenya to increase financial support for training, improve its working environment by ensuring that employees have access to opportunities, resources, information and support. A work environment that is open-minded and welcomes new ideas, which includes freedom and challenges at work, shared objectives and open relationships between colleagues and managers were recommendable. The organizational structure should therefore permit systems and procedures to direct and motivate behaviour towards organizational learning. Continuous management capacity development for leaders was recommendable. There is need for more attention to be focused on forming intensive social networks to support learning, and the need to adopt a culture that allows employees views, opinions, and suggestions to be taken into consideration when making decisions.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The study sought to examine the influence of human resource management practices on organizational learning in private chartered universities in Kenya. This chapter builds the case by introducing the problem warranting the research. The chapter is structured into the background of the study where global, regional and local perspectives pertinent to the study problem are explored. This includes, statement of the problem; study objectives; hypotheses, significance of the study and scope of the study.

1.1.1 Human Resource Management Practices

Human Resource Management Practices (HRMP) refer to the set of policies, systems, and practices that organizations use to manage their human capital. These practices include activities such as recruitment, training, empowerment, leadership, and communication, which influence employees' skills, behaviors, attitudes, and performance to enhance organizational success. HRMP plays a crucial role in shaping employees' competencies and creating a productive work environment that aligns with organizational goals (Anwar & Abdullah, 2021; Almansoori, Alzaabi & Alketbi, 2021).

Globally, Human Resource Management Practices (HRMP) have evolved into strategic tools for enhancing organizational effectiveness and fostering continuous learning in a fast-changing environment. The COVID-19 pandemic accelerated the need for adaptive HR systems that promote knowledge sharing, innovation, and resilience (El-Sharkawy, Nafea, & Hassan, 2023). HRMP such as employee training, participative decision-making, and performance-based rewards strengthen employees' absorptive capacity, enabling them to acquire and apply new knowledge more effectively (Alajlani & Yesufu, 2022). In the knowledge-based economy, the integration of HRMP and Organizational Learning (OLN) has become a key

determinant of innovation and competitiveness. According to Musakuro (2022), talent management and structured professional development programs enhance knowledge creation and retention within academic and corporate organizations. Similarly, El-Sharkawy *et al.*, (2023) found that HRM systems emphasizing employee well-being and empowerment lead to higher organizational learning capability (OLC) and innovation performance.

In higher education institutions, HRMP are essential in cultivating an environment that supports intellectual capital development. Recent studies demonstrate that universities that integrate HRMP into their strategic frameworks experience improved knowledge sharing, research productivity, and academic performance (Ngema, K'Obonyo, Kidombo, & Odock, 2025). These findings reaffirm that HRMP play a pivotal role in advancing institutional learning and sustaining global competitiveness.

Across Africa, HRMP are increasingly viewed as catalysts for organizational learning and institutional effectiveness. However, disparities in policy implementation and institutional support have limited their potential. A growing number of African organizations are investing in employee engagement, continuous training, and technology-enabled learning to improve knowledge retention and innovation (Musakuro, 2022). In South Africa and Nigeria, for instance, HRMP emphasizing employee satisfaction, flexibility, and collaborative learning have been linked to higher knowledge management performance and adaptability to change (Alajlani *et al.*, 2022). These practices are gradually shifting HR's role from administrative functions to strategic contributors in learning and innovation. El-Sharkawy *et al.*, (2023) further observed that organizations that cultivate a "happiness at work" culture through fair HR policies, employee recognition, and open communication achieve stronger organizational learning capabilities. This aligns with the broader African trend toward human-centered HRM that supports knowledge creation and social learning as essential components of sustainable growth.

In Kenya, HRMP have gained prominence as key drivers of employee development and institutional learning. Recent studies underscore the importance of aligning HRMP with organizational learning goals to improve employee productivity and innovation.

Abdinoor and Chui (2024) reported that effective HRMP particularly staff training, performance appraisal, and mentorship positively influence school performance by enhancing teachers' capacity to learn and adapt. Ngema *et al.*, (2025) found that HRMP in Kenyan private universities significantly affect faculty performance through structured talent management, career development programs, and participatory leadership. Similarly, Taiko (2024) established that retention strategies such as career advancement opportunities, recognition programs, and work-life balance initiatives strengthen knowledge retention and continuity in public institutions.

These findings indicate that HRMP are crucial in transforming Kenyan organizations into learning institutions. However, many universities still face challenges such as staff turnover, limited training budgets, and insufficient digital learning systems. To address these gaps, HR policies must emphasize continuous professional development, mentorship, and data-driven HR analytics to support organizational learning and long-term competitiveness. As the World Bank (2020) highlights, aligning human resource systems with governance, financing, and performance incentive mechanisms is vital for building learning-oriented institutions that can deliver quality education and support Kenya's Vision 2030 goals.

Overall, recent global, regional, and national studies demonstrate that effective HRMP play a critical role in enhancing organizational learning by promoting skill development, motivation, and knowledge sharing. In Kenya and across Africa, organizations that strategically invest in people-centered HRMP are better positioned to sustain competitiveness, innovation, and institutional excellence in an increasingly knowledge-driven economy. Since advanced education is under growing pressure to become more responsible, efficient, and impactful (Alexander, 2020), it is crucial to learn how human resource management practices may boost the effectiveness of educational institutions. Most Kenyan universities have agonized and still suffer low academic performance, loss of finances, demoralized staff, and staff transfers in pursuit of greener pastures and loss of students culminating in loss of public confidence. This has resulted in poor quality education and the production of ill-considered graduates pausing danger to the fulfilment of Vision 2030 (Akoyo, Bula & Wambua, 2022). In a competitive marketplace, higher education institutions must

implement relevant strategic approaches based on research and development (World Bank, 2020).

1.1.2 Concept of Organizational Learning

Organizational learning is defined as “a learning process within organizations that involves the interaction of individual and collective (group, organizational, and inter-organizational) levels of analysis and leads to attainment of organizations objectives” (Wiśniewska, 2020). Organizational learning is considered to be an operational approach for growing and upholding a company’s workable competitive advantage in the market (Tortorella, Vergara, Garza-Reyes, & Sawhney, 2020). In building a knowledge-based economy, OLN can be considered as one of the main factors in employee development, including their employability (Wiśniewska, 2020).

Organizational learning (OL) is a critical concept in modern management theory, referring to the processes through which organizations create, acquire, disseminate, and utilize knowledge to achieve their strategic objectives and enhance their competitive advantage. It encompasses both individual and collective learning, where knowledge is generated, shared, and applied at various organizational levels from individuals and teams to inter-organizational networks (Wiśniewska, 2020). At its core, OL is a systematic approach to managing the flow of knowledge within the organization, with the goal of transforming tacit and explicit knowledge into tangible value that can drive competitive success (Orth & Schuldis, 2021). The importance of OL is underscored by its capacity to enhance innovation, adapt to dynamic environments, and cultivate a learning culture that aligns employee development with organizational goals (Tortorella *et al.*, 2020). This dynamic process is essential for organizations seeking to maintain a competitive edge, especially in industries characterized by rapid technological advancements and market volatility.

Organizational learning is increasingly recognized as a key driver of organizational resilience, especially in the face of unpredictable external disruptions, such as economic crises or global pandemics. The COVID-19 pandemic, for instance, underscored the importance of OL in enabling organizations to adapt, learn from disruptions, and reconfigure their strategies in response to external shocks (Orth *et al.*,

2021). Firms that actively foster a culture of continuous learning are better equipped to anticipate challenges, innovate, and seize emerging opportunities in a constantly changing business landscape (Fauzi, Tan & Ramayah, 2023). Through organizational learning, companies can develop the adaptive capacity needed to respond quickly to unforeseen circumstances, strengthening their ability to navigate crises and maintain operational efficiency (Reese, 2020). This adaptability is crucial in industries where innovation cycles are short and competition is fierce. The integration of OL with other organizational capabilities, such as strategic alliances and investment decision-making, further bolsters a firm's long-term survival and success.

While early perspectives on organizational learning emphasized simple, linear processes of knowledge acquisition and dissemination, contemporary views acknowledge OL as a heterogeneous and multi-dimensional phenomenon that requires more nuanced understanding and management. The increasing complexity of organizational environments, driven by factors like globalization, technological change, and competitive pressures, necessitates more sophisticated approaches to knowledge management (Tortorella *et al.*, 2020). Organizations today are not just accumulating knowledge but are also actively transforming and applying it in ways that foster innovation and sustainable competitive advantage. This requires a holistic approach that integrates both technical infrastructures for knowledge management and a focus on human resource development (Narsa, 2021). Informal learning, self-development, and workplace learning have gained prominence as essential components of continuous organizational learning, emphasizing the need for organizations to support and cultivate a learning environment beyond formal training programs (Shin, Picken & Dess, 2021). As organizations face increasing pressure to innovate and adapt, OL has emerged as a central mechanism for creating knowledge-driven value, enhancing efficiency, and achieving strategic sustainability.

1.1.3 HRMP in the Context of Organizational Learning

Previous literature proposes associations among HRMP and organizational learning in organizations because the key concern of HRMP is to manage human resources effectively. However, this is considered as managing headcounts, whereas, in the

knowledge economy, organizations are managing employees' knowledge as a major source of improved organizational outcomes (Andrej, Novak, Breznik & Natek 2023). Academic research conducted at an organizational level suggests that HRMP are the prime source used by organizations to shape and influence individuals' skills, attitudes, and behaviours for performing their tasks and realizing organizational objectives (Anwar *et al.*, 2021). Andrej *et al.*, (2023), suggest that HRMP influence the knowledge sharing of the employees. The study chose four HRM practices. These are as follows: employee training; structural empowerment; leadership styles and organizational communication. The selection of these variables was due to the fact that they are highly recommended in the organizational learning literature (Kutieshat & Farmanesh, 2022; Gichuhi & Butuka 2020; Fatma & Gbemi, 2022; Do & Mai,2020; Bartik *et al.*, 2020).

1.1.4 Current Status of Organizational Learning in Universities in Kenya

Though the mandate of universities is the generation and dissemination of knowledge, organization learning in universities is unfortunately still a fairly new concept and is neither fully understood nor supported (Gichuhi & Bituka, 2020). Universities in Kenya have not put organization learning as a strategy in their plans (Gichuhi *et al.*, 2020) and thus immense wealth of knowledge is scattered about and, in most cases, unorganized. They tend to lose knowledge, fail to exploit it, they duplicate it, do not always share it, do not always know what they know and do not recognize knowledge as an asset and such is a very sad state for institutions credited for knowledge generation and transmission. To become more competitive and improve their service delivery, universities have to effectively manage their knowledge and encourage its exploitation supported by appropriate strategy and technologies (Gichuhi *et al.*, 2020).

Cai and Mehari (2021), observes that institutions of higher education are endowed with great opportunities to apply organizational learning to help them realize their mandate which involves teaching and learning, research as well as community services. Organizational learning in institutions of higher learning will act as a strategy that would help them retain their crown as centers of knowledge generation and distribution. Cai *et al.*, (2021) is of the view that Universities have potential to become

more competitive, improve their services and retain their crown as the leading knowledge producers, disseminators and innovators as long as they effectively manage their knowledge (tacit & explicit) supported by appropriate strategy and technology. Fullwood, Rowley & Delbridge (2022), postulates the suitability of universities adoption of organizational learning as their environment emphasizes sharing of ideas and knowledge. She continued to argue that universities culture of sharing knowledge in conferences and academic journals makes them ideal ground for organizational learning. The failure to have mechanisms of identifying sources of knowledge, strategies to capture it for dissemination is a big failure on the part of universities to their stakeholders.

Higher Education Institutions (HEIs) exhibit the learning structure and climate for learning organizations, therefore paying attention to organizational learning particularly in higher education systems, is one of the most important aspects of sustainable development (Fullwood *et al.*, 2022). Organizational learning is essential to organizations as it helps to provide them with processes to renew and refocus strategy to meet organizational goals, support organizations in becoming innovative (Bartik *et al.*, 2020), creating an enabling platform for employees and organizations to embrace learning, adaptation and change (Fatma & Gbemi, 2022), and it is a major catalyst for the long-term survival of every organization (Teece, 2023). The government of Kenya has admitted that over the years there has been poor performance in terms of timely delivery, efficiency and effectiveness of services, which has impeded the achievement of sustainable economic growth (Chepkirui, 2024; Public Service Commission, 2025).

1.1.5 Private Universities in Kenya

In 1991, the World Bank in advancing credit assistance prevailed upon the Government to restrict the growth of enrolment in public universities to at most three percent per annum up to the year 2017. This trend impacted negatively on the Kenya's economy forcing the Kenyan Government to encourage the development of PU's in the 1980s and 1990s in order to check the flow of funds out of country. It also became increasingly clear that the Government would not cope with increasing demand given

the organizational and financial limitations it faced. The importance of PUs in Kenya was seriously hinted at by the 1988 Report of the Presidential Working Party on Education and Manpower Training for the Next Decade and beyond. In this report, while recommending the need for private university, it insisted that, PUs should be controlled and guided to ensure they offer courses relevant to the needs of Kenya and maintain acceptable standards. As a result, the Kenyan Government encouraged the growth of PU's with the establishment of the Commission for University Education (CUE) in 1985. Private Universities are thus established in accordance with the Universities Act 1985(CAP 210B) and the Universities Rules, 1989 (Establishment of Universities, Standardization, accreditation and Supervision). Private universities in Kenya operate under a full charter or an interim charter as they await full charter. The private universities offer both undergraduate and postgraduate programs. The Commission for University Education (CUE) is mandated with responsibility of ensuring that private universities adhere to the standards of a university.

1.2 Statement of the Problem

Private Chartered Universities in Kenya (PCUK) are mandated under the Universities Act (2012) to generate, manage, and disseminate knowledge, contributing to societal development and national growth. Despite this mandate, organizational learning (OLN) in PCUK remains underdeveloped, poorly understood, and inadequately supported. Knowledge is often scattered, unorganized, and underutilized, leading to duplication, loss, and failure to recognize knowledge as a strategic asset (Gichuhi & Bituka, 2020). These challenges are compounded by declining revenues, high staff turnover, reduced student enrollment, and operational inefficiencies, which have negatively affected PCUK's competitiveness and capacity to meet key Vision 2030 education milestones (CBK, 2021 Ministry of Education, 2021). Conceptually, while global studies indicate that organizational learning enhances institutional effectiveness, employee productivity, and operational performance (Fatma *et al.*, 2022), the role of human resource management practices (HRMP) including employee training, structural empowerment, leadership styles, and organizational communication in fostering OLN remains underexplored in the Kenyan context. Existing research in Kenyan universities has primarily focused on knowledge

management practices and learning organization frameworks (Gichuhi *et al.*, 2020; Fullwood *et al.*, 2022), leaving a conceptual gap regarding how HRMP strategically influence organizational learning outcomes in PCUK. Empirically and methodologically, prior studies have largely been descriptive or conducted in public or foreign university contexts, limiting their relevance to private institutions. Few studies have applied robust models to examine multiple HRMP dimensions simultaneously or used rigorous methods to establish causal relationships with OLN. This represents both an empirical and methodological gap, necessitating a focused investigation. Therefore, this study seeks to examine the influence of selected HRMP on OLN in PCUK, addressing these gaps while providing actionable insights to improve competitiveness in Kenya's private higher education sector.

1.3 Research Objectives

1.3.1 General Objective

The general objective of this study was to examine the influence of human resource management practices on organizational learning in Private Chartered Universities in Kenya.

1.3.2 Specific Objectives

Specifically, the study looked at the following objectives:

- i. To determine the influence of employee training on organizational learning in Private Chartered Universities in Kenya.
- ii. To examine the influence of structural empowerment on organizational learning in Private Chartered Universities in Kenya.
- iii. To evaluate the influence of leadership styles on organizational learning in Private Chartered Universities in Kenya.
- iv. To examine the influence of organizational communication on organizational learning in Private Chartered universities in Kenya.

- v. To determine the moderating influence of organizational culture on the relationship between HRMP and organization learning in Private Chartered Universities in Kenya.

1.4 Research Hypotheses

The study was guided by the following research hypotheses:

H01: Employee training has no statistical significance influence on organizational learning in Private Chartered Universities in Kenya.

H02: Structural empowerment has no statistical significant influence on organizational learning in Private Chartered Universities in Kenya.

H03: Leadership styles have no statistical significant influence on organizational learning in Private Chartered Universities in Kenya.

H04: Organizational communication has no statistical significant influence on organizational learning in Private Chartered Universities in Kenya.

H05: Organizational culture has no statistical significant moderating effect on the influence of HRMP and organizational learning in Private Chartered Universities in Kenya.

1.5 Significance of the Study

The findings of this study have huge benefit to the PCUK and institutions of higher learning to understand the role of human resource management practices in helping organizations achieve organizational learning magnificently. Precisely, the findings of this study are important to; Government, Management of PCUK and institutions of higher learning and academicians.

1.5.1 Government

The government will use the research findings when drafting, revising and amending statutory polices pertaining learning particularly in the Ministry of Education. The

government can also improve the entire higher education sector by using the recommendations of this study and ensure institutions of higher learning provide quality education by formulation policies that efficiently utilize staff skills to achieve organization learning.

1.5.2 Management of PCUK and institutions of Higher Learning

The research will be of great importance to policy makers in PCUK in providing guidance on the relevance of HRMP as far as organizational learning is concerned and to gain more insights into the issues affecting organizational learning. The findings of the study will provide the management of PCUK with new insights on how to utilize knowledge resource by lessening organizations' dependency on individuals by enriching the structure of intellectual capital of an organization through transformation of individual knowledge to organizational knowledge. The results and suggestions from this research can be applied by management of PCUK and institutions of higher learning to advance organizational learning and increase the contribution of education sector to the economic development of the nation and also increase the ratio contribution of education sector to the national GDP. The findings of this study will help policy makers of PCUK and institutions of higher learning in the formulation of HRMP that can be strategically used in cultivating the organizational learning in the education sector in Kenya and abroad for the purpose of sustaining and maintaining competitive advantage.

1.5.3 Scholars and Academicians

The study findings will be a key contribution to literature both internationally and locally. The study will thus be resourceful to future researchers as a reference material in fields related to the role HRMP on organizational learning among private universities and institutions of higher learning. The results of this study provide a basis for further empirical tests, replication and advancement in theory validation by other researchers.

1.6 Scope of the Study

The study sought to assess the influence of HRMP on organizational learning in private chartered universities in Kenya. The content scope of the study was the four HRMP which are employee training, structural empowerment, leadership styles, and organizational communication. Moreover, the study examined moderating effect of organizational culture on the influence of HRMP and organizational learning. On geographical scope, the research was limited to eighteen fully chartered private universities since interim chartered private universities don't meet full private university status as categorized by Commission for University Education, 2016 (see appendix iv). On the population scope, the study encompassed all the eighteen (18) private chartered universities in Kenya, located in different parts of the country. On the methodological scope, the study utilized a cross-sectional descriptive research design and sampled 180 respondents drawn from the management of the 18 private chartered universities. The study used primary and secondary data. Data was gathered in accordance with the chosen methodology and ethical guidelines. On the time scope, the study was conducted between 2019 to 2024.

1.7 Limitations of the Study

The researcher encountered some problems in the process of collecting data whereby the universities being private institutions the release of information by respondents was difficult. Some respondents were apprehensive on what the study intended to do with the information, while others were reluctant to provide information and return the questionnaires due to sensitivity of the information given. This was however counteracted by assuring the respondents of the confidentiality and this was proved by letter from JKUAT and a research permit from the NACOSTI. Accordingly, research assistants were sensitized on how to explain and assure the respondents of the confidentiality. Another limitation was experienced at the interview level whereby the respondents being interviewed who were senior administrators in the PCUK tried to evade some questions posed to them for fear of victimization. The researcher however reframed the questions in a manner that enable the respondents respond in a relaxed manner.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter looked at the influence of human resource management practices on organizational learning in Private Chartered Universities in Kenya. Specifically, it looked at employee training, structural empowerment, leadership styles and organizational communication practices. It also looked at organizational learning and the moderating variable of organizational culture. This information aimed at addressing the missing gaps. In addition, it focused on conceptual framework showing the relationship between independent and the dependent variable. Further, it contains an empirical review showing the contribution of other scholars towards the area being researched, critical review, research gaps, and summary of the entire chapter.

2.2 Theoretical Framework

Theoretical framework is the lens through which the researcher uses to link the literature with the study results and methodology (Varpio, Paradis, Uijtdehaage, & Young, 2020). The study used model and various theories to explain the influence of human resource management practices and organizational learning in private chartered universities in Kenya. The model and theories adopted by this study are; Integrated Model of Organizational Learning, The Human Capital Theory, Kanter's Theory of Empowerment, Contingency Theory and Institutional Theory. A theory can be built through a process of reviewing previous findings of similar studies, simple logical deduction, and/or knowledge of applicable theoretical areas (Saunders, Lewis & Thornhill, 2023). Theories provide indicators and examples of what is incorporated in the framework. A theoretical framework is thus a collection of interrelated ideas based on theories. The theoretical framework introduces and describes the theory that explains why the research problem under study exists. It is used to limit the scope of the relevant data by focusing on specific variables and defining the specific viewpoints that the researcher took in analyzing and interpreting data. It also facilitates the understanding of concepts and variables according to given definitions, while building

new knowledge by validating or challenging theoretical assumptions (Creswell & Creswell, 2023).

2.2.1 Integrated Model of Organizational Learning

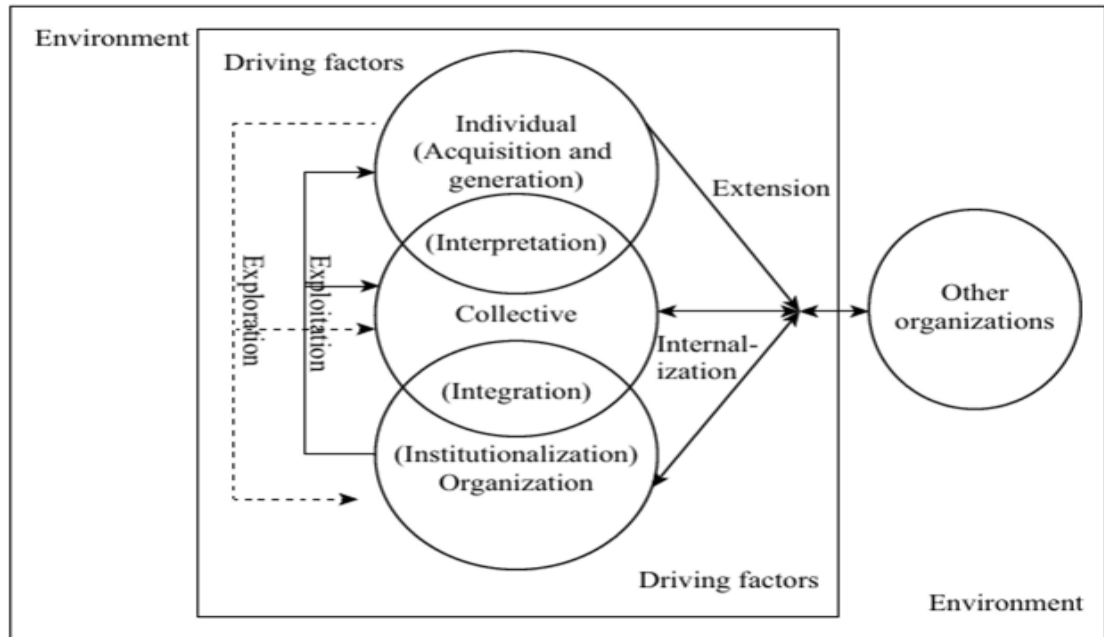


Figure 2.1: Integrated Model of Organizational Learning

Yu, Fang & Ling (2009), formulated a model known as an Integrated Model of Organizational Learning. Drawing from more recent perspectives on multilevel organizational learning (Brix, 2022; Argote, 2022), the model maintains that the organization learning contains four levels including individual level, collective level, organization level and inter-organizational level. There are four characteristics in the integrated model of organizational learning. First, Individual learning and collective learning emphasize the importance of employees in organizational learning; second, Exploration learning and exploitation learning stress the importance of the knowledge or information processing; third, Organizational level learning highlights the importance of nonhuman factors such as organizational strategy, organizational structure; fourth, Inter-organizational learning pays attention to the importance of cross-organization learning, which is quite contrary to the common accepted view that organizational learning mostly happens within organizations. The organizational

learning model proposed by this study follows three principles and purposes, as follows: Write in continuous pros.

First, organizational learning occurs in all organizations. Learning capability is prerequisite for an organization to survive and thrive. For organizations, differences lie in the levels of learning and respective strengths. Second, organizational learning is the unity of human and knowledge. Humans are the subject of learning, and the subject of organizational learning is also the individual and group in the organization. Individuals or groups are also the main carriers of learning behaviors at organizational levels and inter-organizational learning process. In addition, organizational learning process always takes knowledge as the carrier, and knowledge is the content and object of learning. Therefore, organizational learning always emphasizes the unity of human and knowledge. Third, organizational learning is a process of social interactions. It is different from individual learning. Though individual learning is a main part of organizational learning, the latter emphasizes not on the learning ability of individual employees but that of the whole organization. The emphasis is placed on the sound interactions among individuals in an organization (Easterby-Smith, Lyles & Peteraf, 2023).

From the viewpoint of learning level, organizational learning includes four levels, namely individual, collective, organizational and inter-organizational. Each level is overlapping and equally reinforcing with another, and thus the poor performance of a single level subverts the learning effects of the whole. From the viewpoint of knowledge or information flow, organizational learning comprises two processes: explorative learning (closely linked with exploration of knowledge) and exploitative learning (closely linked with exploitation of knowledge). The two processes display the dynamic circular characteristics of organizational learning process. From the viewpoint of the organizational learning process, organizational learning contains four psychological and social interactive processes at the individual, collective and organizational levels: acquisition and generation, interpretation, integration and institutionalization. These four processes mainly reflect the leading position of people in organizational learning, and human is the core of learning. It also shows that

organizational learning stresses the collective learning process based on individuals (Zgrzywa-Ziemak & Walecka-Jankowska, 2020).

At the level of inter-organizational learning, organizational learning includes two processes: extension and internalization. What is emphasized here is that the four psychological and social interaction processes integrate individual, collective and organizational levels into one, while the interactions of the three levels with other organizations and the two processes (extension and internalization) of the three levels integrate the intra-organizational and inter-organizational learning into a whole (Brix, 2023). At the same time, external allowing factors are needed to uphold and retain organizational learning. The environment of organizational learning is also the external environment of the organization. Whether the external environment is turbulent or stable is an essential premise for organizational learning. In a turbulent environment, the external pressure of organizational learning will be large; while in a stable external environment, the external pressure of organizational learning will be small (Teece, 2023; Wójcik, 2024).

The process of organizational learning thus happens at individual, groups, organizational, and inter-organizational levels which can be enhanced through training (Zgrzywa-Ziemak, *et al.*, 2020). Organizational learning at the individual level contains processes happening in employee minds, which result in the formation and modification of individual knowledge connected with working in a given organization (this knowledge determines the performance of professional tasks by particular employees). The result of learning at this level is the deepening of knowledge by employees, which they should utilize both for their own professional development and the organization's development (Zgrzywa-Ziemak *et al.*, 2020). Next, at the group level, learning concerns processes which are effects of interactions between employees who form a given team. These processes are oriented towards group problem solving and decision making, which offer a foundation for subsequent joint operation (Zgrzywa-Ziemak *et al.*, 2020). Learning at the next level, i.e., organizational, relates to changes occurring in elements such as organizational structure or strategy of operations. Learning at this level results in institutionalized knowledge of the organization, consolidated under the aforementioned elements (Brix, 2023). Finally,

learning at the inter-organizational level takes place while cooperating with stakeholders functioning in the organization's environment (Felin & Powell, 2023).

The relevance of the integrated model of organizational learning in the study was that it was used to explain the joint effect of HRMP and organizational learning in private chartered universities in Kenya. This is because the process of organizational learning occurs at individual, groups, organizational, and inter-organizational levels (Zgrzywa-Ziemak, & Walecka-Jankowska, 2020).

The integrated organizational learning model is suited the study as learning capability is prerequisite for an organization to survive and flourish and that organizational learning is the unity of human and knowledge. In addition, organizational learning process always takes knowledge as the carrier, and knowledge is the content and object of learning, and also organizational learning is a process of social interactions (Zgrzywa-Ziemak *et al.*, 2020).

The integrated model also suits the study in that the mandate of universities is the generation and dissemination of knowledge. Training is considered important devices for organizational learning, which can be achieved through employees' voluntary participation in formal training activities in order to ensure that they develop specific skills which are recent and specific (Alerasoul, *et al.*, 2022). Structural empowerment is also key determinant of organizational learning where employees get access to relevant knowledge, skills, and resources needed and opportunities to improve their abilities to be more independent and accountable for their work (Gottlieb & Bitzas, 2021). Leadership has also been acknowledged as the driver of organizational learning as leaders' social or interpersonal intelligence plays a key role in knowledge acquisition, innovation and creativity. Social competencies contribute to the analysis, utilization, and distribution of knowledge, which are valuable for the organizational learning to occur (Ngoc *et al.*, 2023). Leadership inspires others to experiment and learn from varying viewpoint, which subsequently generates new knowledge and encourages knowledge sharing within organizations which enhances organizational learning (Lee *et al.*, 2021). Organization learning occurs, when communication triggers and heighten employees' intelligence and creativity in order to yield the

expected result from them, thus HRMP and organizational learning are two people-centered concepts focusing on using, sharing and creating knowledge (Gara & La Porte, 2020). Based on this model, this study will search the dimensions of human resource management practices and their effects in achievement of organizational learning in Private Chartered Universities in Kenya.

2.2.2 Human Capital Theory

Human Capital theory is considered relevant in understanding the effect of human resource management practices on organization learning in private chartered universities in Kenya and hence provides the theoretical background for this study. Human capital theory was proposed by Schutz (1961) and developed extensively by Becker (1964). The human capital theory is about the notion of humans increasing their productivity and competence through a greater focus on education and training (Dahiya, Warne, & Arora, 2023; Raza, St-Onge, & Ali, 2023). The human capital theory contends that individual workers have a set of skills or abilities which they can advance or accumulate through training and education (Tahmasebi & Babashahi, 2021). The theory advocates that human capital is unique to each organization and offers important resources and capabilities for competition which is challenging for other industries to imitate (Zahra, Neubaum, & Hayton, 2020).

The human capital theory postulates that human capital includes employees' traits, such as capabilities, wisdom, knowledge, commitments, skills, attitudes, experiences, and creativities which are available to raise values that eventually lead to gaining a competitive edge (Sun, Li, & Ghosal, 2020). Existing literature theorizes that human capital is usually accomplished by a unit of human capital management in organization currently known as the human resources department (Rusmingsih, Widarni, & Bawono, 2021). The human capital theory categorizes human capital as the combination of personality attributes, habits, knowledge, social life, and creativity reflected in labour performance to contribute to economic value" (Van Triest, Kloosterman, & Groen, 2023). For any organization to succeed, it required employees with the necessary knowledge, skills, abilities and capabilities. Linking Human capital theory to the organizational learning in Private Chartered Universities in Kenya, the

study notes that investing in training of staff to obtain and refine knowledge, skills and abilities needed improves organizational learning is paramount. This theory contributes to 1st research objective which seeks to find out how employee training influences organization learning in Private Chartered Universities in Kenya.

2.2.3 Kanter's Theory of Empowerment

This theory was founded in 1993 by Kanter. She defines empowerment as the ability of an individual to independently make decisions and utilize available resources to accomplish the necessary goals. Kanter postulates that if an organization is structured to provide empowerment and access to job-related empowerment opportunities, the structure will have a positive influence on employees and their commitment to work. Clearly, an organizational structure that does not provide empowerment and access to job-related empowerment opportunities will have a negative influence on the employees and their commitment to work. Kanter (1993) posits that in an empowerment-structured organization there is increased autonomy, job satisfaction, and commitment among employees. Consequently, feelings of burnout and job stress will decrease, and the result is organizational commitment which ultimately aids organizational learning.

Kanter (1993) stated that the work environment structures and perceived employee access to power and opportunity structures is related to employee attitudes and behaviours in an organization. Kanter believed that employees display attitudes based on the presence of perceived power and opportunities. According to Kanter, there exist four work empowerment structures: access to opportunity, information, resources and support. Access to opportunity refers to the likelihood for growth and movement within the organization as well as the opportunity to upsurge knowledge and skills. Access to information refers to having the formal and informal knowledge that is essential to be effective in the workplace. Access to resources refers to one's ability to obtain the financial means, materials, time, and supplies required to do the work. Access to support embraces receiving feedback and guidance from subordinates, peers, and superiors. Defining power as "the ability of individuals to get things done", Kanter established that power in organizations was derived from structural conditions

in the work environment, not from an individual's personal characteristics or socialization effects. Consequently, she highlights that the mandate of management should be creating conditions for work effectiveness by certifying employees have access to the information, support, and resources necessary to complete work and that they are provided ongoing opportunities for development.

Based on this premise fronted by the Kater's theory on structural empowerment and organization commitment, the study hypothesizes that when employees are able to access the constructs of structural empowerment within their organizations: access to support, opportunity, resources and information they will be dedicated to their roles within their organizations. Kanter believed that if employees within an organization perceive opportunities for success is present, the employees' attitude, job satisfaction, and overall organizational commitment will be enhanced, which will ultimately enhance organization learning. The management needs employee empowerment, and the empowerment when is functional in organizations can increase employee creativity, motivation, and commitment to employees completing each task with full responsibility (Alfaris & Zakiy, 2021). Empowerment has the meaning of an unremitting relationship between employees. They increase trust in each employee and management in the form of work commitment (Zulfikar, *et al.*, 2020). The employee empowerment process is closely related to permitting authority and trust to employees to be involved in making their own decisions independently. The empowerment aims to regularize employee skills, so companies have agile and committed human resources to attain organizations goals optimally (Varshney, 2020). This theory contributes to 2nd research objective which seeks to find out how structural empowerment influences organization learning in Private Chartered Universities in Kenya.

2.2.4 Contingency Theory

The theory was founded in 1964 by a scientist Fred Edward Fiedler. Fiedler (1964) proposed a framework of leaders' personality effects on group performance. The contingency theory includes the relations between organizational setting and leadership style; highlighting leaders' effectiveness in different contexts (Northouse, 2022).

Fiedler (1964) developed the least preferred coworker (LPC) scale to measure three situations relating to the relationship motivated and task motivated styles. The leader-member relations scale measured how followers view leaders according to loyalty and trust. The power position scale measured the level of authority to punish or reward followers. The task structure scale measured the ambiguity or clarity level of tasks.

Contingency theory states that an appropriate match must be made between organizational factors and the environment while on the other hand the theory has broadened the scope of leadership understanding from a focus on a single, best type of leadership to emphasizing the importance of leader's style and the demands of different situation. Fiedler's contingency theory contends that there is no single leadership style that works for all employees. A contingent leader effectively applies his own leadership style to the right situation. The optimal course of action is contingent (dependent) upon the internal and external situation, there is no 'one best way' for leadership; it depends on the situation at hand (Northouse, 2022). Explanations are given as to how contingent factors such as technology, culture, organizational structure and the external environment influence the design and functions of the organizations (Daft, 2021). It suggests that no leader is equally effective in all situations and thus organizations should consider leaders in optimal situations according to their leadership style. Further, there are situational-contingent factors that affect a leader's ability to lead such as; nature of the task, leader's personality and make-up of the group being led; this determines effectiveness of leadership. Contingency theory thus emphasizes that performance of the organization is determined by how the group receives the leader, the task involved and whether the leader can exert control over the group (Yukl & Gardner, 2020).

In relation to this study the major challenge for the leader is thus to balance their orientation on the task, employee and the teams and to raise the follower aspiration to achieve organizational vision, encourage good communication and spirit of trust to acquire, share, and exploit information and knowledge for the benefit of the organization. The nature and process of learning may vary in different situations and cultures. Culture is seen to be determined by managers and leaders to influence the organizational learning processes in an organization as well as being a frame of

thinking for all organizational members (Njuguna, Waiganjo & Muturi, 2021). Accordingly, leaders face many hitches in dynamically incorporating internal resources and transforming their firms to adjust with the current complex and unusual situations like the COVID19 pandemic. Many efforts have been made to answer the question of how leaders lead their organizations toward desired outcomes during crisis (Ngoma *et al.*, 2021).

Research propose that participative leadership behaviour endorses a feeling of ‘‘psychological ownership’’ of subordinates It also upsurges subordinates’ feelings of believing in themselves and control, and reduce their sense of helplessness (Zeng, Wang & Chen, 2023). Other scholars suggest that participative leadership behaviour may endorse the feeling of liberation among subordinates (Liu, Zhou, Cheng, & Zhu, 2020). In the present study, the theory underpins the relationship between leadership styles and organizational learning in private chartered universities in Kenya. The contingency theory was adopted in the study to enlighten on how the leadership styles influences organizational learning. This enabled the study to draw more understanding on the aspects of leadership styles and organizational learning owing onto the ability of leaders to intrinsically motivate the employees and heighten their commitment, learning capabilities and firms’ success. This theory contributes to 3rd research objective which seek to find out the influence of leadership styles on organizational learning in private chartered universities in Kenya.

2.2.5 Institutional Theory

The theory was founded in 1963 by two prominent Austrians living in exile the sociologist Paul F. Lazarsfeld and the economist Oskar Morgenstern. Institutional theory gives insight for further understanding of the influence of HRMP on organizational learning. According to Greenwood, Oliver, Lawrence, & Meyer (2022), institutional theory argues that conformity to social expectations contributes to organizational success. It looks at the role played by social influence and pressure for social conformity in shaping the organizational actions. Institutions influence resource decisions since economic choices are constrained by technological,

information and human limits. Greenwood *et al.*, (2022), posits that institutional theory studies the process by which activities or items become institutionalized or embedded in institutions as accepted practice and indicates their role in the institutions.

This theory focuses on the process by which structures including schemes, rules, norms, and routines, become established as authoritative guidelines are communicated to organizational employees for social behavior. Institutional view holds that institutionalized activities are strongly endorsed by the firm's prevailing culture through communication (Greenwood *et al.*, 2022). To ensure survival in the competitive and dynamic environment, organizations must embrace effective workplace communication and conform to the rules and belief systems prevailing in the environment. Institutional theory provides a theoretical framework that explains organizational phenomena such as processes, strategies and competencies as they emerge from patterns of social interaction among people who comprise the organization (who communicate with who) and adaptation (Guo, Zhao, Cheng, & Luo, 2020).

This study holds that organizational communication is highly influenced by firm-level institutions. These constitutes organizational factors which determine whether information will be shared or not and include management style, organization culture, communication channels, technology and human resources. The theory suggests that rules, norms and routines are enhanced through upward communication and should become established as authoritative guidelines for social behavior (Greenwood *et al.*, 2022). Guo *et al.*, (2020) pointed out that abusive supervisor communication changed the employee's view of the organization, changed the employee's organizational relationship, and lowered levels of organizational commitment which affects organizational learning process. Jiang, Wang & Feng (2023), who investigated revealed the relationship between communication style and knowledge hiding behavior. The results of the study show that cooperative communication will decrease employees' knowledge hiding behavior in contrast, competitive communication will upsurge employees' knowledge hiding behavior. This theory contributes to the study 4th research objective (To establish the influence of communication on organizational learning in PCUK).

2.3 Conceptual Framework

Singh (2023) describes the conceptual framework as the relationship between the independent variables and the dependent variables. It entails the expected relationship between the predictor variables and the predicted variable, and any other variable that could affect the relationship, in this case, the moderating variable. As a graphical presentation, the conceptual framework enables the researcher to clearly portray the hypothesized relationships, and how each of the variables is conceptualized to give it a deeper meaning. The conceptualization of variables in academic study is important because it forms the basis for testing hypothesis and coming up with generalizations in the findings of the study (Singh, 2023). The conceptual framework of this study was based on the contributions of the human capital theory, Kanter's theory of empowerment, contingency theory and institutional theory and the approach based on organizational learning which suggest that competitive advantage arises as a result of the abilities and capabilities of the company. Thus, learning becomes an important strategic aspect where the key tasks of human resource management are to monitor, measure and intervene in construction, embodiment, dissemination and usage of knowledge by employees (Singh, 2023).

The independent variables in this study have in the past studies positively affected organizational learning. (Kutieshat *et al.*, 2022; Gichuhi *et al.*, 2020; Fatma *et al.*, 2022; Do *et al.*, 2020). The selected human resource management practices in private chartered universities in Kenya were thus considered appropriate for this study, as well as organizational culture as a moderating variable as presented in Figure 2.1. The conceptual framework has further explained the sub variables to be tested in each variable which are the measures that will be tested in the questionnaire in order to reject or fail to reject the hypothesis.

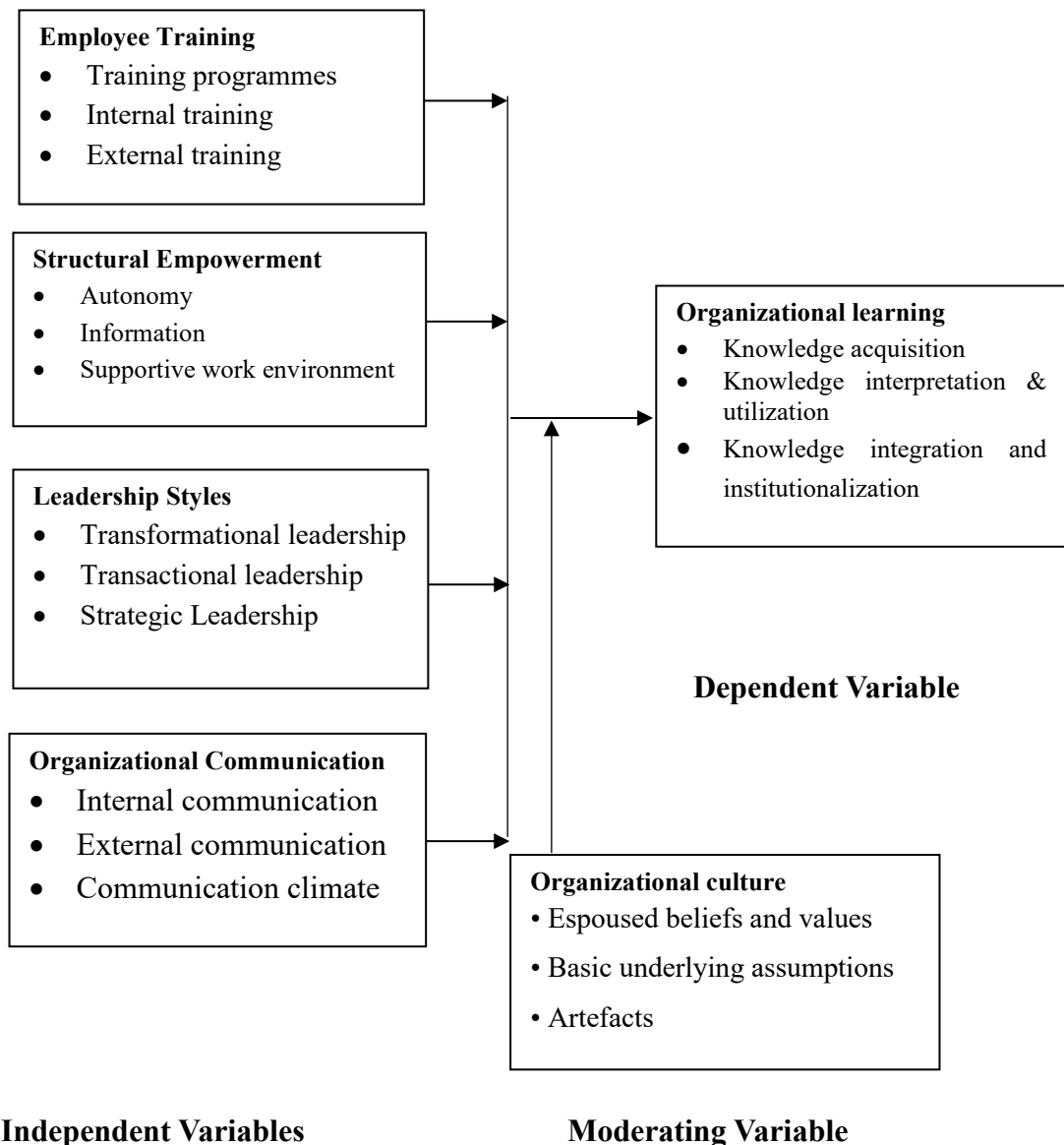


Figure 2.2: Conceptual Framework

2.4 Review of Literature on Variables

2.4.1 Employee Training

Training refers to methods used to develop skills in the employees that are required to perform the job (Lee, 2021). Other scholars define training as a strategic process to change attitudes and behaviour with learning skills to attain efficient enactment in any activity (Carter, Evelyn, Ivuoma, Onyeador, Neil & Lewis, 2020). Organizational

learning is dependent on the formation of a culture that nurtures the acquisition, generation, and shifting of knowledge as basic values and norms. One of the main issues for firms and institutions is the establishment of an environment that upholds a high learning capacity. This idea is also getting more attention among researchers that training play an effective role in improving human capital and organizational learning to gain a competitive edge for an organization (Hussain, Khan, Rakhmonov, Mamadiyarov, Kurbonbekova, Mahmudova, 2023).

Hussain *et al.*, 2023 did research on Nexus of Training and Development, Organizational Learning Capability, and Organizational Performance in the Service Sector sustainability in Pakistan, and confirmed that the perception that training and development cannot affect performance directly but they have an indirect impact on improving organizational learning. Their key commendations for the future researcher are to examine the relationship between HRM practices and OLN (Hussain *et al.*, 2023). Training is key for improving organizational learning since trained people will offer highly-quality knowledge that will comprise a large portion of the organization's knowledge base (Carter *et al.*, 2020; Sultana & Goswami, 2020).

Knowledge transfer methods that combine training include cross-training, work rotation, mentoring, and coaching. Universities can gain a lot by implementing mentoring as a knowledge retention tool to enhance organizational learning (Ntini *et al.*, 2023). Training allows the employees of an organization to acquire and develop key skills that improve personal and organizational outcomes. The process itself is viewed by many scholars as being an effective HRM practice that aids the implementation of the OLN strategy, activities and outcomes. HRM-related research on OLN is chiefly focused on the transfer of knowledge by training. Knowledge transfer concerns various forms of learning, the creation of a knowledge sharing climate, the establishment of training units which assess and analyze training needs, provide and evaluate training, and lead towards learning organizations (Argote, 2024).

Application of training is important to develop employees' learning capabilities and provide a common language and shared vision. This would develop a high level of self-efficacy so that employees may feel more assured of their abilities and will be

more likely to exchange knowledge with others, thus fostering the acquisition of new knowledge and the dissemination of individual knowledge within the firm (Argote, 2024). Behaviorists, Malek, Sarin & Haon (2020), urges that providing financial support for training and other external incentives encourages employees to gain and improve their skills and knowledge thus improving organizational learning. As training is often conducted in a social context, it forms a better knowledge-sharing environment that creates bonding and connections that help share knowledge between trainers and trainees (Nguyen & Duong, 2020).

Training is considered important devices for organizational learning, while it is suggested that not all training programs would lead to desired learning outputs, and organizations need to develop a systematic process for training and measure its effectiveness (Alerasoul, Afeltra, Hakala, Minelli, & Strozzi, 2022). Research has illustrated that informal learning can occur through employees' voluntary participation in formal training activities. Alerasoul, *et al.*, (2022), found that personal learning orientation and participation in formal training positively influenced informal learning. According to the human based productive view, developing processes in human resources are considered of equal importance as technical efficiency. Therefore, according to World Economic Forum (2023), in order to upgrade the skills as well as the knowledge capacity of workers, it is crucial to ensure that they develop specific skills that align with evolving organizational and industry demands. In doing this an organization ensures that value added operations will be performed in their institution and also the organization will be able to realize increased productivity of their staff hence organization learning taking place. In addition, organizations will also ensure that the skills of their employees will not become obsolete. Furthermore, according to La Ode & Nasrullah (2020) the training culture of the organization will be heightened and this is critical to the point that the most developed countries are seeking to achieve.

Literature on the current business environment proposes that updating employees' knowledge frequently requires relevant training programs. This is due to the fact that for leading top positions in their professional fields, employees require unremitting awareness of developments within their specific disciplines (Noe & Kodwani, 2023).

The lack of intensive knowledge management programs which consider individual and group-oriented, as well as formal and informal, approaches will prove detrimental to organizational learning. Group-based training and development has its place in transference of explicit knowledge and as a means of investiture of some cultural aspects. However, informal individualized initiatives allow employees to learn behaviors immediately applicable to their jobs and are a means of emphasizing necessary skills and competencies. The development of a formal mentoring program is one option for organizations to manage tacit knowledge. Mentoring programs are neither instructor-led nor classroom-based, rather they are offered while both employees continue to be engaged in work. Having a mentor exchange knowledge with a newcomer could be useful as those with a desire to learn exhibit a preference for leveraging personal sources of knowledge. Mentoring offers a dual purpose to an organization to strengthen mentees' understanding of corporate culture, while providing vital information concerning those of leadership potential (Pryimak, Sukhomlyn & Kulyk, 2024).

2.4.2 Structural Empowerment

Social-structural empowerment is achieved by increasing access to opportunity, information, support or resources to the workforce (Vu, 2020). Structural empowerment leads to psychological empowerment process that becomes the perception of employees in a work assignment and distinguishes their role in completing various work tasks within the company (Vu, 2020). The empowerment process is linked to the opportunity to autonomously design work, authority, trust that encourages each employee to pay additional attention to work standards in carrying out allocated work tasks (Goswami & Agrawal, 2023). Empowerment is a management method where employees are given the liberty, authority, and responsibility to make decisions and manage their own work. In an environment that implements empowerment, employees are entrusted and supported to actively contribute in the decision-making process and have control over their tasks (Staniulienė & Zaveckis, 2022). The main principle of empowerment is to empower employees with the knowledge, skills, and resources needed to be more independent and accountable for their work. This entails providing them with access to relevant

information, resources, and opportunities to improve their abilities. Moreover, it is crucial for management to provide support, constructive feedback, and recognize worker contributions to reinforce their sense of ownership and commitment to their work (Gottlieb & Bitzas, 2021).

Scholars have looked for various vital elements to be able to drive employee motivation, and one of the main elements of leadership and organizational effectiveness is empowerment (Dharmanegara, Sulistyan & Agustina, 2021). Empowerment increases feelings of workforce self-efficacy through relinquishing power and control as in delegation, decentralized decision making, and employee participation (Amundsen & Martinsen, 2022). Empowerment as the process of managing a kind of delegation of management authority to numerous employees to replace and complete their jobs (Paul, Jena & Sahoo, 2020; Yildiz & Esmer, 2021). Empowerment has also been described as a process of nurturing motivation by organizations to increase self-efficacy and provide experience for employees to be able to finish their work tasks effectively and efficiently (Kim & Beehr, 2023).

Autonomy is termed as the level of control obsessed by employees concerning the conduct of “their tasks” It involves the extent to which employees’ control and decide about work methods, work arrangements, and work standards (Khoshnaw & Alavi, 2020). This factor can have substantial and vast effects on a number of organizational and behavioral elements such as commitment, satisfaction, work-life balance, stress and burnout, engagement, and organizational outcomes (Khoshnaw *et al.*, 2020). The degree to which individuals perceive autonomy is a vital factor for their wellbeing. This has been evident in a number of studies from different disciplines, while teachers have been regarded as a group highly focused by scholars (Collie & Martin, 2020). It has been noted that wellbeing can be categorized into professional and personal aspects. While the previous refers to teamwork and experiences gained from workplace and colleagues, the latter addresses individual features that facilitate handling work and life in a balance which ultimately affects organizational learning (Collie *et al.*, 2020; Zöllner & Sulíková, 2021). Zulfikar, & Putra, (2020) affirms that companies can operate optimally when they give employees several tasks that have autonomous functions and responsibilities.

Acquiring and correct utilizing of information is considered as the essential asset of any organization as we live in the era of information overload, as well as it is the critical element of achievement for any company in the current worldwide economic competencies and change (Razmerita, Kirchner & Nielsen, 2023). According to Gauthier & Zhang (2020), knowledge creation involves interacting with others and developing new ideas and perceptions through tacit and explicit knowledge. To withstand and enhance the quality of the products and services in light of customers' evolving preferences and a vibrant business environment, organizations must obtain knowledge from suppliers, employees, and consumers (Chaithanapat, Punnakitikashem, Khin Khin Oo, & Rakthin, 2022). As a result, through knowledge acquisition, businesses can play on their strengths while also assessing their weaknesses. Employees, especially those in relevant departments, must be cognizant of the new information (Ahmed, Naz, Abbas, & Batool, 2021). Employees in learning organizations are encouraged to participate actively in various issues. Participation from employees allows managers to see challenges from different viewpoints (Khan & Abbas, 2022). It also helps in the development of workable solutions. In order to improve processes, it is essential to implement knowledge in the appropriate strategic areas. To encourage the creation of new knowledge, companies provide systems, comprising infrastructure, resources, and information, which permit employees to create knowledge and innovative ideas (Gauthier *et al.*, 2020).

The ability to apply existing knowledge and information to produce different combinations and reconfigurations is the source of innovation (Tripathi & Kalia, 2022), which is also referred to as knowledge integration capability. Knowledge integration expedites teams to quickly identify new opportunities, assimilate internal and external knowledge, and then restructure and innovate knowledge to enrich the existing knowledge base, contributing to innovative products (Gong, Yao, Zan, 2022). It has been suggested that the stronger the knowledge integration capability, the stronger the ability of the company to develop new products, respond to new situations, and enhance creativity (Gong, *et al.*, 2022).

Supportive work environment is an environmental construct that stimulates a positive climate for employees in an organization that further induces employees to feel a sense of association towards their organization (Naz, Li, Nisar, Khan, Ahmad & Anwar, 2020). Naz *et al.*, (2020) affirm that a supportive work environment fills the gap between an organization and its employees by enhancing the employees' relationship with their organization that further helps in bringing the innovative work culture within the organization. A positive work environment has many advantages for both employees and employers. For the employee, it means going to work every day where your well-being, as well as your performance, is taken into account. It involves having managers who make time to support employees in their personal and professional development. It stimulates loyalty and good working relationships in a safe and enjoyable environment (Naz *et al.*, 2020). Whereas organizational environments are made up of forces or institutions that surround an organization and have an influence on its performance, operations, and resources, it encompasses all elements that exist outside of the organization's boundaries and has the potential to affect a percentage or the entire organization (Ladwig, 2022).

Innovative activities are advanced among the employees through a work environment that includes organisational work, teamwork, job satisfaction, internet and external networks, employee incentives, capacity building, and expertise (Butticè, Caviggioli, Franzoni, Scellato, Stryzowski & Thumm, 2020). The innovative behaviour is linked with increased affective engagement and commitment to sustainability (Norouzinik, Rahimnia, Maharati, & Eslami, 2022). Butticè *et al.*, 2020) revealed that innovation is associated with confidence, prosperity, and connectivity while a supportive work environment heightens individuals' capability to innovate (Naz *et al.*, 2020). The role of creative people or groups of people in companies gives a vital message to management. They should therefore uphold, encourage and adapt existing incentives and awards to innovative employees (Naz *et al.*, 2020). Scholars' studies have explored the mechanisms of work supportive contextual factors on employees innovation behavior, and it is generally agreed that supportive contexts can stimulate continuous learning for employees, thus enabling innovation behaviours (Tripathi *et al.*, 2022). It has been suggested that the learning climate is a precursor to producing valuable outcomes (Battistelli, Odoardi, Cangialosi, Di Napoli, &

Piccione, 2020) and an important potential mechanism for innovative behavior (Pigola & Da Costa, 2022 ;Peng & Chen, 2022).

Scholars have found that supportive working environment such as team learning climate offers members probabilities for knowledge exchange, feedback, and helps them make deeper networks between their work and team goals (Cangialosi, Odoardi & Battistelli, 2020). These positive emotions motivate members to remain rational in the face of problems and believe that they can accomplish their goals (Gable & Dreisbach, 2021). At this point, team members display excellent extended thinking, which heightens innovation. Through the learning and utilization of information and knowledge, the actions of employees, such as applying new thinking, proposing new models or developing new products, can heighten the core competitiveness of the employees and bring intangible and tangible economic benefits to the employees, the organization and society (Hwangbo, Shin & Kim, 2022).

Research by Li, Li, Li, Liu & Deng (2023), indicates that supportive work environment positively stimulates innovation. This is similar to the findings of Montani, Staglianò, Sommovigo, Setti, & Giorgi, (2023), that when organizations express a high level of support for innovation, firm innovation is eventually heightened. When organizations provide employees with emotional, technical and resource support, the employees can perceive the environment, actively integrate external information, broaden their knowledge and generate new ideas, skills and methods, which in turn reinforces their ability to cope with the new and increasingly competitive situation and enhances their creativity (Montani, *et al.*, 2023).

Supportive work environment such as intrinsic and extrinsic rewards influences employees' creativity. Intrinsic motivation is the most important component of creativity, and the innovator's commitment to implementing the suggested concept is the most important component. Nonetheless, contingent compensation has a negligible effect on creativity. Financial rewards are a strong predictor of frontline employee innovation as opposed to non-financial rewards. Considering that each employee is different, both intrinsic and extrinsic rewards may motivate employees. A good wage is considered the finest reward (Mdhlalose, 2022). Theoretically, it is true that all

parties will work together in a harmonized environment and be able to agree on the tasks allocated in order to help improve the organisation's productivity. In practice, employees need to be treated equally, both managers and workers need to have some kind of reward which is not only extrinsic, but the one that is most important to practice is the intrinsic reward before they can develop similar goals, validate the information shared and work towards it (Men, 2021).

2.4.3 Leadership Styles

Leadership is defined as an influential process in which leaders empower their followers and aids the success of a group or an organization (Ngoc & Thanh, 2023). Leadership is a serious role of management in all businesses since strong leadership enables the alignment of people and resources to achieve organizational goals (Ngoma, Namono, Nangoli, Bashir, & Nakyeyune, 2021). When engaging with their juniors, leaders use a certain set of characteristics, qualities, and behaviors, which are referred to as their leadership style (Ngoma *et al.*, 2021). Leadership is a kind of managerial behavior that purposes to incorporate corporate or personal interests and affects to achieve specified goals (Ngoc *et al.*, 2023). Lee and Chon (2021) alleged that a leader's relationship style can be characterized as the approach taken to convince people to cooperate in order to achieve a common goal or objective.

Transformational leadership styles have been the subject of systematic inquiry in non-school organizations for several decades. Supplying conceptual grounding for transformational leadership, Lee *et al.*, (2021) focused on the relationship between the leader and the "followers." When the relationship focuses on the continuing pursuit of higher purposes, change for the better occurs both in the purposes and resources of those involved and in the relationship itself. Whereas the transformational leader plays a crucial role in precipitating change, followers and leaders are bound together in the transformation process (Smith & Lee, 2024). The importance of developing followers to their fullest potential extended the concept of transformational leadership (Siangchokyoo, Klinger & Champion, 2020).

Transformational leadership is concerned with change, as the term suggests (Smith *et al.*, 2024). The transformative process includes the leader, the followers, and the system for which the leader and the followers are working (Stanescu, Zbucea, & Pinzaru, 2021). The leader is the core source of encouragement and motivation for the followers in order to bring about the desired transformation (Nguyen, Le, & Pham, 2023). According to Deshwal & Ali (2020), when followers are heartened to work to the best of their capabilities and the leader attends to their needs and desires, a climate of trust, creativity, and accomplishment is instituted, causing affirmative change among the followers and a desire to act in the organization's best interests as a whole (Nguyen *et al.*, 2023).

Transformational leaders inspire followers by raising their consciousness about the importance of organizational goals and by motivating them to transcend their own self-interest for the sake of the organization. In their relationships with followers, this theory posits, transformational leaders exhibit at least one of these leadership factors: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Hosna, Islam & Hamid, 2021). Al-Fozan & Al-Asmari (2023), have described and assessed the effectiveness of transformational leadership in educational settings. They have distinguished nine functions of transformational leadership clustering in three areas, those that are (a) mission centred (developing a widely shared vision for the institutions of learning, building consensus about school goals and priorities), (b) performance-centred (holding high performance expectations, providing individualized support, supplying intellectual stimulation), and (c) culture-centred (modelling organizational values, strengthening productive school culture, building collaborative cultures, and creating structures for participation in decisions making).

Khan, Malik and Saleem (2020) highlights transformational leadership as a key factor in the work context that can facilitate and motivate followers to engage in creative courses of action that facilitates organizational learning. Research has in particular been focused on connecting transformational leadership with the emergence of follower creativity which is linked to organizational learning (Akdere & Egan, 2020). Khan *et al.*, (2020), points out that typical leader behaviours identified as

transformational are articulating an inspirational vision, exercising idealized influence, and providing individualized consideration and intellectual stimulation to followers.

In such a leadership environment, followers may feel free to think in new ways, go beyond standard practices, and proceed with creativity without fear of penalties (Darwish, Zeng, Rezaei Zadeh, & Haak-Saheem, 2020). Additionally, through serving as charismatic role models (idealized influence) and articulating an inspirational and compelling vision, leaders energize followers to perform beyond expectations and exert extra effort to generate creative solutions for problems emerging in their tasks (Akdere *et al.*, 2020). In line with these theoretical deliberations, the findings of a handful of empirical studies show positive relationships between transformational leadership and follower creativity. In these studies, experimental designs were used or surveys were used with workers in an organizational context in South Korea (Jun & Lee, 2023), Turkey (Öğretmenoğlu, Akova, & Göktepe, 2022), and Taiwan (Wang, 2022). Based on this empirical evidence it is clear there is great relationship between transformational leadership model and organizational learning.

According to Ingsih, Suhana and Ali, (2021), charisma is the key component of transformational leadership, it generates profound emotional connection between the leader and follower and it creates profound emotional connection between leaders and followers and it creates excitement about the mission. Charisma is operationalized through vision where the charismatic leader earns the respect and trust of followers, which leads to the acceptance of challenging goals. The second transformational component is inspiration where leaders communicate their vision with optimism and enthusiasm (Ingsih *et al.*, 2021). Another major component of transformational leadership is individualized consideration where the leader gives personal attention to followers by treating them as individuals as opposed to collective judgement (Al-Husseini, El Beltagi, & Moizer, 2021). In exhibiting individualized consideration, the leader first identifies the individual needs and abilities of followers and then mentors and coaches them, and also use delegation. Finally, through intellectual stimulation, the leader helps followers to think on their own and analyse problems from their personal perspectives, encourages creativity, innovation, and challenges, conventional wisdom (Al-Husseini *et al.*, 2021).

McKnight, (2021) characterized transformational leaders as leaders who possess emotional intelligence, exhibit positivity and ambition, foster teamwork, establish ambitious objectives, and promote the growth of their teams. He further contended that this leadership approach encompasses behaviors aimed at fulfilling employees' higher-level needs, motivating them to actively contribute to achieving the organization's objectives. While various leadership styles are discussed in the literature, Transformational Leadership (TL) stands out as one of the most commonly employed styles within organizations and significantly influences their success. Transformational Leadership has emerged as a highly effective approach for enhancing learning of both individuals and groups (Ingsih *et al.*, 2021). Moreover, McKnight, (2021) argued that transformational leaders inspire individuals to pursue and explore both novel and existing opportunities. These leaders empower their followers to exceed immediate self-interests and proactively strive to meet elevated expectations.

The concept of transformational leadership clearly underscores its profound implications for followers. The transformation experienced by employees should also directly contribute to overall organizational learning. Transformational Leadership's effectiveness lies in its capacity to facilitate personal behavioral enhancements in individuals that subsequently contribute to the achievement of organizational objectives (Ingsih *et al.*, 2021). Transformational leadership lies in the leader's ability to inspire trust, loyalty, and admiration in followers, who then subordinate their individual interests to the wellbeing of the group. Rather than analyzing and controlling specific transactions with the followers by using rules, directions and incentives, transformational leadership focuses on intangible qualities such as vision, shared values, and ideas in order to build relationships, give larger meaning to separate activities, and provide common grounds in order to enlist followers in the change process (McKnight, 2021).

Akdere, *et al.*, (2020) mention that supporting a transformational leadership style will help influence groups and individuals to learn from each other and therefore improve OLN. In addition, innovation and creativity are at the heart of the intellectual stimulation element. Intellectual stimulation is an agent of change effect and is the

procedure of stimulating followers to overcome their inclination to use all of the resources in their purview to complete the institution's goal. This could be individualistic and self-interested instead of applying resources to attain additional success that positively impacts the success of the institution's additional goals (Akdere, *et al.*, (2020). On the other hand, there is also the need to learn from external elements such as partners and competitors as this will also help influence better OLN in the business environment (Darwish, *et al.*, 2020). McKnight (2021), also discovered that organizational values from the senior leadership roles influenced how team values are shaped, of which these values could differ based on the leader's operational department in an organization, thus causing different results across the organization.

In an organizational learning context, transformational leadership is believed to be the most suitable leadership style (Al-Husseini, *et al.*, 2021). Transformational leadership suggests that such leaders are ready to transform their organization based on environmental changes and challenges by raising their followers' aspirations and activating their higher-order values. It is suggested that followers who have identified with the leader and his or her mission/vision, will feel better about their work, and will perform beyond expectations (Darwish, *et al.*, 2020). Al-Husseini, *et al.*, (2021) believe that the occurrence of organizational learning requires intellectual stimulation, inspirational motivation and self-confidence among organizational members, so that transformational leadership promotes the existence of organizational learning.

Transformational leadership is a vital enabler of organizational learning. This leadership style heightens the consciousness of collective interest among an organization's members and helps them to achieve their collective goals (Darwish, *et al.*, 2020). In addition, this leadership style enables organizational learning to occur by promoting change and innovation, inspiring a shared vision, enabling employees to act, modeling their actions and creating continuous opportunities to learn (Akdere *et al.*, 2020). Organizational learning requires employees to experiment, to take risks and to take up opportunities to learn from mistakes which learning will only occur if the employees are supported by their leaders' goals. In addition, leaders need to share their values, interests, hopes and dreams to uplift employee motivation and to gain a better future for their own and for their organization's future (Darwish, *et al.*, 2020). Sharing

of values, interests, hopes and dreams is believed to create an emotional attachment to values, aspirations, and priorities by followers. Thus, in transformational leadership, followers develop feelings of identity with the leader and the team that is being led (Akdere *et al.*, 2020).

Transformational leaders inspire employees and can create a perception among employees that they are being taken seriously, listened to and valued as members of the organization. In order to cope with continuous changes in the work environment, the inspiring of employees and the creation of feelings of respect between employees is needed (Akdere *et al.*, 2020). In addition, transformational leadership stimulates employee participation by creating a work environment where employees feel free and have the capability to seek out innovative approaches to performing their jobs. Freedom to perform a job is important because employees produce more creative work when they perceive that they have greater personal control over how to accomplish given tasks (Khan, *et al.*, 2020). Transformational leadership guides and motivates a common vision of the organization and encourages good communication networks and a spirit of trust, enabling transmission and sharing of knowledge and generation of knowledge slack (Khan, *et al.*, 2020).

Transactional leadership refers to the contractual plan between a leader and followers that is based on each person's advantages (Kubai *et al.*, 2022). The carrot-and-stick approach is a seal of this style of leadership when it comes to achieving organizational goals (Ogundare, 2021). This suggests that wages are determined by how effectively employees carry out their duties and that in order to elude discipline, they must also comply with the leader's demands (Chukwuma *et al.*, 2023). Ogundare (2021), ascertain that there are three components to transactional leadership: dependent. Transactional leadership differs from transformational leadership in that the transactional leader does not individualize the needs of subordinates or focus on their personal development. Transactional leaders exchange things of value with subordinates to advance their own and their subordinates' agendas. Transactional leaders are influential because it is in the best interest of subordinates for them to do the leader wants (Kubai *et al.*, 2022).

Transactional leadership is comprised of two fundamental dimensions, contingent rewards, and management by-exceptions. Contingent rewards take place when the leader and follower have mutual understanding of the rewards or sanctions for performance or non-performance (Kubai *et al.*, 2022). The emphasis is on completing tasks that have been agreed upon based on previous expectation. In management by exception, however, the leader takes action only when deviation from plans is evident (Kubai *et al.*, 2022). According to Chukwuma, Okafor, Eze & Nwankwo, (2023), transactional leadership, also known as managerial leadership, focuses on the role of supervision, organization, and group performance, transactional leadership is a style of leadership in which the leader promotes compliance of his followers through both rewards and punishments.

According to Udueze (2021), within the context of Maslow's hierarchy of needs, transactional leadership works at the basic levels of need satisfaction, where transactional leaders focus on the lower levels of the hierarchy. Conversely, people with this leadership style also can punish poor work or negative outcomes, until the problem is corrected. According to Chukwuma *et al.*, (2023), transactional leaders use reward and punishment to gain compliance from their followers, they are extrinsic motivators that bring minimal compliance from followers. They accept goals, structure, and the culture of the existing organizations transactional leaders tend to be directive and action- oriented. Leadership matters, while some believe that business outcomes are more governed by historical, structural, or environmental factors, research has demonstrated a relationship between managerial effectiveness and positive organizational outcomes (Nurlina, 2022).

Strategic leadership has been defined as the ability to anticipate, envision the future, maintain flexibility and empower others to create strategic change as necessary, it is the ability of the top management team to create a vision and mission, think and act strategically, and create organizational competitiveness sustainably (Farhan, 2021). Strategic leadership involves all firms' executives who have overall responsibility for an organization, their traits, what they do, how they do it affects organisational outcomes, (Farhan, 2021). Kumkale, (2022) defines strategic leadership as CEOs, business division heads, boards, and dominant coalitions. Strategic leaders exhibit a

number of habits and characteristics which differentiate them from their non-strategic colleagues, strategic leaders think, act and work in strategic ways based on particular habits. For example, such leaders are agile, able to adapt new mindsets and principles that are helpful to their organizations, they are anticipating, artistic, and assuring to their team members, among others. Stamevska & Stamevski (2020) similarly observed that strategic leaders are considerate, compassionate towards their employees, they are socially aware, are self-controlled among other interpersonal skills. Strategic leaders, whose role in firms is multifunctional, focus on harmonizing internal and external organizational environments (Stamevska, *et al.*, 2020). In relation to institutions of higher learning, these habits and characteristics enable strategic leaders to position themselves and their employees in a way that will promote organizational learning.

It has been argued that effective strategic leaders create a nonthreatening work environment that fosters creativity and innovation and where employees learn through practice, without fear of punishment for mistakes (Stamevska, *et al.*, 2020). The development of strategic leadership skills may significantly improve organizational learning, they are the focal point for organizational learning (Farhan, 2021). Stamevska, *et al.*, (2020), contended that strategic leaders play a central role in fostering organizational learning through the use of mentoring, job rotation, coaching and dialogue. It has been suggested that the essence of strategic leadership is creation and maintenance of strategic thinking, absorptive capacity, adaptive capacity and managerial wisdom (Farhan, 2021). Strategic thinking refers to thinking in a long run and not content with the conditions, while adaptive capacity refers to the ability to change, and absorptive capacity refers to the ability to learn, mainly involving the capacity to recognize new information, assimilate it and apply it to new circumstance (Farhan, 2021). Recently, Stamevska, *et al.*, (2020), argued that strategic leaders are the focal point for organizational learning, they promote a culture of inquiry, and they search for the lessons in both successful and unsuccessful outcomes.

2.4.4 Organizational Communication

Organizational communication is an inclusive process of sharing business-related information among employees or between different stakeholders (Kalogiannidis, 2020). It enables smooth synchronization between employers and employees, as well as between businesses and their customers (Stavros, 2020). Successful business communication produces benefits such as better organizational management, increased employee dedication, heightened profitability, and subsequently, an improved overall organizational performance. Usually, communication is not always written and oral, communication can also be complete lausing body language (Agustriyana, Saudi & Sinaga 2021). The most significant thing about communication is not how we communicate or what media we communicate with, but how someone can understand the information transferred by the sender of the message. As humans, we certainly will not be detached from communication (Agustriyana *et al.*, 2021). The way in which the organization engages with and communicates to its employees considerably contributes to enhancing employee performance, serving as a wellspring of inspiration and the acquisition of fresh insights and abilities (Jiang, Du, Zhou & Cui, 2020).

Effective organizational communication stands out as one of the vital elements impacting employee productivity (Fuentes, Alfaro, Vargas, Gutierrez, Ternero & Sabattin, 2020). The passion and dedication of employees are commonly intensified when fellow employees or managers within the organization are effectively fulfilling their respective roles. The way in which the organization engages with and communicates to its employees considerably contributes to enhancing employee productivity, serving as a wellspring of inspiration and the acquisition of fresh insights and abilities (Jiang *et al.*, 2020). Research shows that within any business entity, upward communication permits employees to openly express their sentiments or opinions regarding job-related matters and other pertinent issues in the workplace, this considerably influences their capability to perform effectively in their diverse tasks and duties (Tian, Shuja Iqbal, Qalati, Anwar & Khan 2020). It falls upon managers to clearly convey organizational goals and objectives to employees and other stakeholders, serving as a source of encouragement and motivation for the workforce.

Effective communication also plays a pivotal role in cultivating trust between employees and the upper leadership, thereby encouraging optimal productivity among the former (Jiang *et al.*, 2020).

Internal communication generates and maintains communication systems between employers and employees and is a precondition of various positive outcomes in organizations. This is the foundation upon which internal communication needs to be sensibly assessed and managed, (Tian, *et al.*, 2020). In public relations, relationships with employees have been named internal communication or internal public relations and have centered around associations with internal stakeholders (Lee & Yue, 2020). As specified by Itam, Urmila, Misra & Anjum (2020), a realistic internal communication system enables a positive employee experience.

The preliminary aim of an organisation's internal communication is to ensure that both superiors and subordinates have access to adequate information and they have the same understanding in order for them to do work and increase output (Yuliaty, 2021). Research by Karanges, Johnston, Beatson, and Lings (2023) studied the influence of internal communication climate on employee engagement and performance. The study employed a quantitative research design. Data was collected using structured questionnaires and analyzed through descriptive and inferential statistical techniques. Communication climate was the independent variable, while employee performance was the dependent variable. The study findings showed that open communication climate has positive significant effect on employee performance, as it fosters trust, clarity, and engagement among employees. The study concluded that organizations with effective internal communication practices are more likely to experience better employee outcomes and overall performance.

2.4.5 Organizational Culture

Organizational culture, according to Yusuf (2022), is a set of conventions, values, and beliefs that directs how employees should conduct themselves. It mirrors the unique working methods and interpersonal relationships of organizational members both inside and outside the organization. It can be said to be the organizational DNA, which determines individual and organizational behavior (Lockhart, Shahani. &

Bhanugopan, 2020). According to Satyendra, (2021), organizational culture has various functions in the initiation, which include creating a clear difference between two firms; enhancing the identity of the employees; it cultivates commitment of the employees in promoting teamwork success rather than focusing on self-interest; it creates the right standards to be observed by every employee hence uniting the organization; it guides and shapes the behavior and attitude of every employee as it is a tool of meaning and control. Employees are very significant elements of the organization and the key players in every activity there, therefore ensuring the company is running smoothly. Their existence assures the company's survival. As such, there is a need for the organization to come up with a strong and widely used collection of beliefs that are highly strengthened by the structure of the company and a well-developed strategy (Satyendra, 2021).

According to Lemma (2020), organizational culture is inextricably connected to company employees' values and beliefs. These cultural norms are not visible but considerably influence employee behaviour. Agu (2020), argues that culture is an interconnected array of human knowledge, belief, and behavior that is both the result of and passed down through generations as part of the human learning capability. Language, ideas, beliefs, customs, taboos, codes, institutions, tools, techniques, works of art, rituals, ceremonies, and symbols are thus components of culture. The culture in which a person lives significantly impacts their attitudes, values, ideals, and beliefs. Culture can be an influential supporter or a powerful obstacle to organizational success. An organization's culture encompasses all the life experiences each employee brings to the organization. Because of their roles in decision-making and strategic direction, the organization's managerial staff considerably influence culture (Agu, 2020).

A well-developed organizational culture makes make the employees know the way their leaders want them to respond to any situation; supports them to believe that their reaction towards any situation is correct, and finally, it ensures that employees are cognizant of the recognition and appreciation given to them in exchange of their loyalty to the values of the organization. Besides, the organization's culture governs the employees' expected behavior (Satyendra, 2021). It involves the beliefs and values

that are collective and established by the origination's management committee, which is communicated and strengthened by a number of ways which intern shapes the perception, understanding and behavior of the employees hence setting the framework for every operation carried out by the company (Satyendra, 2021). Additionally, organizational culture builds a favorable surrounding for the employees to work smoothly and peacefully (Satyendra, 2021). The culture of the organization is extensively spread in the company and is very influential such that it can either hamper progress or speed up prosperity and at the same time can either unite the employees to the organization or call for their resignation (Satyendra, 2021). In that regard, many organizations are recently choosing to build an organizational culture that embraces the methods of completing the tasks in progress (Satyendra, 2021).

Nzuva and Kimanzi (2022) observed that effective organizational norms motivate employees to perform their duties with diligence in support of the objectives of the organization. The organizational culture is important in the well-being of the organization such that it is replicated to be a measure that intensifies the understanding of the espoused stability of the firm in question as well as the satisfaction, enticement and motivation of the employees with their jobs (Satyendra, 2021). However, the company should to be mindful that its workers are equipped with a strong, efficient, conducive, supportive and job-oriented workplace to form a productive and more skilled team worth handling and preserving (Satyendra, 2021). The management can only achieve such objectives in the presence of a strong and dependable organizational culture that inspires regeneration, innovation and invention (Satyendra, 2021). Organizational culture impacts managerial performance and knowledge management in various organizations (Rashid & Bin, 2020).

2.4.6 Organizational Learning

Organizational learning has been enlightened to be very significant for organizations operating in a dynamic and unpredictable environment to build capacity for such organization to be able to respond promptly to unforeseen circumstances and to stay ahead of its contenders, this makes it necessary for every organization to ensure their organization becomes a learning organization as nearly all organization in today's

business world functions in an environment that is dynamic and ever-changing (Reese, 2020). Whether organizations apply organized learning or not, learning still takes place the technique may not usually guarantee effectiveness in the organization (Rose, Dee & Leisyte, 2020). The inability of organizations to put the right policies in place but to guarantee their firm is a learning organization usually results in misleading repercussions that may seriously affect the effectiveness of such organization and also generate a loophole in the drive of the firm to build an efficient learning organization that guarantees and encourages effectiveness within and outside the organization (Olaore, Adejare & Udofia, 2020; Rucpic, 2020).

Today, organizational learning is significant because of the present accelerating of technological changes, explosion of existing market data and implication of anticipatory action (Alshanty & Emeagwali, 2021). In principle, a firm's ability to learn, obtain and use of learning resources is hard to reproduce due to the difficulty, cost and time required (Orth *et al.*, 2021). Organizational learning likewise allows behavioural adjustment that leads to improved performance and long-term competitive advantage arising from internal resources and capabilities that cannot easily be replicated (Alshanty *et al.*, 2021). Brix (2020), argue that OLN is a process that enables the organization to learn more about their internal and external environments in order to ensure efficient and effective performance and outcomes. Organizations need to effectively and efficiently ensure OLN is taking place as this will also help them provide value to stakeholders than their competitors (Farrukh & Waheed, 2022). This is possible by ensuring that employees work in spaces that support learning and promotes individual growth, as it supports in creating employee satisfaction, commitment and growth which in turn provides customer satisfaction and stimulates organization learning (Islam, Khan, Ahmed & Mahmood, 2020). Organization learning will also enable organizations to recognize and strategically respond to market trends and needs easier, faster, better, and cheaper than competing organizations (Santoro, Vrontis, Thrassou & Dezi, 2021).

Organizational learning allows an organization to exploit existing knowledge-based resources. Organizational learning can contribute to an organization's competitive advantage in a number of ways, including cost reduction, faster completion of new

product development, increases in innovation capabilities, and enhanced sales growth and revenue from new products and services (Santoro *et al.*, 2021). Current literature on organizational learning is leaning towards constant improvement. OLN focuses on endless processes rather than a single product (Brix, 2020). According to Senge, Cambron-McCabe, Lucas, Smith, Dutton & Kleiner, (2020), OLN occurs when people constantly expand their competency to create the results they truly need; when fresh and broad forms of thinking are cultivated; when collective ambition is set free and where people persistently learn how to learn together. Alshanty *et al.*, (2021), highlighted organizational learning in relation to the OLN as a process within the organization which allows it to obtain, access and revise organizational memory thus providing guidelines for organizational action.

Organization Learning is essential to organizations as it helps to provide them with processes to renew and refocus strategy to meet organizational goals as well as support organizations in becoming innovative (Brix 2020), and in creating an enabling platform for employees and organizations to embrace learning, adaptation and change (Argote *et al.*, 2021). Bogale, Birbirsa & Abegaz (2025), investigated the effect of organizational learning on firm performance; with the mediating role of innovation capability in Ethiopian state-owned enterprises. The study demonstrated that organizational learning significantly enhances firm performance, with innovation capability playing a key mediating role in this relationship. Subsequently, studies conducted in East African contexts indicate that learning orientation and organizational learning practices positively influence firms' competitiveness and overall performance (Gogo, Deya, & Odollo, 2024).

Organizational learning relates to the level of learning, the time frame and to managerial intervention (Argote & Hora, 2021). Organizational learning has two main dimensions, namely, cognitive and behavioural dimensions. The cognitive dimension mainly relates to how an organization acquires new knowledge while the behavioural dimension relates to how the organization adjusts to change. The assumption is that the learning process is dependent on the underlying individual cognition and organizational knowledge structures through which an organization continuously acquires new knowledge and adjusts itself in order to successfully adapt to external

and internal environmental changes (Santoro *et al.*, 2021). The behavioural dimension relates to the internal environment which promotes learning, shared meanings, values, metaphors and symbols to modify organizational structures and patterns of interaction that result in better performance and survival (Brix, 2020).

An organization needs to embrace the way of constantly changing, adapting, developing, and learning so that it can adjust to the environment by organizational learning (Farrukh *et al.*, 2022). Bogale *et al.*, (2025), recommended that a learning organization should stress knowledge sharing, mutual learning amongst members in the organization, and active probing for internal and external information. Organizations also learn together with its suppliers and customers so as to generate values and gain the competitive edge. Research done by Rupcic, (2020), examined the context related to learning prospects for individual and organizational improvement in learning organizations, while the research done by Reese (2020), looked at taking the learning organization to mainstream and beyond the organizational level. Research done by Udin (2024) moved their study's attention to examining the relationship between transformational leadership and organizational learning culture in the health sector; mediating and moderating role of intrinsic work motivation. The study demonstrated that leadership practices significantly shape the development and sustainability of learning cultures within organizations. Kezar, Hallett, Corwin & Hypolite (2024), investigated the implementation of learning-oriented cultures through cross-functional professional learning communities, highlighting how organizational learning is embedded in institutional change processes and cultural transformation. The studies also portray limits to particular industry but none has mainly concentrated its study on the effect of HRMP on organizational learning in the institutions of higher learning particularly from the African context.; a gap in literature this research hopes to fill.

2.5 Empirical Review

The study hypothesizes that organizational learning in private chartered universities in Kenya is influenced by employee training, structural empowerment, leadership styles and organizational communication. It also prostrates that organizational culture has a

moderating influence on the connection between human resource management practices and organizational learning.

2.5.1 Employee Training and Organization Learning

Hussain *et al.*, 2023 did research on Nexus of Training and Development, Organizational Learning Capability, and Organizational Performance in the Service Sector sustainability in Pakistan, and established that the perception that training and development cannot affect performance directly but they have an indirect influence on improving organizational learning. Their main recommendations for the future researcher are to examine the relationship between HRM practices and OLN (Hussain *et al.*, 2023). Malleck, & Kitula, (2023) did research investigating the role of human resource management practices in enhancing students' performance in public and private secondary schools in Mbulu District, Tanzania. The study adopted concurrent triangulation design and mixed-methods research design. The study had a sample size of 80 teachers obtained through stratified and random sampling techniques. The study findings revealed that schools that invest in professional development programs, mentorship, and ongoing training opportunities for teachers can enhance their skills and knowledge. Respectively, HRM theory by Ludwikowska (2022) argues that providing on-going training and support for teachers, schools can improve the quality of instruction and builds a culture of continuous learning.

Ali Suleiman and Jreisat (2023) examined the effectiveness of a training program based on mathematical thinking in mathematics on improving the academic achievement in mathematics among students of the upper basic stages in the governmental schools affiliated to Al-Salt district, Jordan. The study had a sample of size of 40 students and adopted the quasi-experimental research design. The study established that the impact of the proposed training program to improve mathematical thinking abilities is more effective than the traditional method in developing mathematical thinking abilities among students of the upper basic stage in mathematics, which contributed to providing an educational environment dominated by group learning, cooperation and interaction amongst students participating in the proposed training program, as they became more spirited towards learning, in a more

positive way in understanding new information and knowledge, and contributes to the expansion of their mental abilities, and the enhancement of their health and psychological status, which led to an increase in the level of scientific performance of students and in turn led to an upgrading in their academic attainment level. The study established that adopting training programs would significantly improve students' mathematical thinking capability and improve their achievement in mathematics.

Najjar and Daher, (2023), examined the impact of a training program based on Next-Generation Scientific Inquiry (NGSI) through training 30 science teachers and investigating the training impact on teachers' use of inquiry in their teaching. The study strived to investigate the impact of a training program based on the NGSS on the inquiry practices of primary school science teachers. The data collection tools included two focus groups and nine semi-structured interviews. Data analysis applied the thematic analysis framework. The research outcomes revealed an impact of the training program on the inquiry practices of teachers via changes in the teachers' roles. The teacher became a facilitator and motivator through planning her/his activities efficiently. Students in the training program's science classroom advanced into scholars and scientists who autonomously acquired their knowledge.

When an organization implements a professional development and training program, it upsurges the productivity of both its staff and the organization as a whole. Kabuuka (2022) exposed that development and training have an influence on teachers' quality and outcomes in cross-sectional research on HRMP and teachers' performance in primary schools in Uganda. Mutuku (2022) investigated the relationship between school performance and HRMP in Kenya's Machakos County secondary schools. This quantitative analysis revealed that the examined training and development, staff recruitment and selection strategies had a positive and statistically significant impact on academic achievement.

2.5.2 Structural Empowerment and Organization Learning

Tripathi *et al.*, (2022) while examining the effects of supportive work environment and organisational learning culture on organisational performance in information technology companies with the mediating role of learning agility and organisational

innovation, found a non-significant relationship between a supportive work environment and learning agility which contradicts the study of Tripathi *et al.* (2020). This can be explained by the fact that only supporting workplaces may not be enough to promote new concepts or knowledge to increase the learning agility of employees. However, Tripathi *et al.*, (2022) also revealed that a supportive work environment and organizational learning culture have a positive impact on organisational innovation. This supports the findings of previous studies, which established a supportive work environment as a stronger predictor of organizational innovation (Buttice *et al.*, 2020; Norouzinik *et al.*, 2022).

Mdhlalose, (2024), researched on ‘Examination of Employee Rewards and Work Environment on Employee Creativity and Innovation’. The research used a quasi-experimental approach. The researcher found that employees' ability to be creative and innovative is reinforced by all three types of rewards: intrinsic rewards, which have a positive effect on intrinsic motivation, extrinsic non-financial rewards, and extrinsic financial rewards, which can either encourage or discourage employees' efforts to be creative and innovative. Organizational environments that promote and cultivate employee creativity and receptiveness to novel ideas are more disposed to cultivate a culture that fosters organizational learning.

A study was done by Aziz, Abdul Wahab, Shaari, Sarip, & Mohd Arif, (2024), on ‘The Effect of Psychological Empowerment on The Relationship Between Perceived Organizational Support and Career Satisfaction at Manufacturing Sector in Johor’. The study was descriptive and employed a cross-section survey research design, a total of 248 respondents were selected. The result showed that psychological empowerment could mediate the relationship between perceived organizational support and career satisfaction. Huang and Liao (2023), suggested that one of the strategies to remove high power distance is decentralizing authority, encouraging employee participation in decisions, and fostering autonomy thus enabling a much more open and faster decision-making process which heightens organizational learning.

A survey by Bennet (2020) on where does empowerment fit in the future workplace strategy in the United Kingdom and Ireland. The sample size was 1,350 participants across 19 markets. The results indicated that 68.0% of employees prefer to have choices and flexibility to work in the office. Besides, empowering employees has been estimated to add 21% more profit and 20% higher sales to the organization (Abhishek, Devesh, Dinesh, Kulal, & Suraj, 2023). According to Abhishek *et al.*, (2023), unfortunate circumstances for the US economy showing \$450 billion and \$550 billion loss in productivity per year, were due to less disempowerment. Empowerment stimulates employee participation in good idea generation and execution, whereby it has been argued that empowerment serves as a parameter that nurtures learning (Vu, 2020).

Hasanein and Elrayah (2025), researched on the influence of psychological empowerment on employee creativity in the hospitality sector, Saudi. The study adopted a quantitative research design. The study had 536 respondents. Data was collected using structured questionnaires and analyzed using structural equation modeling. Psychological empowerment was the independent variable, while employee creativity was the dependent variable. The study findings indicated that empowerment is key in enhancing employees' creative and innovative behavior especially when supported by factors such as affective commitment and psychological safety. The study revealed that employee empowerment contributes to enhanced creativity and innovation in the organizations. Khawaldeha, Qudahb & Bashayrehc (2021) examined the relation between the empowerment and creative behavior at Jordanian private universities, using a descriptive analytical method, with 150 respondents. The findings showed that there is an influence of the level of application of empowerment in creativity, and therefore the development of the innovative and creative side of employees is through empowering them within the work, to motivate them and push them to make the maximum possible effort and achieve high level of performance and access to creativity, where there is a high-level practice of empowerment is one of the most significant factors that help employees develop creativity in them.

2.5.3 Leadership styles and Organization Learning

In the past, many researchers have tried to understand the relationship between leadership and organizational learning (Do & Mai, 2020) and leadership has been treated as the driver of learning in organizations (Udin, 2024; Fauzi *et al.*, 2023). Therefore, it can be expected that leadership plays a major role in the learning process of companies. A review of leadership literature and organizational learning literature indicates that there is a key role for leadership in enabling organizational learning. Several studies proved the relationship between transactional leadership, transformational leadership and organizational learning. Yas, Alkaabi, ALBaloushi, Al Adeedi & Streimikiene, (2023) researched on the impact of strategic leadership practices and knowledge sharing on employee's performance in Dubai. This study employed quantitative research design with a survey participant numbering 335. The study found that strategic leadership styles affect employee performance through information sharing. They further concluded that transactional and charismatic leadership alone may not be the best in all situations, a blend of all three leadership styles transactional, charismatic, and transformational, would yield better results. Transformational leadership was found to be the best leadership style.

Khassawneh & Elrehail (2022) conducted research on the relationship among leadership, knowledge sharing, and employee creativity. The study intended to examine whether knowledge sharing mediates the relationship between leadership and employee creativity. The researchers collected data from 237 employees from different organizations in Jordan using a survey. Similarly, its findings highlighted the crucial role of leadership in promoting knowledge sharing and employee creativity. Leadership plays a substantial role since they enable the collective enhancement of organizational learning and choose strategies to respond to market demands. Ngoc *et al.*, (2023) study revealed strong significant positive relationships between leaders' characteristics and organizational learning in firms operating in Vietnam. Need for success has long been found to positively relate to learning in organizations (Soomro, Mangi & Shah, 2021). Risk propensity was found to be embedded in the concept of organizational learning capability with an assumption that organizational learning will be fostered when leaders allow people take risks and

accept mistakes (Lee, Tao, Li, & Sun, 2021). Ngoc *et al.*, 2023 study exposed that leaders exhibit a variety of characteristics and competences, which enable them to become frontiers of organizational learning.

Past studies exhibited that emotional intelligence contributes to organizational learning (Fauzi *et al.*, 2023). Additionally, studies have recognized that leaders' social or interpersonal intelligence plays a key role in knowledge acquisition, innovation and creativity (Udin, 2024). Ngoc *et al.*, 2023 enumerated that social competencies contribute to the analysis, utilization, and distribution of knowledge, which are valuable for the organizations. Leadership inspires others to experiment and learn from varying viewpoint, which subsequently generates new knowledge and encourages knowledge sharing within organizations (Lee *et al.*, 2021). Leaders' cognition, interpretation and decision making are important factors when researchers discuss leadership. Furthermore, leadership has been acknowledged as the driver of organizational learning (Udin, 2024).

2.5.4 Organizational Communication and Organization Learning

Butt (2020) analyzed the positive effect of online communication from the perspective of management strategy, alleging that informal communication and online communication can significantly decline the sense of power distance among members of the organization, which can in turn considerably improve the readiness of managers to communicate and the efficiency of such communication as well as reduce the phenomenon of knowledge avoidance resulting from pressure. Based on a study conducted in the Chinese management context, Jin *et al.*, (2020) established that the power distance among members of Chinese enterprises was relatively large, which led to a low level of readiness to share knowledge directly between leaders and employees. These authors argued that in a high-level distance environment, employees' knowledge hiding behaviour can be prevented through informal communication and online communication.

Jiang, *et al.*, (2023) investigated on "Choosing a better communication style: revealing the relationship between communication style and knowledge hiding behavior". Through a survey of 350 employees of Chinese manufacturing enterprises, he explored

the mechanism of organizational communication on employees' knowledge hiding behaviour. The results of the study show that (1) cooperative communication will decrease employees' knowledge hiding behaviour; in contrast, competitive communication will upsurge employees' knowledge hiding behaviour. (2) There is no significant relationship between online communication and employees' knowledge hiding behaviour. (3) Although online communication declines the inhibitory effect of cooperative communication on employee knowledge hiding behaviour, it can assuage employee knowledge hiding behaviour caused by competitive communication.

The findings of this study are also supported by Zerfass & Volk (2020) who while elaborating on the functions of internal communication had made it clear that internal communication is significant for both the success of the organization and for the specific day-to-day operations. Based on their research, this is due to the fact that internal communication can trigger and heighten employees' intelligence and creativity in order to yield the expected result from them. Gara *et al.*, (2020), likewise cited that the role of internal communication is to shed light to the relationship between varying pieces of information and for its critical function to provide employees with the appropriate and needed information from which they can execute their respective tasks thus promoting organizational learning. As Lee & Kim (2021) stated in their research, that an effective internal communication practice would steadily increase the trust and commitment level of employees, which will result in greater engagement of the employees to their respective responsibilities. This is very crucial in enhancing organizational learning (Zerfass *et al.*, 2020).

2.5.5 Organizational Culture and Organization Learning

Halid (2023) in his research investigated the effect of organizational culture on organizational learning, employee engagement, and employee performance in the banking domain of Indonesia. The study comprised of 215 respondents as the sample size. Data were analyzed using SEM PLS, with organizational culture as an independent and organizational learning, employee engagement, and employee performance as dependent variables. The results of the research found that

organizational culture indirectly affects employee performance through organizational learning and employee engagement, which gave the most significant effect.

Research done by Rashid *et al.*, (2020) investigating the influence of organizational culture on knowledge management and managerial performance of government department in Dubai. The study aim was to highlight the importance of knowledge management and the factors influence the knowledge management within Dubai public sector organization. The study had a sample size of 215 respondents. Data was analyzed by using descriptive and inferential statistics. The findings of the research showed that there was significant effect of organizational culture on knowledge management and managerial performance of government department in Dubai.

Fernandes, Pereira & Wiedenhöft (2023) examined the organizational culture and the individuals' discretionary behaviors at work. This study examined how specific Organizational Cultures influence individual behavior. In particular, how the different cultures in the Organizational Culture Assessment Instrument (OCAI) affect employees' main dimensions of Organizational Citizenship Behavior (OCB). The study used descriptive-confirmative ex post facto research design, with a sample size of 513 employees from over 150 organizations worldwide. The Kruska-Wallis H-Test was used. The study found that the predominant organizational culture type affects the level of OCBs individuals demonstrate. Therefore, it is possible to provide organizations with a breakdown of employees OCBs based on their organizational culture type and which changes they can make to the organizational culture to increase OCB and subsequently the efficiency of their organization.

2.5.6 Organization Learning in Universities

The enactment of private universities globally has continued in an increasing manner due to the high rate of competition within the global educational system. The increasing number of students in the world has offered opportunities for private universities to flourish amplifying the efforts put through by the government in educating its citizens. As a result of the small number of the students admitted into private universities, they offer some of the best courses placing them ahead of public universities with attention which the students receive therefore, providing these

universities with the highest ranks in terms of performance in the world. For example, global universities such as Oxford University, Harvard University, IE University and Peking University are ranked globally as the 1st, 2nd, 7th and 16th as it pertains to the annual publications of the universities (World University Rating, 2022). Nevertheless, in Africa, the performance of these private universities has been low equated to their counterparts in other continents with American University of Cairo as the best ranking of 1202 while Covenant University occupies 1780 positions respectively (World University Rating, 2022). This reveals that African private universities are way far from the attainment of the best concert when compared with the same private universities in other developed continents.

Private universities in Africa although have continued in the pursuit for the best concert it has lingered low when compared with other universities. The concert of private universities in Africa has been subjugated by private universities located in Egypt and Nigeria. The ranking has shown that American University, Covenant University, British University, German University Cairo ranked as 13th, 14th, 66th and 74th universities based on the African ranking (World University Rating, 2022). The inflow of students into these 8 private universities is credited to the understanding of the students' needs which has prompted these universities into creating student-centered environment (King'oo, Kimencu & Kinyua, 2021). The desertion of public universities by most of the African countries government has resulted into high rate of students' entry to private universities thus, resulting into high competition by these universities.

The SCImago Journal & Country Rank (2021, 24), a portal that encompasses journals and country scientific indicators established from information contained in the Scopus database, has placed Kenya in seventh position in Africa and 68th worldwide in terms of research publications and H-index between 1996–2020 (Table 2.1). In terms of the pipeline for research and knowledge production, Kenya boasts a number of public and private universities and research institutions. The number of licenses granted by the National Commission for Science, Technology and Innovation (NACOSTI) augmented by 34.8% to 6015 in 2018/2019, representing 90.8% of all license requests

received. This gestures the country’s ambition to enhance its visibility in relevant research and knowledge production (Republic of Kenya 2020).

Table 2.1: Ranking of Selected Countries by Scientific Publications, 1996–2020

Rank	Country	Citable publications	Citations	H index
1	United States	11,986,435	384,398,099	2577
35	South Africa	305,649	5,407,984	581
37	Egypt	252,794	3,041,277	322
51	Nigeria	110,600	101,974	229
54	Tunisia	98,601	1,027,585	214
58	Algeria	80,961	725,764	202
57	Morocco	77,388	794,014	222
68	Kenya	39,667	941,327	283
75	Ethiopia	32,197	438,544	173

Source: SCImago Journal & Country Rank (2021).

Various research institutions are allied to ministries and universities to facilitate access to graduate programmes. These research institutes include centres such as Kenya Medical Research Institute (KEMRI), International Centre for Insect Physiology and Ecology (ICIPE), Kenya Agricultural Research Institute (KARI) and International Livestock Research Institute (ILRI), among others. These research centres endure to support capacity for research and doctoral education in Kenya while providing the manpower necessary to not only drive university education but also open up opportunities for new knowledge and solutions to problems in critical areas of national and international concern. Nonetheless, it appears that in the recent past, more research, knowledge production and dissemination is taking place in the colleges outside higher education institutions. A data analysis by Nature Index, totaling of all research outputs for Kenya published between 1st December 2019 and 30th November 2020, indicates that higher education institutions fall at the bottom compared to research institutions outside universities. This information is summarized in Table 2.2 (Nature Index 2021, 24).

Table 2.2: Nature Index of Research output for Kenyan Publication

Institution	Count of published work	Percentage share
Kenya Medical Research Institute (KEMRI)	11	1.44
International Livestock Research Institute (ILRI)	8	1.36
National Museums of Kenya (NMK)	10	1.07
KEMRI–Wellcome Trust Research Programme (CGMRC)	4	0.79
International Centre for Insect Physiology and Ecology (ICIPE)	1	0.50
African Butterfly Institute	3	0.37
University of Nairobi	7	0.37
Maseno University	2	0.35
Kenya Wildlife Services (KWS)	3	0.30
Moi University	1	0.25

Source: Nature Index (2021).

Kenya reported registering 94.6 thousand students at private universities for the 2020–21 academic year, a drop from 96.6 thousand in 2019–2020, the greatest number since 2013–14 (Statista, 2022). Kenyan universities, and particularly private universities, have not been successful in producing graduates who fulfill market demands. This has been accredited to a number of things, including declining quality educational program, insufficient funding, legality of degrees awarded, the flexibility of university programs, innovations made, research quality and effective use of resources available to them (King'oo, Kimencu & Kinyua, 2021). Subsequently, it is necessary to investigate how human resource management practices could be used to influence organizational learning in these universities.

2.6 Critique of Existing Literature Relevant to the Study

The existing literature provides robust evidence that Human Resource Management Practices (HRMP) play a critical role in enhancing organizational learning (OL), yet several conceptual and methodological gaps remain that warrant attention. Studies on training and development (Hussain *et al.*, 2023; Malleck & Kitula, 2023; Ali Suleiman & Jreisat, 2023) consistently suggest that while training may not directly improve performance, it significantly influences organizational learning by fostering knowledge acquisition, skill enhancement, and cognitive development among

employees. Similarly, research on structural empowerment and rewards (Tripathi *et al.*, 2022; Mdhlalose, 2024; Bennet, 2020) highlights that empowering employee and providing intrinsic and extrinsic rewards creates a conducive environment for innovation, knowledge sharing, and engagement, which are essential components of organizational learning.

Leadership has also been identified as a pivotal driver of OL, with transformational, transactional, and strategic leadership styles facilitating knowledge dissemination, fostering creativity, and enabling risk-taking behaviors that support continuous learning (Ngoc *et al.*, 2023; Yas *et al.*, 2023). Moreover, the role of organizational communication in mitigating knowledge hiding and promoting knowledge sharing is well documented (Butt, 2020; Jiang *et al.*, 2023; Zerfass & Volk, 2020). Jiang *et al.* (2023) highlight the nuanced effects of organizational communication on employees' knowledge-hiding behavior, findings were contradictory, with differential impacts observed for cooperative, competitive and online communication. Similarly, investigations into strategic HRM, such as Singh, Sharma & Kaur (2023), demonstrate that institutional effectiveness is influenced by HRM strategies, yet they inadequately address how HRMP shape organizational learning through mechanisms like employee training, leadership, structural empowerment, or communication, particularly in private-sector contexts. The literature further reveals divergent conceptualizations of organizational learning, with some viewing it as a relatively straightforward and structured process (Brix, 2022), while others emphasize its complexity as a heterogeneous phenomenon critical for competitive advantage (Tortorella *et al.*, 2020; Rupcic, 2020).

Organizational culture is consistently shown to influence the degree to which employees engage in learning behaviors and discretionary knowledge-sharing activities (Halid, 2023; Rashid, 2020; Fernandes *et al.*, 2023). Collectively, these studies underscore that HRMP, when strategically implemented, can enhance the learning capabilities of organizations by shaping the skills, behaviors, and attitudes of employees. Despite these insights, the literature exhibits several limitations that restrict the comprehensive understanding of the HRMP and OL relationship. A significant portion of the research relies on cross-sectional or descriptive designs,

which constrains causal inference and limits the ability to ascertain the mechanisms through which HRMP impacts organizational learning. Additionally, much of the empirical evidence is drawn from public sectors or specific regional contexts, raising concerns about the generalizability of findings to other sectors or culturally diverse organizations.

The interplay between HRMP elements such as employee training, structural empowerment, leadership styles, organizational communication, and moderating variables like organizational culture remains underexplored, leaving a gap in understanding the conditions under which HR practices most effectively facilitate learning. Furthermore, inconsistencies in measurement and operationalization of both HRMP and organizational learning outcomes pose challenges to synthesizing results across studies. Consequently, future research should integrate multiple HRMP dimensions with mediating and moderating factors, and employ diverse organizational contexts to develop a more nuanced and generalizable model of how HR practices influence organizational learning, ultimately informing both theory and practice. Moreover, studies frequently treat organizational learning as the independent variable without systematically examining the role of HRMP as a determinant, leaving theoretical, practical, and methodological gaps. Addressing these gaps is essential to advance understanding of the mechanisms through which HRMP influence OLN in contemporary organizational contexts.

2.7 Research Gaps

Review of theoretical foundations and empirical work on OLN has revealed key gaps research. One gap is the samples and sectors used in the studies were not representative or comprehensive to allow for generalizations. From a methodology and instrumentation angle, much research has focused mainly on quantitative methods and have not exploited the significant role of qualitative techniques to address the critical questions. Gaps identified during the literature review affirm the argument that there are a limited amount and quality of empirical studies to support the elaborate theoretical foundations that link HRMP and OLN. These gaps range from methodical to lack of objective measures. Most of the research also has been limited to the western

and Eastern countries and few that has focused on Kenyan context. This research aims at replicating these studies in the Kenyan context.

This research was considered significant after studying several peer-reviewed articles written on OLN and found that most of these researchers have not concentrated on the influence of HRMP practices on OLN in PCUK. Some of the previous studies done includes; HRMP in improving knowledge retention (Ntini, & Dewah, 2023), influence of OLN and efficiency on the operations (Fatma *et al.*, 2022), institutionalization of knowledge management: A nexus for increasing research uptake and learning in Universities in Kenya (Gichuhi *et al.*, 2020), organizational learning as a key driver of long-term organizational performance (Ali & Park, 2021), challenges in assessing learning organizations during reform implementation (Santos & Cardoso, 2020), applicability of the OLN concept to universities in Kenya (Waweru & Ngugi, 2021), influence of learning organization practices on the performance (Kariuki & Muturi, 2022), and the leadership styles on organizational performance (Kubai *et al.*, 2022). The research was limited to how leadership influences performance which is just one aspect of HRMP.

Accordingly, research on HR practices has been done in the past but none of the researchers however have studied on the moderating effect of organizational culture on HRM practices and how this influences OLN. This research will strive to show the influence of HRMP practices on organizational learning, with organizational culture acting as a moderating factor, which will add value to the existing literature available on this topic. All the empirical studies that have been done so far have not managed to point out the most critical HRMP, which when bundled together have the greatest impact on OLN. This research aims to bridge this gap, by carrying out an empirical study that will help to identify the most critical HRMP that are crucial in ensuring OLN, with organizational culture as a moderating factor.

2.8 Chapter Summary

In summary, the reviewed literature demonstrates that Human Resource Management Practices (HRMP)—including training and development, structural empowerment, leadership, and organizational communication are fundamental to enhancing organizational learning (OLN); however, theoretical, empirical, and contextual limitations persist. Much of the existing research relies on cross-sectional designs, focuses on public or non-African contexts, and neglects the moderating role of organizational culture, thereby limiting generalizability and causal interpretation. Furthermore, inconsistencies in operationalizing HRMP and OL constructs impede theoretical integration. This study therefore seeks to address these gaps by empirically examining the influence of HRMP on organizational learning within PCUK, incorporating organizational culture as a moderating variable to develop a more contextually grounded and comprehensive model of HRMP and OLN dynamics.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

According to Sileyew (2020), research methodology is a systematic way of solving the research problem and may be understood as a science of studying how research is done scientifically. This chapter describes the research methodology and approaches that were employed to conduct this study. It describes the research philosophy, research design, population of the study, sampling technique, data collection instruments and pilot testing. The chapter further explains the process through which data was collected, analyzed and presented.

3.2 Research Philosophy

A research philosophy is a belief about the way in which data relating to a phenomenon should be gathered, analyzed and used. It encapsulates the development of knowledge and the nature of that knowledge (Park, Konge, & Artino, 2020). The study takes a positivism philosophy. According to Park et al. (2020), the positivism school of thought is grounded on the philosophy that only one reality exists. This reality can only be known imperfectly due to human limitations, and researchers can only discover this reality within the realm of probability. According to the school of thought, the researcher and the subjects were independent; didn't influence each other or outcome. The choice of the study and how it was conducted was determined by objective measures related with quantitative data. The researcher will uphold objectivity by remaining impartial to prevent values and biasness from influencing outcome. The researcher formulated hypotheses and working definition about the characteristics of phenomena being observed based on existing theory, testing hypotheses based on statistical methods leading to approval or rejection of hypotheses.

3.2.1 Research Design

Research design refers to the procedural framework within which the research is conducted (Sileyew, 2020). Research design is characterized by procedures and methods for arriving at results and findings and tools for proving or disproving such, knowledge (Saunders, *et al.*, 2023). This study adopted a cross-sectional descriptive survey research design to ascertain the influence of HRMP on organization learning in Private Chartered Universities in Kenya. This design entails explanation of a phenomenon, estimating a proportion of a population with similar characteristics and ascertaining the relationship that occurs amid the variables under study (Siedlecki, 2020). The design was deemed appropriate for the study due to its ability to incorporate several aspects in a study and give the researcher a wide room to choose from thus enhancing better understanding of the research problem (Siedlecki, 2020).

The study also utilized both quantitative and qualitative research approaches that were ideal in collection of data through the instruments of questionnaires and interview schedules. Quantitative research approach was relevant to the study as it enhanced the collection of numeric data from a large number of respondents. Quantitative data analysis was used to determine the relationships between the dependent and independent variables. The qualitative research approach enabled the researcher to explore the problem and develop a detailed understanding of the central phenomenon then followed in a systematic manner to describe and test relationships and examine the cause and effect among variables.

3.3 Target Population

Target population refers to those people, events, or records that contain the desired information and can answer the measurement questions (Bafarasat, 2021). The study targeted the eighteen (18) chartered private universities in Kenya as enlisted by Commission of Universities Education (CUE) (Appendix V). The commission is established under the Universities Act, No. 42 of 2012, as the successor to the Commission for Higher Education and is the Government agency mandated to regulate university education in Kenya. Specifically, the study targeted employees at the 18 chartered private universities in Kenya as the units of analysis. The respondents for the

study were deemed crucial since they were the drivers of change, policy formulators/implementers and resource allocators and thus were deemed to have crucial information required in the study. These comprised of the following offices; Vice Chancellors (VCs), Deputy Vice Chancellors (DVCs), Registrars, Deans and Head of Departments (HoDs). The target population consisted of all employees in management level (grade 13-15) in the 18 (eighteen) PCUK authorized to operate in Kenya by the Commission for University Education, who constitute a total of 327. The tabulated form of target population is specified in Table 3.1.

Table 3.1: Target population

	Number of Accredited PCUK	Population	Target Population: Grade 13-15
PCUK	18	6,503	327

Source: (Commission for University Education in Kenya, 2016)

3.4 Sampling Frame

Bafarasat (2021) indicate that sampling frame is a list of elements from which the sample is actually drawn and is closely related to the population. The sampling frame in the study comprised of the chartered private universities in Kenya. The list was obtained from the Commission for University Education (CUE) which is mandated to oversee and monitor the universities in Kenya. A sample frame is the list of “elements from which the sample is actually drawn and closely related to the population” (Bafarasat,2021). It represents the group of individuals who have a real chance of being selected for the sample. The sampling frame in the study comprised of the chartered private universities in Kenya. The list was obtained from the Commission for University Education (CUE) which is mandated to oversee and monitor the universities in Kenya. (2016).

3.5 Sample and Sampling Technique

3.5.1 Sample

According to Stratton (2021), a sample size is a representative of the targeted population in a study. In this study, census was used to obtain the units of analysis where all the 18 private chartered universities in Kenya were surveyed. Owing the relatively small number of the universities and the urge to have reliably representative sample size, census was preferred. On the other hand, purposive sampling was used to obtain the units of observation who in this case were the top management staff at the 18 chartered private universities in Kenya. According to CUE, the day to day running of the university is dispensed by the Vice Chancellors (VCs), Deputy Vice Chancellors (DVCs), Registrars, Deans and Head of Departments (HoDs). This is to imply that these are the main drivers of change, policy formulators/implementers and resource allocators in these institutions hence they were sampled in the study.

3.5.2 Sampling Technique

In this study, census was used to obtain the units of analysis where all the 18 private chartered universities in Kenya were surveyed. Owing the relatively small number of the universities and the urge to have reliably representative sample size, census was preferred. Each university acted as stratum from which samples were selected that is, the study had 18 stratas because the study considered the population of each private chartered university to be homogenous (See appendix v). The sample selection for this study thus was based on stratified sampling technique to select respondents per each of the 18 private chartered universities in Kenya. According to Sileyew, (2020), stratified sampling is a technique used when the population is not homogeneous, that is, re-arranging population into sub-groups (strata). The stratified sampling technique was adopted to have good representation from each individually homogeneous group (university) of the private chartered universities as specified by Commission for University Education (CUE).

On the other hand, purposive sampling was used to obtain the units of observation who in this case were the managerial staff at the 18 private chartered universities in Kenya. According to CUE, the day to day running of the university is dispensed by mainly offices such as by the Vice Chancellors (VCs), Deputy Vice Chancellors (DVCs), Registrars, Deans and Head of Departments (HoDs). This is to imply that these are the main drivers of change and policy makers and hence they were sampled in the study. According to Commission for University Education (CUE) as at October, 2016, there are a total of 327 managerial staff in the positions of Vice Chancellors (VCs), Deputy Vice Chancellors (DVCs), Registrars, Deans and Head of Departments (HoDs) from all the 18 PCUK. Within each of the strata, simple random sampling was employed to select individual employee that were to be considered for investigation. The universities being in 18 homogeneous groups (strata), each university forming a stratum, stratified sampling technique was adequate to use in order to reduce sampling error. The sample size was determined by the adoption of Yamane sample size determination (Yamane, 1967, p. 886), with the following formula which assumes 95% confidence limit

$$n = \frac{N}{1+N(e)^2} \quad . \quad n = \frac{327}{1+327(0.05)^2} = 180$$

Where:

- n = sample size
- N = population of staff in grade 13 to 15
- e = the desired level of precision

Using the above formula, the sample size for this study shall be 180 employees.

Consequent upon the sample determined by Yamane (1967) sample size determination formula, 180 employees in managerial level grade 13-15 of private chartered universities in Kenya were selected in accordance with Table 3.2 using simple random sampling technique.

Table 3.2: Sample Size Determination

S/No	Private Chartered University	No. of staff in managerial positions grade 13-15 (Ni)	Proportion sample(ni)	percentage
1.	Adventist University of Africa	11	6	3 %
2.	University of Eastern Africa, Baraton	9	5	3%
3.	Catholic University of Eastern Africa (CUEA)	21	12	7%
4.	Daystar University	33	18	10%
5.	Scott Christian University	10	6	3%
6.	United States International University	37	20	11%
7.	St. Paul's University	18	10	6%
8.	Pan Africa Christian University	9	5	3%
9.	KAG - EAST University	7	4	2%
10.	Africa International University	11	6	3%
11.	Kenya Highlands Evangelical University	8	4	2%
12.	Africa Nazarene University	20	11	6%
13.	Kenya Methodist University	27	14	8%
14.	Strathmore University	23	13	7%
15.	Kabarak University	22	12	7%
16.	Great Lakes University of Kisumu	9	5	3%
17.	KCA University	21	12	7%
18.	Mount Kenya University	31	17	9%
Totals		N=327	n=180	100

3.6 Data Collection Instruments

3.6.1 Questionnaire

A questionnaire is a data collection tool, designed by the researcher and whose main purpose is to communicate to the respondents what is intended and to elicit desired responses in terms of empirical data from the respondents in order to achieve research objectives (Einola & Alvesson, 2021) The study used primary and secondary data. The primary data which was largely quantitative and descriptive in nature was collected

using a semi-structured, structured and unstructured questionnaire containing both closed and open-ended questions. The questionnaire was designed to solicit the data on constructs pertinent to establishing the interrelationship between the independent and dependent study variables. According to Einola, *et al.*, (2021), questionnaires are appropriate for studies since they collect information that is not directly observable as they do not inquire about feelings, motivations, attitudes, accomplishments as well as experiences of individuals. They further observed that questionnaires have the added advantage of being less costly and using less time as instruments of data collection. Similarly, they noted that close-ended questions are practical since all individuals answer the questions using the response options provided. This enabled the researcher to conveniently compare responses from respondents. This method provides a means for coding responses by assigning numerical values and statistically analyzing the data. It also facilitates the work of tabulation and analysis after data classification through coding (Einola, *et al.*, 2021).

Open-ended questionnaires were designed to encourage a full, expressive answers using the subject's own knowledge. This aimed at encouraging the respondent to divulge information and express their emotions. This enabled the researcher to gain more insights and valuable inputs from the opinions given by the respondents as the qualitative nature of the questions often ask for critical thinking. In the structured questionnaire the respondents were required to give accurate answers to the best of their knowledge without any due influence. Proper instructions guided the respondents in each section of the questionnaire ensuring that the respondents did not at any one time misinterpret the questions. After carefully explaining the nature and purpose of the study to the research assistants, the questionnaires were distributed to the private chartered universities. Report analysis was undertaken to obtain secondary data.

3.6.2 Interview Guide

The study used interview guides for the Human Resource Managers of the 18 private chartered universities in Kenya because they deal with staff issues and are the custodians of staff records. Interviews were guided by using a structured interview guide as shown in appendix II. According to Mukherji, (2010), interviews help

achieve personal in-depth information which is appropriate to generate more and higher quality ideas on a personal response basis and enables the study to probe deeper the issues that arise as opposed to close-ended items in the questionnaire which limit respondents' responses to the choices provided. Rademaker and Polush (2022), observes that interview guides are particularly suitable for intensive investigation. This is why the researcher found it necessary to use an interview schedule to capture information that was not captured by the questionnaire.

The interview instrument for the study consisted of a topical agenda that guided the researcher to cover broad concerns of the study in depth. It also enabled the researcher to comprehend the interviewee's viewpoints and emphasized the spirit of discussion in an informal and cordial atmosphere encouraging complete, honest and spontaneous responses. This enabled the researcher to clarify questions and probe for answers; flexibility was heightened therefore allowing the researcher create rapport with respondents and hence was able to extract sensitive information from them. Thirty-minute interview sessions were conducted at the offices of the interviewees at times convenient to them. Information gathered during the interview was recorded in a note book during the sessions. In cases where respondents consented to tape-recording, data was recorded and stored. Qualitative data from the interviews that were tape recorded was first transcribed. This then was combined with the data that was recorded manually.

The researcher used content analysis of secondary data. This technique involves analysis of the degree of OLN disclosers in the company's annual reports (Marodin, Wechtler & Lehtonen, 2023). It centers on determination of constructs of particular interest, collecting information about these indicators and codification of quantitative information to derive quantitative scales that can ultimately be used in statistical analysis. Empirical studies that have applied these measures include: Marodin *et al.*, (2023) and Fauzi *et al.* (2023). The key advantage of this method arise from its flexibility since the researcher can specify OLN dimensions of interest, collect data on the basis of identified dimensions and also numerically code data.

3.7 Data Collection Procedure

The researcher obtained a research permit from the National Commission for Science, Technology and Innovation (NACOSTI). Permission to collect data was also sought from the eighteen chartered Kenyan Private Universities. This was followed by recruitment of two research assistants. The researcher and the research assistants conducted a pilot study to test the reliability and validity of the questionnaires. Once the pilot study was completed, the other targeted respondents of the Kenyan Private Chartered Universities were issued with the questionnaires which were collected after two weeks to give them ample time to respond to the questionnaires. The researcher and the research assistants used drop and pick method in the data collection. Interviews were conducted to the Human Resource Managers of the eighteen chartered Private Universities by the researcher with the aid of the two research assistants recruited for this exercise.

3.8 Pilot Testing

A pilot test was carried out with eighteen purposively selected respondents from two private universities that did not form part of the sample, nine from each private university. Of the nine respondents two senior officers were also taken through interview to test the interview schedule. The senior officers were requested to report any ambiguities the interview schedule and propose any amendments in the structuring of the questions. The private universities that were used were The Management University of Africa and Zetech University. The researcher used eighteen respondents for pilot testing, which falls within the commonly recommended range of 15–30 participants for pilot studies aimed at assessing the reliability and feasibility of research instruments prior to the main study (Bulus, Şahin & Demirhan, 2022).

Pilot testing was therefore carried out to assess the face and content validity and reliability of the research instruments (questionnaire and interview schedule) being used in the study. The pilot testing also helped to ascertain the average time taken by the respondents to complete the questionnaires. Several other issues with regard to instruments were addressed such as whether; (i) the instruments adequately generated the required information, (ii) the instruments contained proper wording of questions

(iii) the items were logically arranged to facilitate the required response, (iv) there were any redundancies and repetitions that called for elimination of some questions; (v) the data collected was quantifiable, (vi)analyzability and usefulness of data and whether the questions asked were ethical to respondents. Pilot test was also conducted to provide alternative data for selection of a probability sample.

3.8.1 Reliability of Research Instruments

Reliability of Research Instruments Reliability refers to the accuracy and precision of a measurement procedure. It measures the degree to which a research instrument gives consistent results and it's concerned with estimates of the degree to which a measurement is free of random or unstable error (Alabi, 2022). Errors likely to affect reliability are interviewer/interviewee fatigue, bias from the interviewer and inaccuracy of the instrument in use, inaccuracy in scoring by the researcher and finally, unexplained errors whose source cannot be determined. In this regard, the study conducted a pilot study across two private universities with letters on interim to pre-test the questionnaire prior to the main data collection exercise with a view to check for errors and test the tools for reliability. Cronbach alpha, which is a measure of internal consistency, was used to test the internal reliability of the measurement instrument.

The higher the score, the more reliable the generated scale is. Hair, Hult, Ringle & Sarstedt (2021), indicates 0.7 to be an acceptable reliability thus it was considered adequate for this study. Higher alpha coefficient values mean there is consistency among the items in measuring the concept of interest. Cronbach's alpha is a general form of the Kuder- Richardson (K – R) 20 formulas derived from Taber (2022). The formula is as follows:

$$KR_{20} = \frac{(K)(S^2 - \sum_s^2)}{(S^2) - (K - 1)}$$

Where;

KR_{20} =Reliability coefficient of internal consistency

K=Number of items used to measure the concept

S^2 =variance of all scores

$\sum S^2$ =variance of individual items

3.8.2 Validity of Research Instruments

Validity is the extent to which differences found with a measuring tool reflect true differences among respondents being tested (Mohd Salleh, Sulaiman & Talib, 2023). Validity determines whether the research truly measures that which it intended to measure or how truthful the research results are. Validity can be measured by the extent the data obtained, accurately reflects the theoretical or conceptual concepts; that is if the measurements gotten are consistent with the expectations. Three types of validity were applicable to this study; content validity, construct validity and face validity. To enhance the content validity, expert opinion from Professionals in this field, researcher's thesis supervisors were sought. Their comments were incorporated to improve the instrument. The face validity was enhanced by the instruments review. According to Mohd Salleh *et al.*, (2023), face validity is concerned with the way the instrument appears to the participant. An instrument may appear insultingly simplistic, far too difficult, or too repetitive and these may degrade the face validity. Such flaws affect the respondent's willingness to complete the questionnaire. In the case of construct validity, a five-point Likert scale was used as well as Principal Component Analysis (PCA) where the responses from the pilot study were analyzed to give the coefficients for each question in every variable. Through the Likert's scale, the respondents provided their opinions that enabled the collection of unbiased data and with a wide range of views considered. The rule of the thumb is that the items with coefficients less than 0.4 are not valid hence should to be removed from the questionnaire (Hair, Black, Babin & Anderson, 2022).

3.9 Data Analysis and Presentation

Data analysis is a practice in which raw data is ordered and organized so that useful information can be extracted from it. It involves uncovering underlying structures; extracting important variables, detecting any anomalies and testing any underlying assumptions (Creswell *et al.*, 2023). There were two types of data that were analyzed in this study. These include quantitative data analysis and qualitative data analysis.

3.9.1 Quantitative Data Analysis

Quantitative data analysis emphasizes objective measurements and the statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys, or by manipulating pre-existing statistical data using computational techniques (Rademaker *et al.*, 2022). The quantitative data collected from the questionnaire was analyzed using both descriptive and inferential statistics using Statistical Package for Social Sciences (SPSS). The research findings were then presented using tables and charts.

3.9.2 Descriptive Statistics Analysis

Descriptive analysis refers to statistically describing, aggregating, and presenting the constructs of interest or associations between these constructs. Descriptive statistics provides simple summaries about the sample and about the observations that have been made. Descriptive statistics is the term given to the analysis of data that helps describe, show or summarize data in a meaningful way such that, for example, patterns might emerge from the data (Harbison & Simmons, 2024). Quantitative data collected was analyzed by descriptive statistics, and presented through tables, charts and in prose. This was attained through frequency distributions, means, percentages, outliers and standard deviations.

3.9.3 Inferential Statistics Analysis

According to Harbison *et al.*, (2024), inferential statistics tends to clearly explain why and how certain variables relate thus giving the researcher a more concrete ground to make conclusions and recommendations. Regression analysis showed how the

variables are related while correlation analysis indicated the degree of relationship between the variables. For these tests, ANOVA, t-test and F-test was used. In this study the t-test was used to find out the probability of the relationship between each of the individual independent variables and the dependent variable occurring by chance. In contrast, the F-test was used to find out the overall probability of the relationship between the dependent variable and all the independent variables occurring by chance. A standard probability value of 0.05 was used to test the significance of the study results.

The influence of HRMP on organization learning in Kenyan Private Chartered Universities was analyzed using the multiple moderated regression (MMR) model. Regression is an important approach in modeling relationships between dependent variables (Y) and independent variables (X). A regression equation describes how the mean value of a response variable relates to specific values of predictor variables. Multiple regression is a flexible method of data analysis that may be appropriate whenever a quantitative variable (the dependent) is to be examined in relationship to any other factors (expressed as independent variables). Multiple regression analysis attempts to determine whether a group of variables together predict a given dependent variable (Harbison *et al.*, 2024).

The study used moderated multiple regression analysis to test the statistical significance of independent variables (employee training, structural empowerment, leadership styles and organizational communication) on the dependent variable (organizational learning) and moderating effect of organizational culture on the influence of independent variables (employee training, structural empowerment, leadership styles and organizational communication) and dependent variable (organizational learning). Thus, the following formula for the regression model was used to analyze data.

3.9.4 Model Specifications

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$$

Where:

- Y Represents composite score for organizational learning in PCUK (Outcome)
- β_0 Represents the constant or coefficient of intercept relating to independent variable, X
- X_1 Represents composite score for employee training
- X_2 Represents composite score for structural empowerment
- X_3 Represents composite score for leadership styles
- X_4 Represents composite score for organizational communication
- ε Represents error term, usually distributed with a mean zero and constant variance of σ^2
- β_1 to β_4 Are the regression coefficients indicating the influence of each of the independent variables (X_i $i = 1,2,3,4$) to Y .

In order to test the moderating effect of organizational culture, Moderated Multiple Regression (MMR) was used by forming another equation as shown in equation 3.8b. Moderation was tested by forming product terms using variables that constitute interaction and estimating the increment in variance explained by the product terms after the lower-order terms they contain have been controlled. If a significant increment in the squared multiple correlation regression (R^2) is yielded, interaction is indicated. Hence, the moderating effect of organization culture was determined by measuring the change in R^2 . Therefore, the coefficients of determination (R^2) for equations 3.8 a (R_1^2) and 3.8 b (R_2^2), respectively, was compared. Accordingly, the following regression formula were used to determine the relationship between the independent variables (HRMP), dependent variable (OL) through the moderating effect of organizational culture.

$$Y = \beta_0 + \beta_1 X_1 M + \beta_2 X_2 M + \beta_3 X_3 M + \beta_4 X_4 M +$$

Where;

- Y Represents organizational learning in PCUK (Outcome)
- β_0 Represents the constant or coefficient of intercept relating to independent variable, X
- X_1 Represents composite score for employee training
- X_2 Represents composite score for structural empowerment
- X_3 Represents composite score for leadership styles
- X_4 Represents composite score for organizational communication
- M Represents moderating variable (organizational culture)
- ε Represents error term which is usually distributed with a mean zero and constant variance of
- β_1 to β_4 Represents regression coefficients showing the contribution of each of the independent variable X_i ($i = 1, 2, 3, 4$) to Y

Hypothesis testing was done using p - value because it aids in decision regarding the null hypothesis but also gives additional insight into the strength of the decision. The significance level of 0.05 was used because it is the level mostly used in business and social research (Mugenda & Mugenda, 2003). This represents that the results are at 95% confidence level and this is what was applied in this study. The p - value obtained was interpreted based on the alpha level or significance level.

3.9.5 Qualitative Data Analysis

The qualitative data was analyzed using content analysis. The qualitative data collected from open ended questions was grouped into clusters of responses based on similarity to the major concepts emerging and was presented in summarized explanations for those that cannot be clustered and tabulated.

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSION

4.1 Introduction

This chapter presents research findings and discussions of the study as set out in research methodology. The findings and discussions are in line with the variables and objectives of the study. The study findings are presented to establish the influence of human resource management practices on organizational learning in private chartered universities in Kenya. The data was gathered from the questionnaires and interview schedule as the research instruments. Descriptive statistics and inferential statistics were obtained from the data gathered from the questionnaires. Descriptive statistics analysis was used to identify frequencies and percentages to answer all of the questions in the questionnaire. The chapter also provides correlations and regression analysis, hypothesis testing models and inferences drawn from the analysis. Finally, the chapter presented a discussion of the results of the study.

4.2 Test Results

The study ensured that the data collection instruments measured what they were intended to measure, by ensuring that they were reliable and valid. The subsequent subsection discussed the outcomes of the test for validity and reliability.

4.2.1 Reliability Test Results

The research instrument was inspected to determine its reliability. To test the internal consistency of the scale items, Cronbach's alpha coefficient was used. The outcomes of the analysis are described in Table 4.1.

Table 4.1: Reliability Statistic Test Results

Variable	Cronbach alpha	No of items	Comments
Employee training	0.815	7	Reliable
Structural empowerment	0.812	7	Reliable
Leadership styles	0.837	7	Reliable
Organizational communication	0.878	7	Reliable
Organizational culture	0.796	7	Reliable
Organizational learning	0.827	7	Reliable
Overall reliability	0.875	42	

The study reported a Cronbach's alpha value of 0.815, 0.812, 0.837, 0.878, 0.796 and 0.827 for employee training, structural empowerment, leadership styles, organizational communication, organizational culture, organizational learning. This displays that the instrument met the threshold of .7 and above and the overall cronbach alpha value was 0.875 for the six variables in the study which had forty-two (42) items. These values were above 0.70 thresholds as recommended by Taber (2022) implying that the construct in the questionnaire are consistent. This confirmed the results obtained during reliability test under the pilot study.

4.2.2 Validity Test Results

Three types of validity were applicable in this study: content validity, face validity, and construct validity. Content validity was enhanced by seeking expert judgment from professionals in the field as well as the researcher's thesis supervisors. Their input helped refine the questionnaire to ensure that all items adequately represented the intended constructs. Face validity was established by carefully reviewing the instrument for clarity, simplicity, and appropriateness. According to Mohd Salleh *et al.*, (2023), face validity refers to how an instrument appears to respondents, and flaws such as excessive complexity, repetition, or overly simplistic items can reduce participants' willingness to complete the questionnaire. Prior to conducting Principal Component Analysis (PCA) to establish construct validity, the suitability of the data for factor analysis was assessed using the Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy and Bartlett's Test of Sphericity. The results are presented in Table 4.2.

Table 4.2: Kaiser-Meyer-Olkin (KMO) and Bartlett's Test of Sphericity

Variable	Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	Bartlett's Test	Df	Sig
Employee training	0.801	312.547	28	0.000
Structural empowerment	0.776	284.213	28	0.000
Leadership styles	0.845	368.528	28	0.000
Organizational communication	0.714	295.406	28	0.000
Organizational culture	0.903	421.895	28	0.000

The KMO statistic measures the adequacy of the sample size and the suitability of the data for factor analysis. Values range from 0 to 1, with values above 0.7 considered acceptable, values above 0.8 considered meritorious, and values above 0.9 deemed excellent (Pallant, 2023). Bartlett's Test of Sphericity, on the other hand, tests the null hypothesis that the correlation matrix is an identity matrix, meaning variables are unrelated. A significant p-value ($p < 0.05$) indicates that the correlation matrix is not an identity matrix and that the data are appropriate for factor analysis.

As shown in the table, the KMO values for all constructs exceeded the recommended minimum threshold of 0.7, indicating that the sample size and data were suitable for factor analysis. Employee training had a KMO value of 0.801, signifying a meritorious level of sampling adequacy, while structural empowerment recorded a KMO value of 0.776, indicating a good level of adequacy. Leadership styles had a KMO value of 0.845, which is considered very good, suggesting that the items used to measure leadership styles were well suited for factor analysis. Organizational communication recorded a KMO of 0.714, which, though slightly lower, was still within the acceptable range, confirming that the data for this construct were also appropriate for factor analysis. The highest KMO value was observed for organizational culture at 0.903, reflecting excellent sampling adequacy and indicating that the items measuring this construct were highly suitable for factor analysis.

The results of Bartlett's Test of Sphericity for all constructs were significant ($p = 0.000$), further confirming the appropriateness of the data for factor analysis. Specifically, Bartlett's chi-square values were 312.547 for employee training, 284.213

for structural empowerment, 368.528 for leadership styles, 295.406 for organizational communication, and 421.895 for organizational culture. The significance of these tests indicated that the variables within each construct were sufficiently correlated to proceed with factor analysis, thereby supporting the construct validity of the measurement instruments.

Overall, the KMO and Bartlett’s test results demonstrated that the constructs used in this study were valid representations of the underlying theoretical concepts. The strong sampling adequacy and significant correlations among items confirmed that the questionnaire items consistently measured their respective latent variables.

Table 4.3: Principal Component Analysis Results

Construct	Component	Initial Eigenvalue	% of Variance Explained	Cumulative %	Factor Loadings Range
Employee training	1	3.984	49.80%	49.80%	0.65 – 0.87
Structural empowerment	1	3.572	44.65%	44.65%	0.60 – 0.84
Leadership styles	1	4.218	52.73%	52.73%	0.68 – 0.89
Organizational communication	1	3.165	39.56%	39.56%	0.58 – 0.82
Organizational culture	1	4.586	57.33%	57.33%	0.71 – 0.91

Following the verification of sampling adequacy, Principal Component Analysis (PCA) was conducted for each construct to identify the underlying factor structure, as presented in Table 4.3. The results revealed that all five constructs had a single component with an eigenvalue greater than one, indicating that each construct was unidimensional. The total variance explained by the extracted components ranged from 39.56% to 57.33%, which meets the recommended minimum threshold of 40% for behavioral and social science research (Hair *et al.*, 2022). The highest variance was explained by organizational culture (57.33%), followed by leadership styles (52.73%), employee training (49.80%), structural empowerment (44.65%), and organizational communication (39.56%).

Loadings above 0.5 are generally considered significant (Hair, *et al.*, 2022). Furthermore, all item factor loadings were above 0.60, suggesting that the observed variables loaded strongly on their respective components. This demonstrates that each item contributes meaningfully to the construct it represents and that the constructs possess good internal consistency and validity. Therefore, the PCA results confirm that the measurement items used in the study are reliable indicators of their corresponding latent constructs, and the data are suitable for subsequent analyses such as correlation and regression.

4.3 Response Rate

The study sought to analyze the response rate. A descriptive analysis is presented in the Table 4.4. For this study, 180 questionnaires were distributed, 160 questionnaires were returned, 20 questionnaires were not returned and 4 questionnaires were rejected due to inconsistencies and incompleteness thus the total number of questionnaires used for analysis were therefore 156. This translated to a response rate of 89% with 11% non-response rate. This was considered an appropriate return rate as supported by Taherdoost & Madanchian, (2025), who contends that a rates near 60% are viewed as good, and response rates above 70% are regarded as very good to excellent in academic studies.

Table 4.4: Response Rate

Sample Size		Response Rate		Non-response rate	
Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
180	100	160	89	20	11

4.4 Demographic Information

The section contains the analysis of information on respondent's age, gender, education level and work experience. The main purpose of this was to find out any trend from the respondent's profile that was directly linked to the variables of the study.

4.4.1 Gender of Respondents

The study sought to analyze the gender distribution of the respondents. A descriptive analysis is presented in Table 4.5. The results showed that there were slightly more female respondents (52.6%) compared to male respondents (47.4%).

Table 4.5: Gender Distribution

	Frequency	Percent
Female	82	52.6
Male	74	47.4
Total	156	100.0

The findings indicate that both male and female employees were fairly represented, with a near balance between the two groups. This balanced distribution enhances the reliability of the study as it captures perspectives from both genders, thereby reducing the likelihood of gender bias in responses. Furthermore, balanced gender representation reflects the diversity within institutions, which is critical in organizational studies where perceptions, attitudes, and practices may vary across gender lines. These results resonate with the provisions of the Constitution of Kenya (2010), which emphasizes equality and non-discrimination across genders, and align with prior organizational research showing that inclusivity in gender representation improves the validity and generalizability of study findings (Kibet & Too, 2021; Muriithi, 2023).

4.4.2 Distribution of Respondents by Age Group

The study sought to analyze the respondents' age. A descriptive analysis is presented in Table 4.6. The age distribution of respondents was as follows: 21–30 years (25%), 31–40 years (29.5%), 41–50 years (31.4%), 51–60 years (6.4%), and 61–70 years (7.7%), with an average age of 39 years, indicating that most participants were middle-aged.

Table 4.6: Respondents Age Groups

Age bracket	Frequency(f)	Percent
21-30 Years	39	25
31-40 Years	46	29.5
41-50 Years	49	31.4
51-60 Years	10	6.4
61-70 Years	12	7.7
Total	156	100.0

The distribution indicates that the study captured responses from a broad age spectrum, with the majority of respondents aged between 41 and 50 years. This suggests a workforce largely composed of mid-career professionals, who are typically most active and influential in institutional operations. Such a demographic profile is consistent with trends in higher education institutions, where mid-career staff dominate academic and administrative roles (Wilson, Neylon, Montgomery, Huang, Hancock, Roelofs & Ozaygen, 2022). A balanced age distribution enhances the representativeness of the sample and strengthens the reliability of the findings, as it incorporates perspectives from both younger, emerging professionals and more experienced staff, contributing to a comprehensive understanding of human resource practices and organizational learning within the institutions (Wilson *et al.*, 2022).

4.4.3 Highest Level of Education Attained

The study sought to establish the highest level of education attained by respondents. The descriptive analysis is presented in Table 4.7. The results indicated that the majority of respondents held a Master's degree (51.9%), 25.6% had a Bachelor's degree, 17.9% had a Doctorate, and only 4.6% had a diploma.

Table 4.7: Respondents Level of Education

	Frequency	Percent
Diploma	7	4.6
Bachelor's Degree	40	25.6
Master's Degree	81	51.9
Doctorate	28	17.9
Total	156	100.0

These findings indicate that respondents were generally highly educated, with most holding postgraduate qualifications. This is consistent with the staffing requirements of higher education institutions, where advanced degrees are often essential for employment, career progression, and participation in decision-making processes (Nguyen *et al.*, 2020; Wamuyu, Onyango & Ogeta, 2023). The high educational attainment of respondents enhances the reliability and credibility of the data, as participants with advanced education are more likely to understand the research instruments, critically evaluate questions, and provide informed responses (Mugambi & Kimathi, 2023). Consequently, the study’s findings reflect a knowledgeable sample capable of providing accurate insights into human resource management practices and organizational learning within the institutions.

4.4.4 Distribution of Respondents by their Working Experience

The study sought to analyze the working experience of respondents in their respective institutions. The descriptive analysis is presented in Table 4.8. The distribution of respondents’ years of service was as follows: less than one year (2.6%), 1–10 years (34.6%), 11–20 years (53.2%), and 21–30 years (9.6%).

Table 4.8: Respondents Work Experience

	Frequency	Percent
0- 1 year	4	2.6
1-10 years	54	34.6
11-20 years	83	53.2
21-30 years	15	9.6
Total	156	100.0

The results reveal that the majority of respondents (53.2%) had worked in their institutions for 11–20 years, suggesting that the sample was largely composed of experienced employees. This enhances the credibility of the data, as employees with longer tenure are typically more familiar with institutional policies, processes, and practices, enabling them to provide informed and reliable responses (Gagliardi, 2023). Furthermore, the presence of respondents with varying levels of experience, including newer employees, ensures that multiple perspectives are captured, thereby improving the representativeness of the study and providing a comprehensive understanding of

human resource management practices and organizational learning within the institutions (Etalong, Chikeleze & Okwueze, 2024).

4.5 Descriptive of Statistics of Study Variables

This section provides the research findings as presented in tables and the number of respondents per each test item for each variable. The main purpose of the study was to investigate the influence of human resource management practice on organization learning in private chartered universities in Kenya. The parameters used for all the variables were between the scales of 5= strongly agree and 1= strongly disagree. The researcher analyzed the following variables for the study; employee training, structural empowerment, leadership styles, organizational communication in the private chartered universities in Kenya.

4.5.1 Descriptive Results for Influence of Employee Training on Organizational Learning

Descriptive results for each of the indicators of employee training were analyzed and presented in table 4.9. The results were discussed as follows:

On the statement, that management conducts comprehensive induction for new employees' 39.1 percent of the respondents disagreed as indicated by a mean of 2.36 and the standard deviation was 1.270. A total of 42.3 percent of the respondents were in agreement that management has mentorship programs as showed by a mean of 3.97 and the standard deviation was 1.037. Accordingly, 48.7% of the respondents approved that Management highly emphasizes development of human resource and inspires team learning as indicated by a mean of 3.92 and the standard deviation was 1.101. On the statement that the institution offers study leave with pay for the 45.5% of the respondents strongly agreed. The mean was 4.15 and the standard deviation was 1.108; it was also observed that 44.2% of the respondents agreed on the statement that conferences and seminars were organized regularly by the institution to heighten job delivery as indicated by a mean of 3.92 and a standard deviation of 1.1113.

A total of 67.3 percent of the respondents agreed on the statement that management encourages on the job trainings for continuous learning, with a mean of 3.90 and standard deviation of 0.965. From the study findings, 42.3% of the respondents agreed that their supervisors delegate some of their responsibilities to them at times as indicated by a mean of 3.95 and standard deviation of 1.228. The interview findings also confirmed the findings on Table 4.9. The interviews affirmed that trainings especially the team-based training fosters the constant interaction among the individuals which favors the interpretation and transfer of knowledge and also fosters the groups' commitment to learning which reinforces organizational learning.

These findings are supported by similar research outcomes by Hussain *et al.*, (2023) who researched on Nexus of Training and Development, Organizational Learning Capability, and Organizational Performance in the Service Sector sustainability in Pakistan, and established that the perception that training and development cannot affect performance directly but they have an indirect influence on improving organizational learning. Their main recommendations for the future researcher were to examine the relationship between HRM practices and OLN (Hussain *et al.*, 2023). The study findings are also supported by Najjar *et al.*, (2023), who examined the impact of a training program based on Next-Generation Scientific Inquiry (NGSI) through training 30 science teachers and investigating the training impact on teachers' use of inquiry in their teaching also revealed that training significantly influenced knowledge acquisition.

Table 4.9: Descriptive Statistics for Influence of Employee Training on Organizational Learning

S/N0	Statement	5	4	3	2	1	Range		Mean	Std.D
		SA(%)	A(%)	N(%)	D(%)	SD(%)	Min	Max		
1	Management conducts comprehensive induction for new employees	8(5.1)	35(22.4)	10(6.4)	55(35.3)	48(30.8)	5	2	2.36	1.270
2	Management have mentorship programs	54(34.6)	66(42.3)	17(10.9)	15(9.6)	4(2.6)	1	4	3.97	1.037
3	Management highly emphasizes development human resource and encourages team learning	49(31.4)	76(48.7)	8(5.1)	15(9.6)	8(5.1)	1	4	3.92	1.101
4	The institution offers study leave with pay for the employees	71(45.5)	64(41.0)	7(4.5)	2(1.3)	12(7.7)	2	5	4.15	1.108
5	Conferences and Seminars are organized regularly by my institution to enhance job delivery	52(33.3)	69(44.2)	13(8.3)	14(9.0)	8(5.1)	1	4	3.92	1.113
6	Management encourages on the job trainings for continuous learning	31(19.9)	105(67.3)	0(0)	13(8.3)	7(4.5)	3	4	3.90	0.965
7	My supervisors delegate some of their responsibilities to me at times	60(38.5)	66(42.3)	7(4.5)	8(5.1)	15(9.6)	3	4	3.95	1.228
Aggregate mean									3.74	

4.5.2 Descriptive results for Influence of Structural Empowerment on Organizational Learning

Descriptive results for each of the indicators of structural empowerment were analyzed and presented in Table 4.10. The study sought to establish to which extent structural empowerment influenced organizational learning. The results showed that job commitment is enhanced when employees are empowered with 40.4% of the respondents agreeing with a mean of 3.93 and a standard deviation of 1.203; and that 46.2% of the respondents agreed that when employees are empowered employees are keen on sharing knowledge as indicated by a mean of 4.23 and a standard deviation of 0.989. A total of 59.6% of the respondents agreed that when employees are empowered they become motivated to acquire new as shown by a mean of 4.16 and the standard deviation of 0.884.

Accordingly, the study findings indicated that when structural empowerment takes place, job efficiency is enhanced where employees are able to focus precisely on what is to be done to execute their duties as 55.8 % of the respondents agreed as indicated by a mean of 4.10 and a standard deviation of 0.995. On the other hand, 34.6% of the respondents disagreed that when employees are empowered, they become adaptive to present circumstances and more disposed towards innovative behavior with a mean of 2.30 and the standard deviation of 1.327. On the statement that when empowerment takes place, employees get the opportunity to apply their understanding and skills effectively, 61.5% of the respondents also agreed as illustrated by a mean of 4.03 and a standard deviation of 0.99. A total of 58.3% of the respondents agreed that once employees are empowered, they get encouraged to learn new skills that increases efficiency and work performance as indicated by a mean of 4.08 and the standard deviation of 1.016. The interview findings also confirmed the findings on Table 4.10. which affirmed that structural empowerment instills greater trust, encourage employee motivation, lead to greater creativity, and improves employee retention due to job satisfaction which are the factors necessary for organizational learning to thrive.

These findings agreed with previous research findings of Khawaldeha, *et al.*, (2021) who investigated the relation between the empowerment and creative behavior at

Jordanian private universities. The results showed that there is an effect of the level of application of empowerment in creativity, and hence the development of the creative and innovative side of employees is through empowering them within the work, to inspire them and push them to make the maximum possible effort and achieve high level of performance and access to creativity, where there is a high-level practice of empowerment is one of the most significant factors that help employees develop creativity in them.

Table 4.10: Descriptive Results for Influence of Structural Empowerment on Organizational Learning

	Statement	5	4	3	2	1	Range		Mean	SD
		SA(%)	A(%)	N(%)	D(%)	SD(%)	Min	Max		
8	Job commitment is enhanced	60(38.5)	63(40.4)	4(2.6)	20(12.8)	9(5.8)	3	5	3.93	1.203
9	Employees are keen on sharing knowledge	70(44.9)	72(46.2)	2(1.3)	4(2.6)	8(5.1)	3	4	4.23	0.989
10	Employees become motivated to acquire new knowledge	52(33.3)	93(59.6)	2(1.3)	2(1.3)	7(4.5)	2	4	4.16	0.884
11	Job efficiency is enhanced where employees are able to focus precisely on what is to be done to execute their duties	53(34.0)	87(55.8)	4(2.6)	2(1.3)	10(6.4)	2	4	4.10	0.995
12	Employees become adaptive to present circumstances and more disposed towards innovative behavior	14(9.0)	24(15.4)	11(7.1)	54(34.6)	53(34.0)	3	2	2.30	1.327
13	Employees get the opportunity to apply their understanding and skills effectively	44(28.2)	96(61.5)	2(1.3)	4(2.6)	12(6.4)	3	4	4.03	0.99
14	Employees are encouraged to learn new skills that will increase efficiency	51(32.7)	91(58.3)	2(1.3)	0(0)	12(7.7)	2	4	4.08	1.016
Aggregate mean									3.83	

4.5.3 Descriptive results for Influence of Leadership Styles on Organizational Learning

Descriptive results for each of the indicators of employee leadership styles were analyzed and presented in table 4.11. As to whether leaders actively lead by example in the gradual process of evolving the norms and behaviors of a learning culture, 43.6percent of the respondents agreed as indicated by a mean of 3.96 and the standard deviation of 1.171. Further, 37.8 % of the respondents disagreed on the statement that leadership in the institution encouraged employees to take up opportunities to learn from mistakes as illustrated by a mean of 2.43 and a standard deviation of 1.219. The study findings also indicated that 59.0 % of the respondents agreed that leaders in the institutions constantly communicate change to its employees and involve them in the change transition process as indicated by a mean of 3.99 and the standard deviation was 0.933

On the statement whether leadership in the organization is generally encourages teamwork, consensus and participation 51.9 % of the respondents agreed as illustrated by a mean of 3.88and a standard deviation of 1.166. As to whether leaders in the institution invested in technologies that enabled transmission and sharing of knowledge, 60.3 % of the respondents agreed as indicated by a mean of 3.90 and a standard deviation of 1.002. A total of 47.4% of the respondents were in agreement that leaders in the institution reward those who are predisposed to bringing about change, to aid in the diffusion of new learning as illustrated by a mean of 3.96 and the standard deviation of 1.062. A further 41.7 % of the respondents were also in agreement as to whether leaders exchange things of value with subordinates for them to do what the leaders with the results having achieved a mean of 3.92 and a standard deviation of 1.136.

The interviews conducted indicated that employee was fairly satisfied with leadership style practiced in the universities. The study established that employee participation in decision making was evident through representation in various committees where decisions on matters affecting their institutions are addressed. The interviews also clearly showed that the management constantly communicated change to employees

through their respective heads of departments. The management conducted staff appraisals and generally employees in the institutions were encouraged to upgrade their skills. The management had put forums where staff could network and share their ideas. These findings on the favorable aspects on leadership styles are consistent with the findings of Ngoc *et al.*, (2023) who established that leadership enables organization learning to occur by promoting change and innovation, inspiring a shared vision, enabling employees to act, modeling their actions and creating continuous opportunities to learn. The researchers revealed strong significant positive relationships between leaders' characteristics and organizational learning in firms operating in Vietnam.

Table 4.11: Descriptive Results for Influence of Leadership Styles on Organizational Learning

S/No	Statement	5	4	3	2	1	Range		Mean	SD.D
		SA(%)	A(%)	N(%)	D(%)	SD(%)	Min.	Max		
15	Leaders actively led by example in the gradual process of evolving the norms and behaviours of a learning culture.	68(43.6)	43(27.6)	20(12.8)	20(12.8)	5(3.2)	1	5	3.96	1.171
16	The leadership in the institution encourages employees to take up opportunities to learn from mistakes.	6(3.8)	38(24.4)	13(8.3)	59(37.8)	40(25.6)	5	1	2.43	1.219
17	Leaders constantly communicate change to its employees and involve them in the change transmission process.	42(26.9)	92(59.0)	5(3.2)	13(8.3)	4(2.6)	1	4	3.99	0.933
18	The leadership in the organization is generally considered to encourage teamwork, consensus and participation	47(30.1)	81(51.9)	2(1.3)	14(9.0)	12(7.7)	3	4	3.88	1.166
19	Top leaders in the institution invests in technologies that enable transmission and sharing of knowledge.	37(23.7)	94(60.3)	5(3.2)	13(8.3)	7(4.5)	3	4	3.90	1.002
20	Leaders in the institution reward those who are predisposed to bringing about change, to aid in the diffusion of new learning.	51(32.7)	74(47.4)	10(6.4)	15(9.6)	6(3.8)	1	4	3.96	1.062
21	The leaders exchange things of value with subordinates for them to do leaders desires.	55(35.3)	65(41.7)	11(7.1)	18(11.5)	7(4.5)	1	4	3.92	1.136
Aggregate Mean									3.72	

4.5.4 Descriptive Results for Influence of Organizational Communication on Organizational Learning

Descriptive results for each of the indicators of organizational communication were analyzed and presented in Table 4.12. According to the study findings, 47.4% of the respondents agreed that employees are well-versed with organizational policies, procedures, and objectives as indicated by a mean of 3.91 and a standard deviation of 1.109. A total of 67.3 percent of the respondents agreed that change is communicated throughout the organization and employees are sensitized about the change process where new ideas are conceived as indicated by a mean of 3.99 and the standard deviation of 0.887. Accordingly, 61.5% of the respondents agreed that it's very clear on what is expected of them and the immediate supervisor provides feedback on their performance which creates base of learning as illustrated by a mean of 3.87 and a standard deviation of 1.054. Further, 53.8 % of the respondents agreed that there is coordinated interpersonal relations and teamwork across departments in the institution as indicated by a mean of 3.98 and a standard deviation of 1.056.

Notably, 35.3 % of the respondents disagreed that the institution documented the deliberations of its seminars, workshops, conferences and training programs and circulated it to members as indicated by a mean of 2.31 and a standard deviation was 1.289. As to whether the institution had collaboration with other institutions of higher learning 59.6 % of the respondents agreed with a mean of 3.91 and standard deviation of 1.025. Similarly, 69.9 percent of the respondents agreed that they keep opinions to themselves for fear of victimization in the institution as indicated by a mean of 3.91 and a standard deviation of 1.025. The interview findings also conquer with the findings on Table 4.12. They affirmed that good organizational communication enabled employees to exchange important, accurate, clear and timely information thus enhancing organizational learning. The findings of the study are also supported by the findings of Jiang, *et al.*, (2023) who investigated on “Choosing a better communication style: revealing the relationship between communication style and knowledge hiding behavior”. The results of the study show that cooperative communication will decrease employees’ knowledge hiding behaviour; in contrast, competitive communication will upsurge employees’ knowledge hiding behavior.

Table 4.12: Descriptive Results for Influence of Organizational Communication on Organizational Learning

S/NO	Statement	5	4	3	2	1	Range		Mean	SD.D
		SA(%)	A(%)	N(%)	D(%)	SD(%)	Min.	Max		
22	Employees are well-versed with organizational policies, procedures, and objectives	50(32.1)	74(47.4)	7(4.5)	18(11.5)	7(4.5)	1	4	3.91	1.109
23	Change is communicated throughout the organization and employees are sensitized about the change process where new ideas are conceived	34(21.8)	105(67.3)	5(3.2)	5(3.2)	7(4.5)	2	4	3.99	0.887
24	It's very clear on what is expected of me and the immediate supervisor provides feedback on my performance which creates base of learning	35(22.4)	96(61.5)	5(3.2)	9(5.8)	11(7.1)	3	4	3.87	1.054
25	There is coordinated interpersonal relations and teamwork across departments in this institution	48(30.8)	84(53.8)	7(4.5)	7(4.5)	10(6.4)	2	4	3.98	1.056
26	The institution documents the deliberations of its seminars workshops conferences and training, programmes and circulates it to members	7(4.5)	36(23.1)	11(7.1)	55(35.3)	47(30.1)	5	2	2.31	1.289
27	The institution has collaboration with other institutions of higher learning	39(25.0)	93(59.6)	2(1.3)	15(9.6)	7(4.5)	3	4	3.91	1.025
28	There are effective communications networks that ensure employees receive, respond adjust and improve information flow in the institution	30(19.2)	109(69.9)	2(1.3)	4(2.6)	11(7.1)	3	4	3.92	0.970
Aggregate mean									3.70	

4.6 Descriptive results for Influence of Organizational Culture on Organizational Learning

Descriptive results for each of the indicators of organizational culture were analyzed and presented in Table 4.13. The study results show that 39.1% of the respondents agreed that organization culture in the private chartered universities has an emphasis on being on the cutting edge as indicated by a mean was 3.88 and a standard deviation of 1.182. Accordingly, 57.7% of the respondents agreed that teamwork is a norm in the institution and that there is an emphasis on knowledge sharing, as illustrated by a mean of 3.85 and a standard deviation of 1.076. The respondents agreed with a score of 60.3% that the institution had research-oriented culture that was aggressive in looking for partnerships and collaborations as indicated by a mean of 3.90 and a standard deviation of 1.058.

From the study findings; 56.4 % of the respondents agreed that the power to enhance organization learning in the institution was based on a culture that highly emphasized on organizational communication, with a mean of 3.85 and a standard deviation of 1.137. Consequently, 60.3% of the respondents agreed on the statement that a result-oriented culture is embraced in the institution that emphasized on efficiency, productivity and on time delivery of services as indicated by a mean of 3.86 and a standard deviation of 1.086. A total of 56.4% of the respondents were in agreement as to whether employees in the institutions were generally interested in individual learning to improve performance as indicated by a mean of 4.03 and a standard deviation of 0.97. Consequently, 32.1% of the respondents disagreed that the institution usually rewarded employees for their contributions as a means of empowerment as illustrated by a mean of 2.42 and a standard deviation of 1.320.

The findings of this study concur with previous studies by Halid (2023) who examined the effect of organizational culture on organizational learning, employee engagement, and employee performance in the banking sphere of Indonesia. The findings of the study found that organizational culture indirectly affects employee performance through organizational learning and employee engagement, which produced the most significant effect. Similarly, the study findings concur with those of Rashid *et al.*,

(2020) who investigated the effect of organizational culture on knowledge management and managerial performance of government department in Dubai. The findings of the research showed that there was significant effect of organizational culture on knowledge management and managerial performance of government department in Dubai.

Table 4.13: Descriptive Statistics of Moderating Effect of Organizational Culture on Organizational Learning

S/No	Statement	5	4	3	2	1	Range		Mean	SD.D
		SA(%)	A(%)	N(%)	D(%)	SD(%)	Min	Max		
29	The culture that holds the institution together is commitment to innovation and continuous learning. There is an emphasis on being on the cutting edge	61(39.1)	49(31.4)	17(10.9)	24(15.4)	5(3.2)	1	5	3.88	1.182
30	Teamwork is a norm in this institution. There is an emphasis on knowledge sharing	38(24.4)	90(57.7)	4(2.6)	15(9.6)	9(5.8)	3	4	3.85	1.076
31	My institution has research-oriented culture that is aggressive in looking for partnerships and collaborations	39(25.0)	94(60.3)	2(1.3)	11(7.1)	10(6.4)	3	4	3.90	1.058
32	The power to enhance organization learning in my institution is based on a culture that highly emphasizes on organizational communication	41(26.3)	88(56.4)	0(0)	16(10.3)	11(7.1)	3	4	3.85	1.137
33	A result-oriented culture is embraced in the institution that emphasizes on efficiency, productivity and on time delivery of services	37(23.7)	94(60.3)	2(1.3)	12(7.7)	11(7.1)	3	4	3.86	1.086
34	Employees in the institution are generally interested in individual learning to improve performance	47(30.1)	88(56.4)	5(3.2)	10(6.4)	6(3.8)	3	4	4.03	0.97
35	The institution usually rewards employees for their contributions as a means of empowerment.	9(5.8)	39(25.0)	10(6.4)	50(32.1)	48(30.8)	5	2	2.42	1.320
Aggregate Mean									3.68	

4.7 Descriptive results for Organizational Learning

The main aim of the study was to establish the influence of human resource management practices on organizational learning in private chartered universities in Kenya. The dependent variable of the study which also constituted the research problem is therefore the organizational learning in private universities in Kenya. The study therefore sought to find out the current situation of the private chartered universities as far as their organizational learning is concerned. The main measures of organizational learning focused on in the study were knowledge acquisition, knowledge dissemination as well as utilization of knowledge. The findings are as herein presented.

Descriptive results for each of the indicators of organizational learning were analyzed and presented in Table 4.14. According to the study findings 43.6% of the respondents disagreed that they are satisfied with the knowledge they have acquired since they joined the institution as indicated by a mean of 2.49 and a standard deviation of 1.24. As to whether knowledge transfer had potentially increased worker's creativity and innovativeness, 51.9 percent of the respondents agreed as illustrated by a mean of 3.91 and a standard deviation of 1.108. A total of 61.5 % of the respondents agreed that structural empowerment had allowed nurturing of new patterns of thinking approach so that shared vision was realized as indicated by a mean of 3.92 and a standard deviation of 1.028. These results align with findings from qualitative analysis where structural empowerment was cited by the respondents as major contributor to organization learning in private chartered universities in Kenya. This is in tandem with the findings of Alfaris *et al.*, (2021) who cites that management needs employee empowerment, and the empowerment applied in organizations can increase employee creativity, motivation, and commitment to employees completing each task with full responsibility.

Consequently, 58.3 percent of the respondents agreed that teamwork in the institution was generally considered to embody cohesion and knowledge sharing as indicated by a mean of 3.85 and a standard deviation of 1.118. Further a total of 59.6 percent of the respondents agreed that their institution makes relevant changes based on new

knowledge with a mean of 3.92 and a standard deviation of 1.044. As to whether the institution had formal mechanisms and systems that ensured knowledge dissemination took place, 62.2 percent of the respondents agreed as indicated by a mean of 3.86. From the study findings 38.5 percent of the respondents disagreed that their institution had a system in place where new ideas were coded, stored and shared with a mean of 2.47.

Table 4.14: Descriptive Statistics on Organizational Learning

S/No	Statement	5 SA	4 A	3 N	2 D	1 SD	Range Min	Max	Mean	SD.D
36	I am satisfied with the knowledge I have acquired since I joined this institution	8(5.1)	9(5.8)	9(5.8)	68(43.6)	62(39.7)	3	2	2.49	1.24
37	Knowledge transfer has potentially increased worker's creativity and innovativeness	46(29.5)	81(51.9)	5(3.2)	17(10.9)	7(4.5)	3	4	3.91	1.08
38	Structural empowerment has allowed nurturing of new patterns of thinking approach so that shared vision is realized	38(24.4)	96(61.5)	2(1.3)	11(7.1)	9(5.8)	3	4	3.92	1.028
39	Teamwork in the institution is generally considered to embody cohesion and knowledge sharing	39(25)	91(58.3)	2(1.3)	12(7.7)	12(7.7)	3	4	3.85	1.118
40	My institution makes relevant changes based on new knowledge	40(25.6)	93(59.6)	4(2.6)	9(5.8)	10(6.4)	3	4	3.92	1.044
41	The institution has formal mechanisms and systems that ensure knowledge dissemination takes place	34(21.8)	97(62.2)	2(1.3)	15(9.6)	8(5.1)	3	4	3.86	1.031
42	The institution has a system in place where new ideas are coded, stored and shared	11(57.1)	33(21.2)	13(8.3)	60(38.5)	39(25.0)	3	2	2.47	1.267
Aggregate mean									3.49	

4.7.1 Academic Ranking

By means of secondary data, the research sought to find out the state of organizational learning in terms of knowledge generation, dissemination and utilization accrued due to research work, academic ranking of the targeted universities nationally and globally was pursued. The ranking was obtained from Webometrics (2024) which is an international body that grades the universities globally based on research, academic prowess and efficiency in learning and openness. As the findings in Table 4.15 reveal, Strathmore University was ranked the best private university in Kenya emerging position seven overall and position 3634 globally. The second-best university was Mount Kenya University ranked at position 10 across the country followed by Catholic University of Eastern Africa ranked position 11 country-wide. The next ranked private university in the country was United States International University which emerged position 13 followed by the Kenya Methodist University at position 14 and Daystar University at position 16. The least ranked private chartered university was Kenya Highlands Evangelical University at position 18 locally, which was ranked position 21531 worldwide.

Table 4.15: Ranking of Private Chartered Universities

University Ranking	Locally Overall	Overall local Ranking	World Rank
Strathmore University Nairobi	1	7	3634
Mount Kenya University	2	10	5434
Catholic University of Eastern Africa	3	11	5500
United States International University	4	13	6016
Kenya Methodist University	5	14	6040
Daystar University	6	16	6296
Kabarak University	7	23	8283
Saint Paul's University Limuru	8	34	9811
University of Eastern Africa Baraton	9	40	11143
Africa Nazarene University	10	46	12933
Pan Africa Christian University	11	50	14258
Africa International University	12	52	14505
Great Lakes University of Kisumu	13	55	15657
KCA University	14	56	16142
Adventist University of Africa	15	61	17421
Scott Christian University	16	68	18856
KAG-EAST University	17	80	21407
Kenya Highlands Evangelical University	18	83	21531

Source: Webometrics (2024)

4.7.2 Level of Students' Enrolment

The research sought to establish the level of enrolment of students for the private chartered universities in Kenya as shown in Table 4.16 below. The data was obtained from Commission of University Education. The findings indicate that, Mount Kenya University had the highest number of student's enrollment with a total of 27,935 students followed by Kenya Methodist University with 8,425 students and United States International University followed next with 7,311 students, Kenya Highlands Evangelical University had 665 students, Adventist University of Africa had 650 students while KAG University had the least level of enrolment with 240 students enrolled in the year 2017/2018. The findings show that learning taking place where acquisition and dissemination of knowledge is taking place, the higher the number of student's enrollment the more the degree of acquisition and dissemination of knowledge as illustrated in Table 4.16.

Table 4.16: Level of Student Enrolment in PCUK

Universities	Enrolment (2017/2018)
Adventist University of Africa	650
Africa International University	1045
Africa Nazarene University	3275
Catholic University of Eastern Africa	6080
Daystar University	4772
Great Lakes University of Kisumu	1066
Kabarak University	7278
KCA University	7187
Kenya Methodist University	8425
Kenya Highlands Evangelical University	665
Mount Kenya University	27935
Pan Africa Christian University	2251
Scott Christian University	602
St. Paul's University	3781
Strathmore University	5252
United States International University	7311
University of Eastern Africa, Baraton	2914
KAG University	240
Total	90969

Source: Commission for University Education – CUE (2020)

4.7.3 Publications

The research sought to establish the number of publications and their respective percentages for the PCUK. The data was obtained from EduRank's index which is an international body that grades the universities globally based on publications. The findings indicate that, Mount Kenya University had the highest number of publications in the year 2018 and 2019 with a percentage of 22.63 and 18.52 respectively. In the year 2020, Africa International University emerged the best with 22.22% followed the Daystar University with a percentage of 21.05 % and Strathmore was 3rd position at 20.82%. In the year 2021, Africa International University acquired 1st position with 30.99% while Adventist University of Africa came 2nd position at 19.13%. Adventist University of Africa attained the highest number of publications in the year 2022, having 32.35% and Great Lakes University of Kisumu followed closely with 31.25%. In the year 2023, Mount Kenya University emerged the best with a mark of 30.75% while Great Lakes University of Kisumu followed next with 25.63%. The highest percentage of the publications in the year 2018-2023 was thus 32.35 scored by Adventist University of Africa in the year 2022 while the lowest percentage was 2.94 scored by Mount Kenya University at 6.11% in the year 2022. These findings illustrate that the dissemination of knowledge in terms of publications is still very low at PCUK as none has even attained a mark of 50% and above as shown in Table 4.17.

Table 4.17: Number of Publications in Private Chartered Universities in Kenya

Year	1		2		3		4		6		7		8	
	Strathmore		Kenya Methodist		Great Lakes		Daystar		Mt. Kenya		Africa intl.		Adventist	
	P	%	P	%	P	%	P	%	P	%	P	%	P	%
2018	68	9.56	41	12.58	22	13.75	12	9.02	248	22.63	18	10.53	2	2.94
2019	93	13.08	49	15.03	19	11.87	18	13.53	203	18.52	19	11.11	7	10.29
2020	14	20.82	63	19.33	11	6.87	28	21.05	160	14.6	38	22.22	8	11.76
2021	12	18.19	61	18.71	17	10.63	20	15.05	81	7.39	53	30.99	1	19.13
2022	13	18.52	51	15.64	50	31.25	23	17.29	67	6.11	21	12.28	2	32.35
2023	14	19.81	61	18.71	41	25.63	32	24.06	337	30.75	22	12.87	1	23.53
Total	71	100	32	100	16	100	13	100	109	100	17	100	6	100
s	1		6		0		3		6		1		8	

Source: EduRank's index

4.7.4 Publication Citations

The study wanted to establish the percentages of citations made from the published publications for the private chartered universities in Kenya for the period 2018-2023. The data was again obtained from EduRank's index which is an international body that grades the universities globally **based on publications**. The findings indicate that in the year 2018 and 2019 Mount Kenya University had the highest score as it had its journal articles cited at a rate of 25.64% and 18.69 respectively. In the year 2020, Kenya Methodist University emerged the best at a rate of 18.82% followed by Mount Kenya University with 17.65%. Strathmore University scored the highest in the year 2021 with 23.52% while Adventist University of Africa followed next at 22.09%. In the year 2022, Adventist University of Africa took the 1st position with 35.58%, Strathmore University following closely with 34.97%. In the year 2018-2023 the highest percentage of citations made from publications stood at 35.58 from Adventist University of Africa in the year 2023, while the lowest citations of journal articles were also from the same university with 0.92% and 2.76% in the year 2018 and 2019 respectively. Though dissemination and utilization of knowledge is seen to take place, the percentages reflected are generally low, on average, the number of citations stands at 15.72% as seen in Table 4.18.

Table 4.18: Publication Citations

Year	1		2		3		4		5		6		7	
	Strathmore		Kenya Methodist		Great Lakes		Daystar		Mt. Kenya		Africa intl.		Adventist	
	C	%	C	%	C	%	C	%	C	%	C	%	C	%
2018	318	8.71	381	11.52	473	12.51	59	7.18	827	25.64	17	4.97	3	0.92
2019	438	12.00	421	12.73	525	13.88	76	9.25	603	18.69	54	15.79	9	2.76
2020	644	17.65	622	18.82	596	15.76	85	10.34	405	12.55	37	10.82	34	10.43
2021	857	23.52	711	21.49	676	17.87	169	20.56	252	7.81	68	19.88	72	22.09
2022	115	3.15	758	22.92	709	18.75	189	22.99	189	5.86	88	25.73	92	28.22
2023	1277	34.97	414	12.52	803	21.23	244	29.68	950	29.45	78	22.81	116	35.58
Totals	3,649	100	3,307	100	3,782	100	822	100	3,226	100	342	100	326	100
Average	608.		551		630		137		538		57		54	

Source: EduRank's index

4.8 Regression Diagnostics

To assess the effects of human resource practices on organizational learning, this study used ordinary least regression (OLS) model whose general form is stated in chapter three. However, before the results of this model are presented, bearing in mind that OLS modeling is based on specific assumptions, it was deemed prudent to determine how well these assumptions were upheld hence the diagnostics. Various diagnostic tests were conducted to ensure that the coefficients of the estimates were consistent and could be relied upon in making inferences. As argued by Pardoe (2020), regression can only be accurately estimated if the basic assumptions of multiple linear regressions are observed. The study thus performed tests for, linearity, homoscedasticity, autocorrelation, multicollinearity and normality taking remedial action where necessary as presented below.

4.8.1 Homoscedastic Test

One of the key assumptions in linear regression analysis is homoscedasticity, which implies that the variance of the error terms remains constant along the regression line. Violation of this assumption, known as heteroscedasticity, leads to biased statistical inferences since the true standard deviation of the forecast errors becomes difficult to estimate (Asteriou & Hall, 2021). In such cases, the standard errors may be underestimated or overestimated, producing misleading confidence intervals and hypothesis test results. Heteroscedasticity can also result in overemphasizing a subset of the data with higher error variance when estimating regression coefficients, thus reducing the efficiency and reliability of the model (Field, 2021).

To address this, the study tested for homoscedasticity using the Breusch–Pagan (BP) test, which is based on the Lagrangian Multiplier (LM) principle. The null hypothesis of the test states that the residuals are homoscedastic, while the alternative hypothesis assumes heteroscedasticity (Gujarati & Porter, 2020). The decision rule is to reject the null hypothesis if the computed p-value is less than the chosen level of significance (0.05 in this study).

Table 4.19: Homoscedasticity Test

Test Statistics	Degree of Freedom	P-Value
195.234	3	1.000

The results presented in Table 4.19 show that the test statistic was 195.234, with a p-value of 1.000, which is greater than 0.05. This indicates no presence of heteroscedasticity in the dataset. Therefore, the study accepted the null hypothesis that the error terms were homoscedastic. This finding confirms that the regression estimates can be relied upon since the variance of residuals is stable, thereby satisfying one of the essential assumptions of the classical linear regression model (Farrar & Robert, 2022; Baltagi, 2023).

4.8.2 Autocorrelation Test

Before conducting regression analysis, it is essential to ensure that the assumptions of the model are satisfied. One key assumption is that the residuals are independent of one another, meaning that there is no autocorrelation. Autocorrelation can bias the estimation of standard errors, reduce the efficiency of regression coefficients, and compromise the validity of hypothesis testing. To assess the presence of autocorrelation in the data, the study employed the Durbin–Watson (DW) statistic. The results of this test are presented in Table 4.20.

Table 4.20: Autocorrelation

Durbin statistic	Range	Conclusion
1.791	1.5<1.791<2.5	No autocorrelation

The results show that the Durbin–Watson statistic for lag 1 was 1.791, which falls within the acceptable range of 1.5 to 2.5. This indicates that the residuals are independent and that there is no significant autocorrelation in the data. Consequently, the study failed to reject the null hypothesis, which states that no autocorrelation exists among the residuals.

This finding validates the use of regression analysis for the study since the absence of autocorrelation ensures that the standard errors, regression coefficients, and test statistics are reliable for inference. In other words, the regression model satisfies one of the key assumptions of ordinary least squares (OLS), enhancing confidence in the accuracy and robustness of the results (Gujarati & Porter, 2020; Asteriou & Hall, 2021; Farrar & Robert, 2022; Baltagi, 2023).

4.8.3 Normality Test

Research data is tested for normality primarily to ensure the validity of statistical analyses that rely on the assumption of a normal distribution. In regression analysis, normality of residuals—the differences between observed and predicted values are crucial for the validity of statistical inferences such as confidence intervals and p-values. While the independent and dependent variables themselves do not strictly need to be normally distributed for the Ordinary Least Squares (OLS) estimator to remain unbiased and consistent, residual normality is essential for efficient estimation and accurate hypothesis testing (Field, 2021; Asteriou & Hall, 2021). The study tested for normality using the Kolmogorov–Smirnov (K-S) test and the Shapiro–Wilk test. The results are presented in Table 4.21.

Table 4.21: Normality Test

Tests of Normality	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Employee training	.053	155	.200*	.988	155	.495
Structural empowerment	.076	155	.153	.981	155	.138
Leadership styles	.098	155	.053	.980	155	.109
Organizational communication	.098	155	.055	.985	155	.259

The results in Table 4.21 show that the probability (p-value) for the K-S and Shapiro–Wilk statistics for all variables was greater than 0.05, indicating that the residuals were normally distributed. This finding implies that the null hypothesis of normality could not be rejected, confirming that the assumption of normality for regression analysis was satisfied.

Consequently, the normal distribution of residuals enhances the reliability and robustness of the regression model, ensuring that the parameter estimates, confidence intervals, and hypothesis tests derived from the model are valid and trustworthy (Baltagi, 2023).

4.8.4 Multicollinearity Test

Multicollinearity occurs when one independent variable in a multiple regression model is highly correlated with other independent variables. Its presence can inflate the variance of regression coefficient estimates, reduce statistical power, and compromise the reliability of hypothesis testing and inferences (Gujarati & Porter, 2020; Asteriou & Hall, 2021). To ensure the validity of the regression analysis in this study, multicollinearity among predictor variables was examined using tolerance values and the Variance Inflation Factor (VIF). A tolerance below 0.10 or a VIF greater than 10 is generally considered indicative of severe multicollinearity (Field, 2021). The results of the multicollinearity diagnostics are presented in Table 4.22.

Table 4.22: Multicollinearity

Model	Independent Variable	Collinearity Statistics	
		Tolerance	VIF
	Employee Training	.508	1.968
	Structural Empowerment	.352	2.845
	Leadership styles	.323	3.099
	Organizational Communication	.489	2.045

a. Dependent Variable: Organizational learning

The findings in Table 4.22 indicate that all tolerance values were well above 0.10 and all VIF values were below 10. This demonstrates that none of the predictor variables exhibited high intercorrelation, confirming the absence of multicollinearity. Consequently, the independent variables could be included in the regression model without concern that inflated standard errors would compromise the reliability of coefficient estimates. These results strengthen the validity of the regression analysis, ensuring that the effects of each human resource management practice on

organizational learning are stable, interpretable, and can be reliably used for inferential purposes (Baltagi, 2023).

4.8.5 Linearity Test

Linearity is a fundamental assumption in regression analysis, implying that the dependent variable has a straight-line relationship with one or more independent variables (Lee, 2022). If this assumption is violated, the model may produce biased estimates, and the likelihood of committing Type I or Type II errors increases. Specifically, a Type I error occurs when a researcher incorrectly rejects a true null hypothesis, while a Type II error arises when a false null hypothesis is not rejected (Field, 2021).

In this study, the Goodness of Fit test and correlation analysis were applied to examine whether a linear relationship existed between the dependent and independent variables. According to Chan *et al.*, (2022), if the significance value for the nonlinear component falls below the critical threshold ($p < 0.05$), then significant nonlinearity is present. The results are presented in Table 4.23.

4.9 Correlation Analysis

4.9.1 Correlation Results for Dependent and the Independent Variables

Table 4.23: Correlation Results for Dependent and the Independent Variables

		OLN	E T	SE	LS	OC	M
OLN	Pearson Correlation	1					
	Sig. (2-tailed)						
ET	Pearson Correlation	.654**	1				
	Sig. (2-tailed)	.000					
SE	Pearson Correlation	.804**	.632**	1			
	Sig. (2-tailed)	.000	.000				
LS	Pearson Correlation	.781**	.678**	.760**	1		
	Sig. (2-tailed)	.000	.000	.000			
OC	Pearson Correlation	.726**	.485**	.673**	.668**	1	
	Sig. (2-tailed)	.000	.000	.000	.000		
M	Pearson Correlation	.758**	.634**	.707**	.807**	.694**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	Valid N =	156					

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

Where;

OLN = Organizational learning

ET =Employee training

SE = Structural empowerment

LS = Leadership styles

OC = Organizational communication

M = Moderator (Organizational culture)

In order to specify the strength and direction of the linear relationship between the independent variables and dependent variable, correlations between the computed study variables and the dependent variables were conducted as presented in table 4.23 above. The Pearson's correlation was checked to ascertain whether or not there is a statistical relationship between organizational learning and employee training. Table 4.23 above shows the Pearson's correlation coefficient between the organizational learning and employee training being .654, $p < 0.05$, two tailed, tested at 95% confidence level. The results showed that there is a positive and significant relationship between employee training and organizational learning, thus an improvement in employee training leads to improvement in organizational learning. The Pearson's correlation coefficient between the organizational learning and structural empowerment was 0.804, $p < 0.05$, two tailed, tested at 95% confidence level. The results showed that there is a positive and significant relationship between structural empowerment and organizational learning, therefore, an improvement in structural empowerment leads to improvement in organizational learning.

The Pearson's correlation coefficient between the organizational learning and leadership styles was 0.781, $p < 0.05$, two tailed, tested at 95% confidence level. The results showed that there is a positive and significant relationship between leadership styles and organizational learning, so an enhancement in leadership styles leads to improvement in organizational learning. The Pearson's correlation coefficient between the organizational learning and organizational communication was 0.726 $p < 0.05$, two tailed, tested at 95% confidence level. The results showed that there is a positive and significant relationship between organizational communication and organizational

learning. This shows that organizational learning is influenced by organizational communication, therefore upgrading in organizational communication leads to improvement in organizational learning.

The correlation between structural empowerment and employee training was 0.632, $p < 0.05$, two tailed, tested at 95% confidence level. The results showed that there is a positive and significant relationship between structural empowerment and employee training and so elevating structural empowerment leads to upgrading employee training. The correlation between leadership styles and employee training was 0.678, $p < 0.05$, two tailed, tested at 95% confidence level. The results showed that there is a positive and significant relationship between leadership styles and employee training. The correlation between leadership styles and structural empowerment was 0.760, $p < 0.05$, two tailed, tested at 95% confidence level. The results showed that there is a positive and significant relationship between leadership styles and structural empowerment.

The correlation between organizational communication and employee training was 0.485, $p < 0.05$, two tailed, tested at 95% confidence level. The results showed that there is a positive and significant relationship between organizational communication and employee training. The correlation between organizational communication and structural empowerment was 0.673, $p < 0.05$, two tailed, tested at 95% confidence level. These results imply that there is positive and significant relationship between organizational communication and structural empowerment. The correlation between organizational communication and leadership styles was 0.668, $p < 0.05$, two tailed, tested at 95% confidence level. These results showed that there is a positive and significant relationship between organizational communication and leadership styles.

The findings in Table 4.23 reveal that the Pearson correlation coefficients for the independent variables ranged between 0.485 and 0.807, all significant at the 0.01 level. These values indicate strong and positive associations between employee training, structural empowerment, leadership styles, organizational communication, organizational culture (moderator), and organizational learning. These findings confirm that the data satisfied the linearity assumption, indicating that the regression

model could reliably estimate the influence of human resource management practices and organizational culture on organizational learning in private chartered universities in Kenya. This strengthens the validity of subsequent regression analyses (Baltagi, 2023; Asteriou & Hall, 2021).

4.9.2 Correlation Analysis of the Independent Variable and the Dependent Variable with the Interaction of the Moderator (org. culture)

Correlation analysis was further conducted to examine the strength and direction of the relationships between the independent variables and the dependent variable when moderated by organizational culture. The findings presented in Table 4.24 indicated that all correlation coefficients were positive and statistically significant at the 0.01 level, suggesting that organizational culture strengthened the relationships between the independent variables and organizational learning.

Table 4.24: Correlation Analysis of the Independent Variable and the Dependent Variable with the Interaction of the Moderator (org. culture).

Correlations		OLN	ET.M	SE.M	LS.M	OC.M
OLN	Pearson Correlation	1	.627**	.686**	.670**	.679**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	156	156	156	156	156
ET.M	Pearson Correlation	.627**	1	.927**	.935**	.909**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	156	156	156	156	156
SE.M	Pearson Correlation	.686**	.927**	1	.945**	.931**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	156	156	156	156	156
LS.M	Pearson Correlation	.670**	.935**	.945**	1	.948**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	156	156	156	156	156
OC.M	Pearson Correlation	.679**	.909**	.931**	.948**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	156	156	156	156	156

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

The results revealed that the Pearson correlation coefficient between organizational learning (OLN) and employee training moderated by organizational culture (ET.M) was 0.627 ($p < 0.01$), indicating a positive and significant association. This implied

that when organizational culture interacted with employee training, the effect on organizational learning remained strong and significant, suggesting that a culture supportive of continuous development enhanced the contribution of employee training to organizational learning. Similarly, the correlation coefficient between organizational learning and structural empowerment moderated by organizational culture (SE.M) was 0.686 ($p < 0.01$), indicating a strong and significant positive relationship. This suggested that organizational culture strengthened the influence of structural empowerment on organizational learning, implying that empowering structures supported by an enabling culture contributed more effectively to learning within the organization.

The relationship between organizational learning and leadership styles moderated by organizational culture (LS.M) was also positive and significant, with a correlation coefficient of 0.670 ($p < 0.01$). This showed that organizational culture enhanced the effect of leadership styles on organizational learning, meaning that leadership practices embedded within a supportive culture were more likely to foster continuous learning within institutions. Moreover, the correlation between organizational learning and organizational communication moderated by organizational culture (OC.M) was 0.679 ($p < 0.01$), indicating that communication processes integrated with a strong organizational culture had a significant positive influence on learning outcomes. This finding highlighted that effective communication, when aligned with organizational culture, created a conducive environment that enhanced organizational learning.

The interrelationships among the moderated independent variables were also strong, positive, and statistically significant, with correlation coefficients ranging from 0.909 to 0.948 ($p < 0.01$). These strong associations suggested that organizational culture not only strengthened the individual effects of employee training, structural empowerment, leadership styles, and communication on organizational learning but also enhanced the interconnections among these practices. The highest correlation was observed between leadership styles moderated by organizational culture (LS.M) and organizational communication moderated by organizational culture (OC.M) at 0.948, indicating that leadership practices and communication processes were highly aligned and mutually reinforcing when shaped by organizational culture.

Overall, these results demonstrated that organizational culture played a crucial moderating role in strengthening the relationships between the independent variables and organizational learning. The consistently strong and significant correlations confirmed that organizational culture enhanced the effectiveness of human resource management practices, thereby contributing more substantially to organizational learning in private chartered universities in Kenya. These findings provided further evidence that incorporating organizational culture into the analysis improved the predictive strength of the model and enhanced the explanatory power of the subsequent regression analysis.

4.10 Regression Analysis

4.10.1 Regression Analysis of Influence of Employee Training on Organizational Learning

The study sought to examine the relationship between employee training and organizational learning in private universities in Kenya using the hypothesis as stated below.

H₀₁: Employee training has no statistical significance effect on organizational learning in private chartered universities in Kenya

To determine the relationship, the model $Y = \beta_0 + \beta_1 x_1 + \varepsilon$ was fitted. The regression results were as shown in Table 4.25.

Table 4.25: Regression Results of Influence of Employee Training on Organizational Learning

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.654 ^a	.427	.424	.45312		
ANOVA^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	23.603	1	23.603	114.959	.000 ^b
	Residual	31.619	154	.205		
Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.645	.192		8.554	.000
	Employee Training	.568	.053	.654	10.722	.000

The regression results in Table 4.25 show that the effect of employee training on organizational learning was significant ($F(1, 154) = 114.959, p = 0.000 < 0.05$). With $R = 0.654$ and $R^2 = 0.427$, the model implies that about 42.7% of the variation in organizational learning in private chartered universities in Kenya was explained by the model, while the remaining 57.3% of the variation of organizational learning was brought about by other unknown factors not captured in the model. The results therefore show that the model was fairly adequate in predicting the organizational learning in private chartered universities in Kenya.

The F test was significant with a p value = 0.000 which was less than the standard p value of 0.05 and this meant that the model was significant. From ANOVA, since p value = 0.000 and was lower than p = 0.05 (p value $0.000 < 0.05$), then the contribution of employee training to organizational learning was significant, and the conclusion is that employee training has a positive impact on organizational learning. The coefficient for employee training (β) was also significant ($\beta = 0.568, t = 10.722, p = 0.000 < 0.05$) indicating that a unit increase in employee training scores lead to increase of 0.568 units in organizational learning in private chartered universities in Kenya. Since p-value = $0.000 < 0.05$, the null hypothesis was rejected and concluded that there was a statistically significant relationship between employee training and

organizational learning. Based on the above findings, employee training fits in to a predictive model, $y = 1.645 + 0.568x$

Interviews revealed that training programs had significantly enhanced employees' capacity to engage in problem-solving and innovation within their respective institutions. Respondents frequently mentioned that structured workshops and seminars gave staff "a new way of looking at routine tasks" and enabled them to apply advanced knowledge in curriculum development and administrative processes. One interviewee noted, "After attending the training on digital tools, I was able to redesign my lecture delivery, and my students became more engaged". Training was also described as an important mechanism for promoting knowledge sharing among employees. Participants highlighted that post-training forums and departmental meetings created opportunities for staff to disseminate insights acquired during external or internal capacity-building sessions. As one administrator stated, "Whenever one of us attends a seminar, we are encouraged to make a presentation to the rest of the team, which spreads new ideas faster". This practice fostered collective learning and minimized knowledge isolation. However, challenges were identified regarding training consistency and accessibility. Some participants mentioned that training opportunities were not evenly distributed across staff categories, with senior employees benefitting more frequently than junior ones. This imbalance led to frustrations, as one respondent explained, "Sometimes, training is reserved for managers, yet the real implementers of change are the junior staff". Such sentiments suggested that while training improved organizational learning, its uneven provision limited its overall institutional impact.

4.10.2 Regression Analysis of Influence of Structural Empowerment on Organizational Learning

The study sought to establish the magnitude and direction of how structural empowerment influences organizational learning in private universities in Kenya using the following hypothesis that is stated below.

H₀₂: Structural empowerment has no statistical significance influence organizational learning in private chartered universities in Kenya

To determine the relationship, the model $Y = \beta_0 + \beta_2 X_2 + \varepsilon$ was fitted. The regression results were as shown in Table 4.26.

Table 4.26: Regression Results of Influence of Structural Empowerment on Organizational Learning

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.804 ^a	.646	.644	.35613		
ANOVA^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	35.690	1	35.690	281.410	.000 ^b
	Residual	19.531	154	.127		
Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
	(Constant)	.764	.176		4.350	.000
1	Structural Empowerment	.783	.047	.804	16.775	.000

The regression results in Table 4.26 show that the effect of structural empowerment on organizational learning was significant ($F(1, 154) = 281.41, p = 0.000 < 0.05$). With $R = 0.804$ and $R^2 = 0.646$, the model implies that about 64.6% of the variation in organizational learning in private chartered universities in Kenya was explained by the model, while the remaining 35.4% of the variation of organizational learning was brought about by other unknown factors not captured in the model. The results therefore show that the model was fairly adequate in predicting the organizational learning in private chartered universities in Kenya.

The F test was significant with a p value = 0.000 which was less than the standard p value of 0.05 and this meant that the model was significant. From ANOVA, since p value $p = 0.000$ and was lower than $p = 0.05$ ($p \text{ value } 0.000 < 0.05$), then the contribution of structural empowerment to organizational learning was significant, and the conclusion is that structural empowerment has caused organizational learning to increase. The coefficient for structural empowerment (β) was also significant ($\beta =$

0.783, $t = 16.775$, $p = 0.000 < 0.05$) indicating that a unit increase in structural empowerment scores lead to increase of 0.783 units in organizational learning in private chartered universities in Kenya. Since $p\text{-value} = 0.000 < 0.05$, the null hypothesis was rejected and concluded that there was a statistically significant relationship between structural empowerment and organizational learning. Based on the above findings, structural empowerment fits into a predictive model as; $y = 0.764 + 0.783x$

Qualitative insights indicated that empowerment significantly increased staff motivation and fostered a culture of responsibility that directly enhanced organizational learning. Employees described how the delegation of responsibilities by supervisors improved their confidence and ability to make decisions. As one lecturer expressed, “Being trusted to lead a departmental project gave me confidence to try new methods, and I learned much more in the process”. Respondents also emphasized that empowerment promoted creativity and the exploration of new solutions to institutional challenges. Several participants explained that being allowed to take initiative without excessive oversight encouraged them to test innovative approaches. A manager observed, “When staff are given space to make decisions, they often surprise you with solutions that even management had not thought of”. This demonstrated that empowerment facilitated experiential learning across institutions. Nonetheless, empowerment was not consistently applied across departments. Some employees felt that certain leaders still adopted rigid hierarchical approaches, discouraging staff from making independent contributions. One academic staff member shared, “There are supervisors who don’t trust us with responsibilities, and this slows down our ability to learn and adapt”. This indicated that while empowerment positively influenced organizational learning, inconsistent application constrained its broader impact.

4.10.3 Regression of Influence of Leadership Styles on Organizational Learning

The research sought to establish the intensity and direction of how leadership styles influence organizational learning using the hypothesis that is stated below.

H03: Leadership styles has no statistical significance influence organizational learning private chartered universities in Kenya

To determine the relationship, the model $Y = \beta_0 + \beta_3x_3 + \varepsilon$ was fitted. The regression results were as shown in Table 4.27.

Table 4.27: Regression Results of Influence of Leadership Styles on Organizational Learning

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.781 ^a	.609	.607	.37432

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	33.644	1	33.644	240.114	.000 ^b
	Residual	21.578	154	.140		

Coefficients^a

Model		Unstandardized		Standardized	T	Sig.
		Coefficients		Coefficients		
		B	Std. Error	Beta		
1	(Constant)	.886	.182		4.865	.000
	Leadership styles	.765	.049	.781	15.496	.000

The regression results in Table 4.27 show that the effect of leadership styles on organizational learning was significant ($F(1, 154) = 240.114, p = 0.000 < 0.05$). With $R = 0.781$ and $R^2 = 0.609$, the model implies that about 60.9% of the variation in organizational learning in private chartered universities in Kenya was explained by the model, while the remaining 39.1% of the variation of organizational learning was brought about by other unknown factors not captured in the model. The results therefore show that the model was fairly adequate in predicting the organizational learning in private chartered universities in Kenya.

The F test was significant with a p value = 0.000 which was less than the standard p value of 0.05 and this meant that the model was significant. From ANOVA, since p value $p = 0.000$ and was lower than $p = 0.05$ (p value $0.000 < 0.05$), then the contribution

of leadership styles to organizational learning was significant, and the conclusion is that leadership styles have a positive impact on organizational learning. The coefficient for leadership styles (β) was also significant ($\beta = 0.765$, $t = 15.496$, $p = 0.000 < 0.05$). A unit increase in leadership styles scores lead to increase of 0.765 units in organizational learning in private chartered universities in Kenya. Since $p\text{-value} = 0.000 < 0.05$, the null hypothesis was rejected and concluded that there was a statistically significant relationship between leadership styles and organizational learning. Based on the above findings, leadership styles fit into a predictive model as; $y = 0.886 + 0.765x$

The findings showed that leadership style played a central role in shaping organizational learning processes. Transformational leadership was particularly associated with fostering innovation and adaptability. Respondents highlighted leaders who encouraged open dialogue and guided staff through change initiatives. As one Dean remarked, “Our vice-chancellor listens to new ideas and always pushes us to think beyond tradition, which helps us learn as a team”. Leaders who embraced participatory approaches were praised for creating safe spaces where employees could share their perspectives freely. This inclusivity was described as instrumental in promoting shared learning and continuous improvement. One participant noted, “When leaders involve us in decision-making, we feel part of the change, and we are more willing to try out new strategies”. Such practices reinforced collective responsibility and accelerated knowledge transfer. On the other hand, authoritarian leadership styles were reported as detrimental to organizational learning. Some employees mentioned that rigid, top-down directives discouraged experimentation and silenced innovative ideas. A faculty member lamented, “Sometimes leadership just imposes policies without consultation, and that kills creativity”. These accounts illustrated that leadership style either enhanced or constrained the learning potential of private universities.

4.10.4 Regression of Influence of Organizational Communication on Organizational Learning

The study sought to establish the magnitude and direction of the influence of organizational communication on organizational learning using the following hypothesis that is stated below.

H₀₄: Organizational communication has no statistical significance influence organizational learning in private chartered universities in Kenya

To determine the relationship, the model $Y = \beta_0 + \beta_4 X_4 + \varepsilon$ was fitted. The regression results were as shown in Table 4.28.

Table 4.28: Regression Results of Influence of Organizational Communication on Organizational Learning

Model Summary						
Model	R	R Square	Adjusted R Square		Std. Error of the Estimate	
1	.726 ^a	.527	.524		.41193	
ANOVA^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	29.091	1	29.091	171.441	.000 ^b
	Residual	26.131	154	.170		
Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.347	.181		7.461	.000
	Organizational communication	.644	.049	.726	13.094	.000

The regression results in Table 4.28 show that the effect of organizational communication on organizational learning was significant ($F(1, 154) = 171.441$, $p = 0.000 < 0.05$). With $R = 0.726$ and $R^2 = 0.527$, the model implies that about 52.7% of the variation in organizational learning in private chartered universities in Kenya was explained by the model, while the remaining 47.3% of the variation of organizational learning was brought about by other unknown factors not captured in the model. The

results therefore show that the model was fairly adequate in predicting the organizational learning in private chartered universities in Kenya.

The F test was significant with a p value =0.000 which was less than the standard p value of 0.05 and this meant that the model was significant. From ANOVA, since p value p=0.000 and was lower than p=0.05 (p value $0.000 < 0.05$), then the contribution of organizational communication to organizational learning was significant, and the conclusion is that organizational communication has a positive impact on organizational learning. The coefficient for employee communication (β) was also significant ($\beta = 0.644$, $t = 13.094$, $p = 0.000 < 0.05$). A unit increase in organizational communication scores lead to increase of 0.644 units in organizational learning in private chartered universities in Kenya. Since p-value =0.000 < 0.05, the null hypothesis was rejected and concluded that there was a statistically significant relationship between organizational communication and organizational learning. Based on the above findings, organizational communication fits into a predictive model as; $y = 1.347 + 0.644x$

Interview findings revealed that open and transparent communication significantly strengthened organizational learning. Respondents consistently highlighted that timely sharing of institutional policies, research updates, and departmental decisions enhanced knowledge flow. As one participant explained, “When management communicates changes clearly, it helps us adjust and learn new ways of working without confusion”. The presence of formal communication platforms such as staff meetings, newsletters, and email updates were cited as crucial for knowledge dissemination. Many participants appreciated that these channels created a sense of connectedness across departments. A staff member commented, “The monthly bulletins are very helpful because they keep everyone updated, and we can all learn from the progress of other units”. This reinforced the role of structured communication in institutional learning.

However, gaps were also noted in how communication was managed in some institutions. Some respondents complained about information being withheld or selectively shared by leadership. One administrator remarked, “There are times when

important updates reach us late, and by then it is too late to act or learn from them”. This highlighted how ineffective communication could hinder timely learning and adaptation.

4.10.5 Results of Regression Analysis of Employee Training, Structural Empowerment, Leadership Styles and Employee Communication on Organizational Learning

The study sought to establish the magnitude and direction of the effect of employee training, structural empowerment, leadership styles and employee communication on organizational learning. To determine the relationship, the model $Y = \beta_0 + \beta_1x_1 + \beta_2x_2 + \beta_3x_3 + \beta_4x_4 + \varepsilon$ was fitted. The regression results were as shown in Table 4.29.

Table 4.29: Regression Results of Independent Variables on Organizational Learning

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.869 ^a	.754	.748	.29974		
ANOVA^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	41.655	4	10.414	115.911	.000 ^b
	Residual	13.566	151	.090		
Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	.258	.161		1.610	.010
	Employee training	.119	.049	.137	2.429	.016
	Structural empowerment	.352	.066	.362	5.318	.000
1	Leadership styles	.238	.070	.243	3.425	.001
	Organizational communication	.225	.051	.253	4.391	.000

The regression results in Table 4.29 show that the effect of employee training, structural empowerment, leadership styles and organizational communication on organizational learning was significant ($F(4,151) = 115.911, p=0.000 < 0.05$). With R

=0.869 and $R^2= 0.754$. The model implies that about 75.4% of the variation in organizational learning in private chartered universities in Kenya was explained by the model, while the remaining 24.6% of the variation of organizational learning was brought about by other unknown factors not captured in the model. The results therefore show that the model was fairly adequate in predicting the organizational learning in private chartered universities in Kenya.

The F test was significant with a p value =0.000 which was less than the standard p value of 0.05 and this meant that the model was significant. From ANOVA, since p value $p=0.000$ and was lower than $p=0.05$ (p value $0.00 < 0.05$), then the contribution of employee training, structural empowerment, leadership styles and organizational communication on organizational learning was significant. Thus, all variables were significant; employee training, structural empowerment, leadership styles and organizational communication. Based on the above findings, equation that was fitted for the predictive model was:

$$Y = 0.258 + 0.119x_1 + 0.352x_2 + 0.238x_3 + 0.225x_4$$

4.10.6 Moderating Influence of Organizational Culture on the Relationship between HRMP and Organization Learning in Private Chartered Universities in Kenya

In order to determine the moderating effect on the relationship between the HRMP and organizational learning in private chartered universities in Kenya, the regression analysis was performed on the independent variables. According to the submission of Cooper and Schindler (2014), if the change in the coefficient of determination (R^2) for interaction variable is positive and significant, then it can be said that it has moderating effect, otherwise reverse is the case. Hence, the fifth hypotheses of this study based on the moderating effect was formulated and subsequently tested. The regression analysis was conducted to empirically determine whether or not organizational culture (values, beliefs and norms) significantly moderate the relationship between HRMP and organizational culture in private chartered universities in Kenya.

The study sought to establish the magnitude and direction of the effect of employee training, structural empowerment, leadership styles and employee communication on organizational learning in the presence of moderating variable organizational culture. To determine the relationship, the model $Y = \beta_0 + \beta_1 X_1 * M + \beta_2 X_2 * M + \beta_3 X_3 * M + \beta_4 X_4 * M + \varepsilon$ was fitted. The regression results were as shown in Table 4.27. The regression results showed that the influence of employee training, structural empowerment, leadership styles and organizational communication on organizational learning in the presence of moderating variable organizational culture was significant ($F(4,151) = 83.296, p=0.000 < 0.05$). With $R = 0.83$ and $R^2 = 0.688$. The model implies that about 68.8% of the variation in organizational learning in private chartered universities in Kenya was explained by the model, while the remaining 31.2% of the variation of organizational learning was brought about by other unknown factors not captured in the model. The results therefore show that the model was fairly adequate in predicting the organizational learning in private chartered universities in Kenya.

The results indicate that organizational culture moderate's structural empowerment (p value = $0.004 < 0.05$) but it does not moderate the other three variables namely; employee training (p value = $0.388 > 0.05$), leadership styles (p value = $0.192 > 0.05$) and organizational communication (p value = $0.231 > 0.05$). However, the joint effect of employee training, structural empowerment, leadership styles and organization communication were significant with p value = $0.000 < 0.05$. The F test was significant with a p value = 0.000 which was less than the standard p value of 0.05 and this meant that the model was significant. From ANOVA, since p value $p=0.000$ and was lower than $p=0.05$ (p value $0.000 < 0.05$), then the contribution of employee training, structural empowerment, leadership styles and employee communication on organizational learning was significant.

Table 4.30: Results of Regression with Organizational Culture (Moderator)

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.830 ^a	.688	.680	.33771		
ANOVA^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	38.000	4	9.500	83.296	.000 ^b
1	Residual	17.222	151	.114		
Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
	(Constant)	1.943	.098		19.742	.000
	ET.M	.013	.015	.092	.865	.388
1	SE.M	.064	.022	.428	2.941	.004
	LS.M	.031	.023	.206	1.312	.192
	OC.M	.019	.016	.131	1.201	.231

Where;

ET.M = Employee training in the presence of moderating variable

SE.M= Structural empowerment in the presence of moderating variable

LS.M= Leadership styles the presence of moderating variable

OC.M= Organizational communication in the presence of moderating variable

Table 4.31: Regression Results of Influence of Employee Training on Organizational Learning in the Presence of Organizational Culture (Moderator)

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.800 ^a	.640	.638	.36648		
ANOVA^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	36.797	1	36.797	273.972	.000 ^b
1	Residual	20.684	154	.134		
Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
	(Constant)	2.079	.099		21.065	.000
1	ET.M	.119	.007	.800	16.552	.000

a. Dependent Variable: OL

The regression results in Table 4.31 show that the effect of employee training on organizational learning moderated by organizational culture was significant ($F(1, 154) = 273.972, p = 0.000 < 0.05$). With $R = 0.800$ and $R^2 = 0.640$. The model implies that about 64% of the variation in organizational learning in private chartered universities in Kenya was explained by the model, while the remaining 36% of the variation of organizational learning was brought about by other unknown factors not captured in the model. The results therefore show that the model was fairly adequate in predicting the organizational learning in private chartered universities in Kenya. The F test was significant with a p value = 0.000 which was less than the standard p value of 0.05 and this meant that the model was significant. This implies that the contribution of employee training to organizational learning moderated by organizational culture was significant, and the conclusion is that employee training moderated by organizational culture has a positive impact on organizational learning.

Table 4.32: Regression Results of Influence of Structural Empowerment on Organizational Learning in the Presence of Organizational Culture (Moderator)

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.836 ^a	.699	.697	.33517		
ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	40.181	1	40.181	357.669	.000 ^b
1	Residual	17.300	154	.112		
Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.881	.097		19.435	.000
	SE.M	.128	.007	.836	18.912	.000

a. Dependent Variable: OL

The regression results in Table 4.32 show that the influence of structural empowerment on organizational learning moderated by organizational culture was significant ($F(1, 154) = 357.669, p = 0.000 < 0.05$). With $R = 0.836$ and $R^2 = 0.699$, The model implies that about 69.9% of the variation in organizational learning in private chartered universities in Kenya was explained by the model, while the remaining 30.1% of the variation of organizational learning was brought about by other unknown factors not captured in

the model. The results therefore show that the model was fairly adequate in predicting the organizational learning in private chartered universities in Kenya. The F test was significant with a p value =0.000 which was less than the standard p value of 0.05 and this implies that the contribution of structural empowerment to organizational learning moderated by organizational culture was significant, and the conclusion is that structural empowerment moderated by organizational culture has a positive impact on organizational learning.

Table 4.33: Regression Results of Leadership Styles on Organizational Learning in the Presence of Organizational Learning (Moderator)

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.935 ^a	.875	.874	.21604		
ANOVA^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	50.293	1	50.293	1077.534	.000 ^b
	Residual	7.188	154	.047		
Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.713	.061		27.992	.000
	LS.M	.143	.004	.935	32.826	.000

a. Dependent Variable: LS

The regression results in Table 4.33 show that the effect of leadership styles on organizational learning moderated by organizational culture was significant ($F(1, 154) = 1077.534, p = 0.000 < 0.05$). With $R = 0.935$ and $R^2 = 0.875$. The model implies that about 87.5% of the variation in organizational learning in private chartered universities in Kenya was explained by the model, while the remaining 22.5% of the variation of organizational learning was brought about by other unknown factors not captured in the model. The results therefore show that the model was fairly adequate in predicting the organizational learning in private chartered universities in Kenya. The F test was significant with a p value =0.000 which was less than the standard p value of 0.05 and this meant that the model was significant implying the contribution of leadership styles to organizational learning when moderated by organizational culture was significant.

The conclusion is that leadership styles when moderated by organizational culture has a positive impact on organizational learning.

Table 3.34: Regression Results of Organizational Communication on Organizational Learning in the Presence of Organizational Culture (Moderator)

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.782 ^a	.611	.608	.38112		
ANOVA^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	35.112	1	35.112	241.727	.000 ^b
	Residual	22.369	154	.145		
Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.092	.104		20.093	.000
	OC.M	.116	.007	.782	15.548	.000

a. Dependent Variable: OL

The regression results in Table 4.34 show that the effect of organizational communication on organizational learning moderated by organizational culture was significant ($F(1, 154) = 241.727, p = 0.000 < 0.05$). With $R = 0.782$ and $R^2 = 0.611$. The model implies that about 61.1% of the variation in organizational learning in private chartered universities in Kenya was explained by the model, while the remaining 38.9% of the variation of organizational learning was brought about by other unknown factors not captured in the model. The results therefore show that the model was fairly adequate in predicting the organizational learning in private chartered universities in Kenya. The F test was significant with a p value = 0.000 which was less than the standard p value of 0.05. This implied the contribution of organizational communication to organizational learning when moderated by organizational culture was significant, and the conclusion is that organizational communication moderated by organizational culture has a positive impact on organizational learning.

Interviews indicated that organizational culture had a profound effect on the ability of institutions to sustain learning. Respondents from universities with collaborative cultures noted that teamwork and openness to feedback were highly valued, creating an environment conducive to continuous learning. As one participant shared, “Here, we work as a family, and everyone is encouraged to contribute ideas, which makes us grow together”. A culture that prioritized innovation and adaptability was also described as vital for learning. Staff in such institutions explained that they were encouraged to experiment with new teaching methods, research projects, and administrative tools. A lecturer highlighted, “Our university celebrates innovation, and even if an idea fails, we are encouraged to try again and improve”. This reinforced a growth mindset that fueled organizational learning. Conversely, some universities were characterized by rigid cultures resistant to change, which limited learning opportunities. Respondents described environments where fear of mistakes and strict adherence to tradition discouraged experimentation. One academic expressed, “Mistakes are punished rather than seen as learning opportunities, so people prefer to stay silent”. Such cultures created barriers to knowledge sharing and innovation.

4.10.7 Optimal Model

Table 4.35: Optimal Regression Model for Organizational Learning

Variable	Unstandardized Coefficient (B)	Std. Error	Standardized Coefficient (Beta)	t-value	Sig. (p)	Interpretation
Constant	1.943	0.098	—	19.742	0.000	Significant constant term
Structural Empowerment × Organizational Culture (SE.M)	0.064	0.022	0.428	2.941	0.004	Significant moderator effect
Employee Training × Organizational Culture (ET.M)	0.013	0.015	0.092	0.865	0.388	Not significant
Leadership Styles × Organizational Culture (LS.M)	0.031	0.023	0.206	1.312	0.192	Not significant
Organizational Communication × Organizational Culture (OC.M)	0.019	0.016	0.131	1.201	0.231	Not significant

Model Summary:

$$R = \mathbf{0.830}$$

$$R^2 = \mathbf{0.688}$$

$$\text{Adjusted } R^2 = \mathbf{0.680}$$

$$\text{Std. Error of Estimate} = \mathbf{0.33771}$$

$$F(4,151) = \mathbf{83.296}, p < \mathbf{0.001}$$

The optimal regression model indicated that, among all human resource management practices examined, structural empowerment moderated by organizational culture was the only variable that significantly influenced organizational learning ($p = 0.004 < 0.05$). This suggests that structural empowerment, when supported by a strong organizational culture, had a substantial positive effect on organizational learning in private chartered universities in Kenya. Although the interaction terms for employee training, leadership styles, and organizational communication showed positive coefficients, their effects were statistically insignificant ($p > 0.05$) and therefore were excluded from the final optimal model interpretation. The model explained approximately 68.8% of the variance in organizational learning.

4.10.8 Unmoderated Verses Moderated Regression Results

Table 4.36: Unmoderated Verses Moderated Regression Results

Model	Variables	R	R ²	Adjusted R ²	F(df)	Sig. (p)	Significant Predictors (p < .05)	Interpretation / Effect of Moderator
Unmoderated Model (Without Moderator)	Employee Training (X ₁) Structural Empowerment (X ₂) Leadership Styles (X ₃) Organizational Communication (X ₄)	.869	.754	.748	F(4, 151) = 115.911	.000	All predictors significant: ET (p = .016), SE (p = .000), LS (p = .001), OC (p = .000)	The model explains 75.4% of the variance in organizational learning. All HRMP variables significantly predict organizational learning.
Moderated Model (With Organizational Culture as Moderator)	ET.M SE.M LS.M OC.M	.830	.688	.680	F(4, 151) = 83.296	.000	Only SE.M significant: SE.M (p = .004)	The model explains 68.8% of the variance in organizational learning. Organizational culture significantly moderates structural empowerment, but not the other HRMP variables.

4.11 Summary of Results

The present study investigated the influence of human resource management practices (HRMP)—specifically Employee Training (ET), Structural Empowerment (SE), Leadership Styles (LS), and Organizational Communication (OC) on organizational learning, and assessed the moderating role of organizational culture in these relationships. The results from the unmoderated regression model revealed a high coefficient of determination ($R^2 = 0.754$), suggesting that approximately 75.4% of the variance in organizational learning can be explained by the four HRMP variables. All predictors were statistically significant ($p < .05$), underscoring the strong and positive contribution of HRMP to organizational learning.

When organizational culture was introduced as a moderator, the explanatory power of the model decreased to $R^2 = 0.688$, accounting for 68.8% of the variance in organizational learning. This represents a 6.6% reduction in explained variance. Notably, only the interaction term between Structural Empowerment and Organizational Culture (SE.M) remained significant ($p = .004$), indicating that organizational culture moderates the effect of structural empowerment on organizational learning. The moderating effects for employee training, leadership styles, and organizational communication were statistically non-significant.

4.12 Interpretation of Results

The slight reduction in R^2 from 0.754 to 0.688 indicates that the introduction of organizational culture as a moderating construct does not enhance the overall explanatory power of the model. Instead, it suggests that organizational culture operates as a refining variable, shaping the conditions under which specific HRMP exert influence on learning outcomes. According to Chen, Yang & Luo (2022), moderation often introduces conditional variance, which can marginally lower R^2 values while revealing deeper relational dynamics among variables. Hence, the decrease in R^2 in this case reflects greater model specificity rather than diminished model strength.

The significant moderation observed between structural empowerment and organizational learning highlights that empowerment initiatives are not universally effective but rather contingent upon the organization's cultural context. In cultures characterized by openness, shared vision, and collective responsibility, empowerment initiatives are more likely to translate into enhanced organizational learning outcomes. This finding reinforces Mutonyi, Slåtten, Lien & González-Piñero, (2022) and Chen & Khan, (2025). theoretical assertions that empowerment is most effective when embedded in supportive and participative cultural environments that encourage autonomy, dialogue, and innovation.

Conversely, the absence of significant moderation effects for employee training, leadership styles, and organizational communication indicates that these HRMP maintain a more direct and culture-independent relationship with OLN. This suggests that while culture may not amplify their impact, these practices are inherently aligned with learning mechanisms through the provision of skills, knowledge exchange, and leadership support. These results partially support universalistic perspectives within HRM theory, which posit that certain practices are effective across contexts due to their intrinsic alignment with organizational performance imperatives (Guest, 2022).

4.13 Test of Hypothesis

The section provides the results of the tests of hypotheses using inferential statistics. There were five hypotheses which were set to guide the study as shown in chapter one. To establish the statistical importance of the hypotheses set, Simple and multiple linear regression analysis was done at 95 percent confidence level ($\alpha = 0.05$). The section displays the outcomes of statistical analysis and explanations of the results in respect to the research hypotheses. In addressing the objectives of the research, the following hypotheses were tested:

Hypothesis 1

H₀₁: Employee training has no statistical significant influence on organization learning in Private Chartered Universities in Kenya.

From Table 4.29 the regression model results showed an insignificant but positive linear relationship between employee training and organization learning (y) in the private chartered universities in Kenya ($\beta_1 = 0.119, t = 2.429, p = 0.016 > 0.05$) while holding structural empowerment (x_2) Leadership styles (x_3) and Organizational communication (x_4) constant. A unit change in the aggregate Employee training score leads to average increase of 0.119 units in the Organizational learning when Structural empowerment (x_2) Leadership styles (x_3) and Organizational communication (x_4) are in the model. This indicates that Employee training was not a significant predictor of Organization learning in private chartered universities in Kenya when Structural empowerment (x_2) Leadership styles (x_3) and Organizational communication (x_4) were in the model. However, the simple regression model in Table 4.25 which indicates that Employee training was a significant predictor of Organization learning when Structural empowerment (x_2) Leadership styles (x_3) and Organizational communication (x_4) were not in the model thus null hypothesis was rejected and concluded that there was a statistically significant relationship between employee training and organizational learning.

These findings are supported by Hussain *et al.*, 2023 did research on Nexus of Training and Development, Organizational Learning Capability, and Organizational Performance in the Service Sector sustainability in Pakistan, and established that the perception that training and development cannot affect performance directly but they have an indirect influence on improving organizational learning. Their main recommendations for the future researcher were to examine the relationship between HRM practices and OLN (Hussain *et al.*, 2023). Similar research by Najjar *et al.*, (2023), examining the impact of a training program based on Next-Generation Scientific Inquiry (NGSI) through training 30 science teachers and investigating the training impact on teachers' use of inquiry in their teaching also revealed that training significantly influenced knowledge acquisition.

Hypothesis 2

H₀₂: Structural empowerment has no statistical significant influence on organization learning in Private Chartered Universities in Kenya.

From Table 4.29 the regression model results showed that holding Employee training (x_1) Leadership styles (x_3) and Organizational communication (x_4) constant it was observed that there was a significant positive linear relationship between Structural empowerment (x_2) and Organization learning (y) in the PCUK ($\beta_2 = 0.352, t = 5.318, p = 0.000 < 0.05$). A unit change in the aggregates structural empowerment score leads to average increase of 0.352 units in the organization learning when Employee training (x_1) Leadership styles (x_3) and Organizational communication (x_4) were in the model. This indicates that Structural Empowerment was a significant predictor of Organization learning (y) in PCUK when Employee training(x_1) leadership styles (x_3) and Organizational communication (x_4) were in the model. This concedes with the simple regression model in Table 4.26 which indicates that Structural empowerment was highly significant predictor of Organization learning when Employee training (x_1) Leadership styles (x_3) and Organization communication (x_4) were not in model thus the null hypothesis was rejected and concluded that there was a statistically significant relationship between Structural empowerment and Organizational learning. These findings agreed with previous research findings of These findings agreed with previous research findings of Khawaldeha, *et al.*, (2021) who specified that there is an effect of the level of application of empowerment in creativity, and hence the development of the creative and innovative side of employees is through empowering them within the work, to inspire them and push them to make the maximum possible effort and achieve high level of performance and access to creativity, where there is a high level practice of empowerment is one of the most significant factors that help employees develop creativity in them.

Hypothesis 3

H₀₃: Leadership styles has no statistical significant influence on organization learning in Private Chartered Universities in Kenya.

From Table 4.29 the regression model results showed that holding Employee training (x_1) Structural empowerment (x_2) and Organizational communication (x_4) constant it was observed that there was a significant positive linear relationship between Leadership styles (x_3) and Organization learning (y) in the private chartered universities in Kenya ($\beta_3 = 0.238, t = 3.425, p = 0.001 < 0.05$) w. A unit increase in the aggregate leadership styles score leads to average increase of 0.238 units in the organization learning when Employee training (x_1) Structural empowerment (x_2) and Organizational communication (x_4) were in the model. This indicates that Leadership styles was a significant predictor of Organization learning (y) in private chartered universities in Kenya. The outcomes also concur with the findings of the simple regression model in Table 4.27 which indicates that Leadership styles was a significant predictor of Organization learning when Employee training (x_1) Structural empowerment (x_2) and Organization communication (x_4) were not in model thus the null hypothesis was rejected and concluded that there was a statistically significant relationship between leadership styles and organizational learning. These findings on the favorable aspects on leadership styles are consistent with the findings of Ngoc *et al.*, (2023) who established that leadership enables organization learning to occur by promoting change and innovation, inspiring a shared vision, enabling employees to act, modeling their actions and creating continuous opportunities to learn.

Hypothesis 4

Ho4: Organizational communication has no statistical significant influence on organization learning in Private Chartered Universities in Kenya.

From Table 4.29 the multiple regression model results showed that holding employee training (x_1). Structural empowerment (x_2) and Leadership styles (x_3) constant it was observed that there was a significant positive linear relationship between Organization communication (x_4) and Organization learning (y) in the private chartered universities in Kenya ($\beta_4 = 0.225, t = 4.391, p = 0.000 < 0.05$) w. A unit change in the aggregate Organizational communication score leads to average increase of 0.225 units in the organization learning when Employee training (x_1) Structural empowerment (x_2) and Leadership styles (x_3) were in the model. This indicates that

Organizational communication was a significant predictor of Organization learning (y) in private chartered universities in Kenya when Employee training (x_1) Structural empowerment (x_2) and Leadership styles (x_3) were in the model.

Similarly, from the findings of the simple regression model in Table 4.28 indicates that Organizational communication was a significant predictor of Organization learning when Employee training (x_1) Structural empowerment (x_2) and Leadership styles (x_3) were not in model thus the null hypothesis was rejected and concluded that there was a statistically significant relationship between organizational communication and organizational learning. The findings of the study are supported by the findings of Jiang, *et al.*, (2023) who revealed that there is a relationship between communication style and knowledge hiding behavior". They affirmed that cooperative communication will decrease employees' knowledge hiding behaviour; in contrast, competitive communication will upsurge employees' knowledge hiding behavior.

Hypothesis 5

H₀₅: Organizational culture has no statistical significant influence on organization learning in Private Chartered Universities in Kenya.

To establish the magnitude and direction of the effect of employee training, structural empowerment, leadership styles and employee communication on organizational learning in the presence of moderating variable organizational culture, the relationship, the model $Y = \beta_0 + \beta_1 X_1 * M + \beta_2 X_2 * M + \beta_3 X_3 * M + \beta_4 X_4 * M + \epsilon$ was fitted. Table 4.30 results of regression model showed that, the influence of employee training, structural empowerment, leadership styles and organizational communication on organizational learning in the presence of moderating variable organizational culture was not significant ($F(4,151) = 83.296, p=0.000 < 0.05$). With $R = 0.83$ and $R^2 = 0.688$. The model implies that about 68.8% of the variation in organizational learning in private chartered universities in Kenya was explained by the model, while the remaining 31.2% of the variation of organizational learning was brought about by other unknown factors not captured in the model. The results therefore show that the organizational culture did not moderate the relationship between HRMP and OLN since unmoderated model had an $R^2 = 0.754$. The results further indicate that organizational culture

moderates' structural empowerment (p value = 0.004 < 0.05) but it does not moderate the other three variables namely; employee training (p value = 0.388 > 0.05), leadership styles (p value = 0.192 > 0.05) and organizational communication (p value = 0.231 > 0.05).

Similarly, the findings of the simple regression model in Table 4.31 indicates that the influence of employee training on organizational learning moderated by organizational culture was significant (F (1, 154) =273.972, p=0.000<0.05). With R =0.800 and R²= 0.640. The model implies that about 64% of the variation in organizational learning in private chartered universities in Kenya was explained by the model, while the remaining 36% of the variation of organizational learning was brought about by other unknown factors not captured in the model. The results therefore show that the model was fairly adequate in predicting the organizational learning in private chartered universities in Kenya. The F test was significant with a p value =0.000 which was less than the standard p value of 0.05 and this meant that the model was significant. This implies that the contribution of employee training to organizational learning moderated by organizational culture was significant, and the conclusion is that employee training moderated by organizational culture has a positive impact on organizational learning.

Regression results in Table 4.32 indicates that the influence of Structural empowerment on organizational learning moderated by organizational culture was significant (F (1, 154) =357.669, p=0.000<0.05). With R =0.836 and R²= 0.699. The model implies that about 69.9% of the variation in organizational learning in private chartered universities in Kenya was explained by the model, while the remaining 30.1% of the variation of organizational learning was brought about by other unknown factors not captured in the model. The results therefore show that the model was fairly adequate in predicting the organizational learning in private chartered universities in Kenya. The F test was significant with a p value =0.000 which was less than the standard p value of 0.05 and this implies that the contribution of Structural empowerment to organizational learning moderated by organizational culture was significant, and the conclusion is that Structural empowerment moderated by organizational culture has a positive impact on organizational learning.

Regression results in Table 4.33 shows that the effect of leadership styles on organizational learning moderated by organizational culture was significant ($F(1, 154) = 1077.534, p = 0.000 < 0.05$). With $R = 0.935$ and $R^2 = 0.875$. The model implies that about 87.5% of the variation in organizational learning in private chartered universities in Kenya was explained by the model, while the remaining 12.5% of the variation of organizational learning was brought about by other unknown factors not captured in the model. The results therefore show that the model was fairly adequate in predicting the organizational learning in private chartered universities in Kenya. The F test was significant with a p value = 0.000 which was less than the standard p value of 0.05 and this meant that the model was significant implying the contribution of leadership styles to organizational learning when moderated by organizational culture was significant. The conclusion is that leadership styles when moderated by organizational culture has a positive impact on organizational learning.

Similarly, Regression results in Table 4.34 indicates that the effect of organizational communication on organizational learning moderated by organizational culture was significant ($F(1, 154) = 241.727, p = 0.000 < 0.05$). With $R = 0.782$ and $R^2 = 0.611$. The model implies that about 61.1% of the variation in organizational learning in private chartered universities in Kenya was explained by the model, while the remaining 38.9% of the variation of organizational learning was brought about by other unknown factors not captured in the model. The results therefore show that the model was fairly adequate in predicting the organizational learning in private chartered universities in Kenya. The F test was significant with a p value = 0.000 which was less than the standard p value of 0.05. This implied the contribution of organizational communication to organizational learning when moderated by organizational culture was significant, and the conclusion is that organizational communication moderated by organizational culture has a positive impact on organizational learning. Based on the above findings, we reject the null hypothesis that organizational culture has no statistically significant moderating effect on the influence of HRMP and organizational learning in private chartered universities in Kenya.

The findings of this study concur with previous studies by Halid (2023) who examined the effect of organizational culture on organizational learning, employee engagement, and employee performance in the banking sphere of Indonesia. The researchers found that organizational culture indirectly affects employee performance through organizational learning and employee engagement, which produced the most significant effect. Similarly, the study findings agree with those of Rashid *et al.*, (2020) who investigated the effect of organizational culture on knowledge management and managerial performance of government department in Dubai. The findings of the research showed that there was significant effect of organizational culture on knowledge management and managerial performance of government department in Dubai.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presented the summary of findings of the study on the influence of human resource management practices on organizational learning in private chartered universities in Kenya as outlined in the previous chapter. The chapter as well highlights summary of key conclusions and recommendations of the study which were done systematically based on the study variables. The chapter further presents the recommendations for further studies and the contributions of the study to the existing knowledge and theory.

5.2 Summary of Study Findings

Employing a descriptive survey research design, the study aimed at assessing the influence of human resource management practices (HRMP) on the organizational learning in private chartered universities in Kenya (PCUK). The study had four specific objectives which were to determine the influence of employee training on organizational learning in PCUK, to examine the influence of structural empowerment on organizational learning in PCUK, to evaluate the influence of leadership styles on organizational learning in PCUK and to examine the influence of organizational communication on organizational learning in PCUK. The study further sought to determine the moderating influence of organizational culture on the relationship between HRMP and organization learning in PCUK. The study obtained a response rate of 89% which was considered adequate for analysis and making conclusions and recommendations. The findings from the data collected were analyzed through both descriptive and inferential statistics.

5.2.1 Employee Training and Organization Learning in Private Chartered Universities in Kenya

The first objective of the study was to determine the influence of employee training on organizational learning in PCUK. Employee training was found to be a key driver of

organizational learning as it helps employees develop themselves with appropriate skills, knowledge and ability. Training was found to present a good opportunity to increase the knowledge base of the employees which steers up organizational learning. The study findings revealed that training programmes provided unremitted awareness of developments within staff specific disciplines. Mentoring programmes were found useful as employees were able to learn on the job and were found to be one option for organizations to manage tacit knowledge. The study findings also exposed that on-the-job trainings which was an internal training, helped staff to learn and develop on their jobs. The study finding also confirmed external training inform of conferences and seminars enhanced job delivery by ensuring that staff upgraded their skills as well as the knowledge capacity and also ensured that they develop specific skills which are recent and specific and also ensured that their skills were not obsolete. The study thus found out that there was a significant positive relationship between employee training and organization learning in private chartered universities in Kenya.

5.2.2 Structural Empowerment and Organization Learning in Private Chartered Universities in Kenya

Objective two of the study was to examine the influence of structural empowerment on organization learning in private chartered universities in Kenya. The study found that autonomy, information, supportive work environment, were apparent as means of structural empowerment in private chartered universities in Kenya. The study revealed that job autonomous enhanced job commitment and satisfaction important when working creatively which is an inducement for organizational learning. Limiting autonomous for the employees was perceived as a risk for constraining creativity and innovations. The study also affirmed that PCUK provides information and resources that permit employees to create knowledge and innovative ideas. Consequently, the study revealed that there was supportive work environment in PCUK, employee had good working environment which was a predictor of organisational learning. They study findings validated that employees in PCUK are empowered thus they get opportunity to apply their understanding and skills effectively thus promoting organization learning. The study revealed that when employees are empowered, they become optimistic about their job and sharing of ideas is enhanced which leads to

organizational learning. The study hence affirms that there is significant positive relationship between structural empowerment and organization learning.

5.2.3 Leadership styles and Organization Learning in Private Chartered Universities in Kenya

Objective three of the study was to evaluate the influence of leadership styles and organization learning in private chartered universities in Kenya. The study findings revealed that leadership is very important for organizational learning to occur because leadership involves great influence. From the findings, it was affirmed that leaders do quite uphold employee training and staff training programmes as it's an important antecedent in organizational learning and that the top management have put in place some strategies for staff training including study leave policies in PCUK which have been operationalized. Accordingly, this study revealed that transformational leadership exhibit inspirational motivation factors and thus inspires employees by raising their consciousness about the importance of organizational goals by motivating them to transcend their own self-interest for the sake of the organization.

The study findings exposed that ranking and publications by the universities are mainly tied to the structure and order as aligned to the main goals of the universities. Achieving these goals will require transactional leaders who are mainly focused on specific tasks and ready to take key measures including punishments and empowerment to ensure employees perform their mandates. Leadership helps bring the employees closer to the goals of the firm and see the need to embrace change. This explains why leadership is influencing ranking, publication and enrolment levels in that the employees are more connected to the organizational goals and objectives. Strategic leaders in this study are viewed as the focal point for organizational learning as they envision the future, maintain flexibility and empower others to create strategic change, they create mission and vision, think and act strategically. They create a nonthreatening work environment that fosters creativity and innovation and where employees learn through practice, without fear of punishment for mistakes done.

Employees in the modern era require leaders who uphold their interests and not only focusing on the organizational goals. A leader ought to keenly focus on the best ways that prove their compassion and willingness to involve and embrace the employees in decision making which makes them share their ideas and information that aggravates organizational learning. Keeping up with the issues of the workforce enhances their commitment towards organizational goals an aspect which heightens organization learning. The findings of this study affirmed that the contribution of leadership styles to organizational learning was significant, and that leadership styles had a positive impact on organizational learning.

5.2.4 Organizational Communication and Organization Learning in Private Chartered Universities in Kenya

Objective four of this study was to find out the influence of organizational communication on organization learning in private chartered universities in Kenya. The study affirmed that employees were given performance appraisal feedback and this was an indicator that organizational communication was evident. The study findings also revealed that PCUK communicated change to its employees regularly. The findings of this study too acknowledged that communication is an ongoing function that needs to be directed consciously. It thus views effective communication as enabler of building sense of corporate identity, teamwork, productivity, participation, improve retention and job satisfaction at work place; all these conditions are necessary for organization learning to take place. The study thus revealed that there was significant positive relationship between organization communication and organization learning in private chartered universities in Kenya.

5.2.5 Moderating Effect of Organizational Culture on the Influence of Human Resource Management Practices on Organizational Learning in Private Chartered Universities in Kenya

The fifth objective of the study was to determine the moderating effect of organizational culture on the influence of human resource management practices on organization learning in PCUK. The findings of this study provided valuable insights into the role of organizational culture as a contextual factor influencing the relationship

between human resource management practices and organizational learning. Although the inclusion of organizational culture as a moderator slightly reduced the overall explanatory power of the model (from $R^2 = .754$ to $R^2 = .688$), this outcome suggests that moderating variables often refine, rather than increase total variance explained. The decrease in R^2 therefore did not indicate a weakness in the model but rather highlighted the nuanced and conditional nature of these relationships.

The results indicated that organizational culture plays a selective and context-dependent role in shaping how HRMP translate into learning outcomes. Specifically, the significant moderation effect found for structural empowerment suggested that the impact of structural empowerment on learning was amplified when the organizational culture supported openness, collaboration, and shared decision-making. This finding affirmed that empowerment initiatives yielded stronger outcomes in environments characterized by participative and supportive cultural values.

Conversely, the absence of significant moderating effects for employee training, leadership style, and organizational communication suggested that these HRMP exerted relatively direct influences on organizational learning, independent of cultural contingencies. This was an indication that such practices were more universally applicable across different cultural contexts, or that their relationship with learning was mediated by other factors not captured in the present model. Overall, these findings underscore that organizational culture functions less as a universal amplifier and more as a selective catalyst, enhancing the effectiveness of specific HRMP particularly structural empowerment in promoting organizational learning. This highlights the importance for managers and HR practitioners to align empowerment strategies with the prevailing cultural environment to optimize learning outcomes and foster sustainable

5.3 Conclusions of the Study

The main aim of the study was to assess the influence of independent variables (employee training, structural empowerment, leadership styles and organizational communication) and dependent variable (organization learning) in private chartered universities in Kenya. From the findings of the study on the first objective, the study

concluded that indeed employee training has a significant influence on organizational learning in private chartered universities in Kenya. The study concluded that through training programmes, internal and external training, employees learning is enhanced thus fostering organizational learning. On the effect of structural empowerment on organizational learning, the study concluded that structural empowerment is a critical aspect in ensuring and promoting organizational learning in PCUK. The study affirmed that most of the private chartered universities in Kenya considered empowering the employees where the management of the institutions upheld the concept of empowerment and employees get involved opportunity to apply their understanding and skills effectively stirring up organizational learning. Consequently, the study revealed that structural empowerment is a leading factor in organizational learning in private chartered universities in Kenya. The study therefore concluded that structural empowerment is an important predecessor to organizational learning as it increases job commitment, employees are keen on sharing knowledge and they become motivated to acquire new knowledge.

The study concluded that leadership styles was a peculiarity common in the universities and it had a significant effect on organizational learning. The study concluded leadership facilitates organizational learning by promoting change, inspiring a shared vision, enabling employees to act, modeling their actions and creating continuous opportunities to learn. From the study further concluded that there is a significant relationship between leadership styles and organizational learning in private chartered universities in Kenya. Finally, the study concluded that organizational communication was a key driver of organizational learning in private chartered universities in Kenya. The study concluded that as a result of internal, external and communication climate in the organization, organizational learning was enhanced by stirring up knowledge sharing behavior as effective communication decrease employees' knowledge hiding behaviour thus enhancing organizational learning.

In regard to the moderating effect of organizational culture on the relationship between HRMP and organizational learning, this study demonstrates that organizational culture functions as a selective moderator rather than a universal enhancer of HRMP learning

relationships. While the introduction of culture reduced the overall R^2 from 0.754 to 0.688, it refined the model by revealing that the relationship between structural empowerment and organizational learning is significantly contingent upon cultural conditions. This highlights that the effectiveness of empowerment-based HRMP is deeply intertwined with the organization's cultural fabric.

Theoretically, these findings contribute to the ongoing dialogue in HRMP and organizational learning scholarship by evidencing that culture acts as a contextual lens through which empowerment translates into learning. Practically, they emphasize the need for cultural–structural alignment to ensure that HR interventions achieve their intended impact on learning and performance. Hence, cultivating a learning-supportive culture remains an essential strategic imperative for organizations seeking sustainable knowledge-driven growth.

5.4 Recommendations of the Study

Based on the findings of the study on influence of human resource management practices on organizational learning, the following recommendations are herein derived;

5.4.1 Employee Training and Organizational Learning

In PCUK training imparts in them stocks of knowledge that promotes organization learning. It is suggested that universities should periodically revise their training policies to ensure fairness and accountability in their implementation. It is also recommended that universities increase financial support for conferences and workshop attendance both local and international to help staff keep abreast with the best practices in their profession. Since those who have acquired their PhD degrees may not be involved in further formal training, regular attendance of conferences and workshops will equip them with current trends and techniques in research and teaching which ultimately promotes organization learning. Private chartered universities are argued to increase team building activities that support knowledge sharing and exchange of ideas in the organization as it is argued as important for promoting organization learning.

Employee regular training assessment surveys are commended as an effective method of apprehending feedback and valuable input on how to improve training programmes. This will ensure that training is based on the current training needs of the employees in order to develop specific skills which are recent and specific. Continuous training was also applauded as training was found to be important as it retained talent and enhanced creativity and innovativeness which prompted organizational learning. Understanding employee needs and gaining buy-in is critical to effective training programmes. The study also recommends that employees in the universities be exposed to a range of perspectives in trainings and in teamwork, preferably in cross-functional teams, as it was found to make employees less resistant to change which is an important factor for promoting organizational learning. The study also commends that to effectively adopt the concept of organizational learning the management of institutions of higher learning needs to make careful internal assessments to know how the employees perceive it as well as to put into consideration their organizational politics because it has great influence in their behaviour hence impeding their capacity to learn and change.

5.4.2 Structural Empowerment and Organization Learning

Employees in the private chartered universities are a critical resource in the current competitive higher education landscape and possess the ingredients for these organizations to acquire competitive advantage. Given the importance of a supportive work environment, it is recommended that private chartered universities in Kenya should improve and broaden their reward management strategies and framework in order to encourage and motivate employees to transfer and share their knowledge with others which ultimately leads to organizational learning; for instance, it should have an element of self-reporting, monitoring and evaluation in it to make it strategic and workable. It's also recommendable for the management of private chartered universities to develop a specialized department that deals with employees with special talents so as to identify those with high potential and that would go a long way in enhancing organization learning.

5.4.3 Leadership Styles and Organizational Learning

This study brought to the fore the critical role of leadership and leadership style in organization learning. It is recommended that the leadership in these institutions should embrace favourable leadership practices to enhance organization learning since leaders have an influence on organizational factors which affect organization learning. A lesson for the universities regarding leadership style pertains to the area of involvement of staff in decision making. Providing more avenues for participation in decision making will enable the staff to contribute to organizational policies and goals which ultimately enhances organizational learning. While it is appreciated that leaders in the private chartered universities in Kenya set up come from diverse disciplines, experience and natural disposition and some have little or no formal training in leadership skills, they are expected to possess an array of leadership and interpersonal skills. The research recommends continuous management capacity development so that the leaders can keep abreast with trends in people management to enhance organizational learning in these institutions. Leaders need to invest in helping each employee to understand and appreciate how their individual actions influence the whole system and finds ways that ensure employee actions promote synergy.

5.4.4 Organizational Communication and Organizational Learning

The study findings recommend that PCUK needs to create more forums to share ideas, insights and information that would contribute to new innovation. The study further recommends knowledge sharing not only within but also between organizations given its impact on organizational learning. The study findings also recommend that PCUK to form an intensive social network that will create a family within and outside the organization which ultimately enhances organizational learning. To be able to effectively adopt the concept of organization learning, the study recommends that PCUK to invest highly in human resources information systems so as to increase human resources effectiveness and have a system in place where new ideas are coded, stored and shared amongst employees and also for effective communication.

5.5 Study's Contribution to Research Policy

Kenya's Vision 2030, relies heavily on creative talents that can raise the country's international competitiveness through encouraging flourishing of businesses (GoK, 2012). Organization learning plays a vital role in boosting wealth creation, social welfare and international competitiveness. Policy makers can utilize the findings of the study to validate or formulate reforms in education, political, economic and social pillar of its vision 2030. Private chartered universities in Kenya can utilize the findings of this study to improve local, regional and global competitiveness of Kenyan firms. Policy makers will benefit by understanding how HRMP impacts organizational learning.

5.6 Study Contribution to Managerial Implications

From a managerial and policy perspective, these findings underscore the importance of cultural alignment when implementing HR strategies aimed at enhancing organizational learning. Organizations should not assume that HRMP will operate uniformly across different cultural contexts. Instead, managers should actively cultivate a cultural climate that supports empowerment, trust, and collaboration conditions under which employees feel psychologically safe to engage in experimentation and learning.

In practical terms, this means that efforts to promote structural empowerment through decentralization, participative decision-making, and delegation must be accompanied by cultural reinforcement mechanisms such as transparent communication, shared purpose, and recognition of learning-oriented behaviors. HR practitioners should consider cultural diagnostics prior to implementing empowerment initiatives to ensure congruence between HR systems and organizational values. For employee training, leadership, and communication, the results suggest that while these practices can directly promote learning, their success can be further sustained by embedding them in a cultural framework that values continuous improvement and mutual learning. This underscores the role of culture as a strategic enabler, facilitating the internalization of HRM initiatives into enduring organizational learning practices.

The study findings will greatly help PCUK management understand how supportive work environment welcomes new ideas, autonomy, access to information, shared objectives and open relationships between colleagues and management triggers organizational learning. The study findings will be beneficial to management of PCUK to understand how instituting resource intentional mechanisms that encourage staff to regularly reflect on their work will help PCUK realize organizational learning objectives. Lastly, in contributing to managerial outcomes, the study presents a guideline for private universities on the HRMP to take to enhance organizational learning of their institutions.

5.7 Study Contribution to Theoretical Implications

The findings offer important theoretical contributions by advancing the understanding of how organizational culture operates as a selective moderator in the HRMP learning nexus. Specifically, the results support a contingency-based interpretation of HRMP effectiveness, where cultural context does not uniformly enhance all HRMP but interacts with specific practices such as empowerment to shape learning outcomes. This nuanced insight contributes to the broader debate between universalistic and contingency perspectives in strategic HRM, suggesting that cultural alignment may be more crucial for relational or participatory HR practices than for technical or developmental ones.

Moreover, this study posits that underlying values and assumptions influence organizational processes and outcomes. The evidence here demonstrates that culture not only exerts a direct influence on learning but also conditions the pathways through which HRMP affect learning capabilities. In doing so, it strengthens the argument that culture functions as a meta-capability that governs the integration and internalization of HR initiatives into collective learning behavior.

From a theoretical standpoint, these results bridge the literature on organizational learning and HRMP by suggesting that empowerment-driven learning is culturally embedded. This reinforces the proposition that learning organizations are not merely the product of effective HR systems but are deeply shaped by shared cultural

meanings, norms, and interaction patterns that legitimize continuous improvement and knowledge sharing.

5.8 Study Contribution to New Knowledge

Contribution of this study would include the addition to knowledge of human resource management practices and how they influence organizational learning. Many other studies have linked human resource management practices with employee performance, employee commitment, employee satisfaction, employee retention, but this study contributed to knowledge by linking human resource management practices to organizational learning. Most of the previous studies done were in other sectors of the Kenyan economy and not in the education sector particularly in the private chartered universities in Kenya, which made this study unique and different from others and hence made its contribution to knowledge unique.

Additionally, this thesis contributed to the knowledge by investigating the moderating effect of organizational culture in order to critically examine the dynamics in the level of organizational learning in private chartered universities in Kenya. Despite the known fact that organizational culture influences organizational learning and other organizational and individual outcomes, there had been a knowledge gap in the empirical knowledge in the literature about how it impacts and to what level and extent organizational culture moderates the relationship between HRMP and organization learning. Therefore, the findings of this study have contributed to filling this knowledge gap.

5.9 Suggestions for Further Study

The study focused on the influence of HRMP on organizational learning in PCUK. The study focused on the four HRMP (employee training, structural empowerment, leadership styles and organizational communication). The study did not cover all the human resource management practices adopted by the private chartered universities in Kenya. As such, a number of suggestions that are fruitful for future research emerged from the research. Other human resource management practices apart from the ones cited in this study can be reviewed to ascertain how they

influence organization learning in institutions of higher learning in Kenya and in other countries. The study focused on PCUK which are run and managed differently from public universities or other higher learning institutions such as research institutions and the TVET colleges. It is therefore suggested that a similar study be carried out to explore how HRMP influences organizational learning in public universities or other higher learning institutions. This way, the relationship between HRMP and organizational learning in institutions of higher learning in Kenya will be resolved and clearly pointed out. The inferential analysis of the overall model revealed a R^2 value of 0.754 which implies that the four HRMP explained up to 75.4% of organizational learning. A similar study should therefore be carried out to establish the other factors that contribute to organizational learning in private chartered universities which constitute the 24.6% remainder. This will ensure that all the major aspects that affect the organizational learning in PCUK are addressed. The study adopted cross-sectional descriptive design to ascertain the influence of HRMP on organization learning. Further research should adopt longitudinal research design to enhance the understanding on the research.

Another factor that future studies should focus on is the rise of artificial intelligence and its impact on OLN and HRMP. It might be that the debate of either having a codification or personalization dominant strategy or the argument of having an equal-dominance coexistence of those strategies are obsolete. New OLN strategies might emerge in organizations that highly depend on automation and artificial intelligence with a mass customization competitive advantage. For example, OLN might be leaning towards a more partnership model between human capital and machines and software. Under such a strategy, what will be the role of HRM and how HR practices will be constructed? A parallel influence, related to the increasing embedment and dependence on technology within some organizations is the changing nature of the workplace and work arrangements. For example, the impact of the increasing trends of crowd-workers, virtual employees, teleworkers, dematerialization of workplace, etc., will definitely have an impact on OLN and the supporting HR practices.

So far, the available literature on the role of HRM in supporting OLN theoretically suggests a strong potential contribution for HRMP in implementing effective OLN. Various HRM practices were discussed and relationships made with OLN, although the relationships mooted were mainly focusing on a few HR practices to empirically claim such a relationship. Due to the perceived novelty of this research field within HRMP specifically and management studies in general, there are many contributions that have the potential to be made in this field. There is, of course, a probability that undiscovered gaps between theory and practice do indeed exist. Moreover, most of the studies focused on a few HRMP and not comprehensively covered HR practices in supporting OLN. Therefore, future empirical studies that look at HR practices as a combination in supporting OLN are needed to claim the alignment of HRMP in supporting OLN. Lastly, the study focused on influence of selected human resource management practices on organizational learning and the moderating effect of organizational culture on organization learning in private chartered universities in Kenya. More research may be done to establish how PCUK learn with an understating that learning how to learn is key to increasing organizational learning.

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APPENDICES

Appendix I: Introduction Letter

Beth Wangari Njuguna,
School of Entrepreneurship,
Procurement and Management,
Jomo Kenyatta University of
Agriculture and Technology,
P. O. Box 62000-00200,
Nairobi, Kenya.

Dear Prof /Dr/ Mr /Mrs /Ms,

RE: DATA COLLECTION

I am a student at Jomo Kenyatta University of Agriculture and Technology (JKUAT) currently pursuing Doctorate degree in Human Resource Management (PhD). I am conducting a survey on; **INFLUENCE OF SELECTED HUMAN RESOURCE MANAGEMENT OF ORGANIZATION LEARNING IN PRIVATE CHARTERED UNIVERSITIES IN KENYA**. You have been selected to participate in this study and I would highly appreciate if you assisted me by responding to all questions as completely, correctly and honestly as possible. Your response will be treated with utmost confidentiality and will be used only for research purposes of this study only. Please note that this survey will protect respondent's identity therefore do not write your name or identification on the questionnaire.

Thank you in advance for your co-operation.



Beth Njuguna

HD412-4783/2015

PhD HRM Candidate, JKUAT

Appendix II: Questionnaire

The purpose of this questionnaire is purely for research and it is intended to aid in acquiring informative data from respective respondents in Institutions of Higher Learning in Kenya. The proposed study will analyse the influence of Selected Human Resource Management Practices on Organizational Learning in Institutions of Higher Learning in Kenya. Therefore, your response to this questionnaire will highly be appreciated in accordance with the provided guidelines for each of the parts. Strict confidentiality of information and secrecy of respondents will be ensured. Please respond to all the questions by filling in the blank spaces or by placing a tick appropriately.

INSTRUCTIONS

Kindly tick (✓) where appropriate OR write your response in the spaces provided.

SECTION I: DEMOGRAPHIC INFORMATION

i) Gender

Male [] Female []

ii) Age group

20-30 []

31-40 years []

41-50 years []

51-60 years []

61 -70 years []

iii) Specify the substantive position you currently occupy in the higher education institution _____

iv) How many years have you worked in the higher education sector?

Less than 1 year []

1-10 years []

11-20 years []

21-30 years []

31 years and above []

v) Indicate the highest level of education you have attained.

Certificate [] Diploma [] Bachelors' Degree []

Masters' Degree [] Doctorate []

Others (specify), _____

SECTION II: HUMAN RESOURCE MANAGEMENT PRACTICES

PART A: EMPLOYEE TRAINING

1. Has the training programme policy in your institution been operationalized?

YES [] NO []

2. If yes in the above, how has this policy improved employees' competencies?

.....
.....

Kindly tick (√) to express the extent to which you agree or disagree with the following statements as concerns your institution. Key: 5= Strongly Agree 4= Agree 3= Neither Agree or Disagree 2= Disagree 1= Strongly Disagree						
	Opinion Item Indicator	5	4	3	2	1
3.	Management conducts comprehensive induction for new employees					
4	Management has mentorship programs					
5.	Management highly emphasizes development of human resource and encourages team learning					
6.	The institution offers study leave with pay for the employees					
7.	Conferences and seminars are organized regularly by my institution to enhance job delivery					
8.	Management encourages on the job training for continuous learning					
9.	My supervisors delegate some of their responsibilities to me at times					

PART B: STRUCTURAL EMPOWERMENT

11. Does the following means of structural empowerment exist in your organization?

Recognition	Tick (√) if it is in use in your institution
Autonomy	
Participative management	
Information	
Job enrichment	
Delegation of authority	

12. In your opinion, in what way do you think the structural empowerment means you ticked (√) above influences organization learning?

.....

When structural empowerment takes place, express the extent to which you agree or disagree with the following statements.						
Key: 5= Strongly Agree 4= Agree 3= Neither Agree or Disagree 2= Disagree 1= Strongly Disagree						
	Opinion Item Indicator	5	4	3	2	1
13.	Job commitment is enhanced					
14.	Employees are keen on sharing knowledge					
15.	Employees become motivated to acquire new knowledge					
16.	Job efficiency is enhanced where employees are able to focus precisely on what is to be done to execute their duties					
17.	Employees become adaptive to present circumstances and more disposed towards innovative behavior					
18.	Employees get the opportunity to apply their understanding and skills effectively					
19.	Employees are encouraged to learn new skills that will increase efficiency and performance					

PART C: LEADERSHIP STYLES

21. Does the leadership in the institution raise employee’s inspiration to learn by creating an operating environment that allows knowledge sharing? **YES** []
NO []
22. Does the leadership in the institution offer incentive to employees for taking initiative to learn? **YES** [] **NO** []
23. If yes in the above question(s), what strategies have they put in place?

Indicate with a tick (√) the extent to which you agree or disagree with the following statements regarding organization leadership in your institution. Key: 5= Strongly Agree 4= Agree 3= Neither Agree or Disagree 2= Disagree 1= Strongly Disagree						
Opinion Item Indicator		5	4	3	2	1
24.	Leaders actively led by example in the gradual process of evolving the norms and behaviours of a learning culture					
25.	The leadership in the institution encourages employees to take up opportunities to learn from mistakes					
26.	Leaders constantly communicate change to its employees and involve them in the change transition process					
27.	The leadership in the organization is generally considered to encourage teamwork, consensus and participation.					
28.	Top leaders in the institution invests in technologies that enable transmission and sharing of knowledge					
29.	Leaders in the institution reward those who are predisposed to bringing about change, to aid in the diffusion of new learning					
30.	The leaders exchange things of value with subordinates for them to do the leaders desires					

PART D: ORGANIZATION COMMUNICATION

31. Which are the means of communication that exist in your organization?

.....

Indicate with a tick (√) the extent to which you agree or disagree on how organization communication is embraced in your institution.						
Key: 5= Strongly Agree 4= Agree 3= Neither Agree or Disagree 2= Disagree 1= Strongly Disagree						
	Opinion Item Indicator	5	4	3	2	1
32.	Employees are well-versed with organizational policies, procedures and objectives.					
33.	Change is communicated throughout the organization and employees are sensitized about the change process where new ideas are conceived.					
34.	It's very clear on what is expected of me and the immediate supervisor provides feedback on my performance which creates bases for learning					
35.	There is coordinated interpersonal relations and teamwork across departments in this institution					
36.	The institution documents the deliberations of its seminars, workshops, conferences and training programmes and circulates it's to members					
37.	The institution has collaboration with other institution of higher learning.					
38.	I keep my opinions to myself for fear of victimization					

40. In your opinion, how does organization communication influence organization learning in your institution?

.....

PART E: ORGANIZATIONAL CULTURE

41. My institution has a culture that encourages employee participation and openness.

YES [] NO []

42. If yes in above list some of the ways the employees participate in key decision making.....

Indicate with a tick (√) the extent to which you agree or disagree with the following statements regarding organization culture in your institution.						
Key: 5= Strongly Agree 4= Agree 3= Neither Agree or Disagree 2= Disagree 1= Strongly Disagree						
Opinion Item Indicator		5	4	3	2	1
43.	The culture that holds the institution together is commitment to innovation and continuous learning. There is an emphasis on being on the cutting edge.					
44.	Teamwork is a norm in this institution. There is an emphasis on knowledge sharing.					
45.	My institution has research-oriented culture that is aggressive in looking for partnership and collaborations.					
46.	The power to enhance organization learning in my institution is based on a culture that highly emphasis on employee training.					
47.	A result-oriented culture is embraced in the institution that emphasizes on efficiency, productivity and on-time delivery of services.					
48.	Employees in the institution are generally interested in individual learning to improve performance.					
49.	The institution usually rewards employees for their contributions as a means of empowerment					

50. In your opinion, what are some of the cultures that should have been nurtured to enhance organizational learning in your institution?

.....

PART F: ORGANIZATIONAL LEARNING

51. My institution has knowledge structures through which it continuously acquires new knowledge and adjusts itself to environmental changes. **YES** []
NO []

52. If yes, list some of the structures that have been put in place by the institution.

.....

Indicate with a tick (√) to what extent you agree or disagree with the following statements regarding organizational learning in your institution?						
Key: 5= Strongly Agree 4= Agree 3= Neither Agree or Disagree 2= Disagree 1= Strongly Disagree						
	Opinion Item Indicator	5	4	3	2	1
53.	I am satisfied with the knowledge I have acquired since I joined this institution.					
54.	Knowledge transfer has potentially increased workers' creativity and innovativeness.					
55.	Organizational learning has allowed nurturing of new patterns of thinking approach so that shared vision is realized.					
56.	Teamwork in the institution is generally considered to embody cohesion and knowledge sharing					
57.	My institution makes relevant changes based on new knowledge					
58.	The institution has formal mechanisms and systems that ensure knowledge dissemination takes place					
59.	The institution has a system in place where new ideas are coded, stored and shared					

60. If you would like to make any other suggestions on ways of enhancing organization learning in your institution on any of the items included in the questionnaire, please write them in space provided below.

.....

THE END

Appendix III: Interview Guide

Interview Guide for Human Resource Managers in Kenyan Chartered Private Universities

1. How long have you been working in this institution (years).
2. What kind of staff training programs exists in your institution?
3. How often does the institution conduct its staff training and are there any scholarships for the staff?
4. How has employee training affected organization learning in your institution?
5. Are there forums/networks established by the Institution where staff share ideas/views or grievances and how do you involve your employees in decision making?
6. What are formal mechanisms and systems that the institution has put in place to ensure knowledge dissemination takes?
7. (i) Are employees given opportunity to appraise themselves and are they given feedback on their performance by their supervisors?

(ii) If yes, comment on its effectiveness in promoting organization learning.
8. What empowerment programmes has the institution put in place to motivate staff to learn?
9. Does your institution participate in exchange programmes with other institutions of higher learning or corporate world and how do these programmes influence organization learning?
10. In your view what contributes to knowledge holding rather than knowledge sharing, and how does the Human Resource Management Practices facilitate knowledge sharing?

Appendix IV: List of Chartered Private Universities in Kenya

In line with Section 28 (4) of Act No. 42 of 2012, the Commission for University Education (CUE) published the following list of private universities accredited to undertake university education in Kenya:

S/No.	University Name	Year of Establishment	Location	Campuses
1.	Adventist University of Africa	2005	Nairobi	Main Campus
2.	University of Eastern Africa, Baraton	1989	Eldoret	Eldoret Campus, Nairobi Campus, Main Campus
3.	Catholic University of Eastern Africa (CUEA)	1989	Langata	Main Campus, Kisumu Campus, Nairobi Campus, Gaba Campus
4.	Daystar University	1989	Athi River	Main Campus (Athi River); Nairobi Campus
5.	Scott Christian University	1989	Machakos	Main Campus (Machakos)
6.	United States International University	1989	Nairobi	Main Campus (Nairobi)
7.	St. Paul's University	1989	Limuru	Main Campus, Machakos Campus, Nakuru Campus, Nairobi Campus
8.	Pan Africa Christian University	1989	Nairobi	Main Campus, Valley Road Campus
9.	KAG - EAST University	1989	Buru Buru	Main Campus (Buru Buru) ; Nairobi Campus
10.	Africa International University	1989	Karen	Karen Main Campus, Eldoret Center, Kisumu KIST, Maseno Campus, Nairobi CBD Campus
11.	Kenya Highlands Evangelical University	1989	Kericho	Main Campus (Kericho)
12.	Africa Nazarene University	1993	Ongata Rongai	Main Campus (Ongata Rongai), Nairobi Campus
13.	Kenya Methodist University	1997	Meru	Main Campus, Mombasa Campus, KEMU Hub Nairobi, KEMU Plaza Nairobi, Nakuru Campus, Nyeri Campus

S/No.	University Name	Year of Establishment	Location	Campuses
14.	Strathmore University	2002	Nairobi	Madaraka Main
15.	Kabarak University	2002	Nakuru	Main Campus (Kabarak), Nakuru Town Campus, Nairobi Campus, Eldoret campus
16.	Great Lakes University of Kisumu	2006	Kibos	Main Campus (Kibos) Millimani Campus (Kisumu Town)
17.	KCA University	2007	Ruaraka	Kitengela Campus, Kisumu Campus, Main Campus, Monrovia Plaza Campus
18.	Mount Kenya University	2008	Thika	Kakamega Campus, MKU Parklands Campus, MKU Towers Campus, Moi Avenue Campus, Union Towers Campus, Main Campus, Kisii Campus Kitale Campus, Eldoret Campus, Kisii Campus, Nkubu Campus, Mombasa Campus, Nakuru Campus, Lodwar County

Appendix V: Target Population

S/No.	Private Chartered Uni	Teaching Staff	Non-Teaching Staff	Total no. staff	Total no of managerial staff grade 13-15
1.	Adventist University of Africa	150	67	217	11
2.	University of Eastern Africa, Baraton	97	80	177	9
3.	Catholic University of Eastern Africa (CUEA)	250	160	410	21
4.	Daystar University	400	250	650	33
5.	Scott Christian University	130	60	190	10
6.	United States International University	420	350	740	37
7.	St. Paul's University	200	150	350	18
8.	Pan Africa Christian University	107	65	172	9
9.	KAG - EAST University	80	62	142	7
10.	Africa International University	150	67	217	11
11.	Kenya Highlands Evangelical University	100	62	162	8
12.	Africa Nazarene University	240	160	400	20
13.	Kenya Methodist University	300	245	545	27
14.	Strathmore University	250	200	450	23
15.	Kabarak University	250	180	430	22
16.	Great Lakes University of Kisumu	120	67	187	9
17.	KCA University	234	180	414	21
18.	Mount Kenya University	400	220	620	31
Totals		3,878	2,625	6,503	N=327

Source: Commission for University Education (2018).

Appendix VI: Generated SPSS

Descriptive Statistics

	N	Mean	Std. Deviation
Gender	156	1.47	.501
Age Group	156	2.42	1.159
How many years you have worked in the higher education sector	156	2.70	.676
Indicate the highest level of education you have attained	156	3.83	.769
Has the training programme policy in your institution been operationalized	156	1.54	.500
Management conducts comprehensive induction for new employees	156	4.13	1.014
Management have mentorship programs	156	3.97	1.037
Management highly emphasizes development human resource and encourages team learning	156	3.92	1.101
The institution offers study leave with pay for the employees	156	4.15	1.108
Conferences and Seminars are organized regularly by my institution to enhance job delivery	156	3.92	1.113
Management encourages on the job trainings for continuous learning	156	3.90	.965
My supervisors delegate some of their responsibilities to me at times	156	3.95	1.228
I have training opportunities to learn and develop on my job	156	3.97	1.083
Job commitment is enhanced	156	3.93	1.203
Employees are keen on sharing knowledge	156	4.23	.989
Employees become motivated to acquire new knowledge	156	4.16	.884
Job efficiency is enhanced where employees are able to focus precisely on what is to be done to execute their duties	156	4.10	.995
Employees become adaptive to present circumstances and more disposed towards innovative behavior	156	4.12	1.018
Employees get the opportunity to apply their understanding and skills effectively	156	4.03	.990
Employees are encouraged to learn new skills that will increase efficiency and performance	156	4.08	1.016
Does the leadership in the institution raise employee's inspiration to learn by creating an operating environment that allows knowledge sharing	156	4.03	.983
Does the leadership in the institution offer incentive to employees for taking initiative to learn	156	3.94	1.109
Leaders actively led by example in the gradual process of evolving the norms and behaviours of a learning culture	156	3.96	1.171
The leadership in the institution encourages employees to take up opportunities to learn from mistakes	156	4.08	.808
Leaders constantly communicate change to its employees and involve them in the change transmission process	156	3.99	.933

The leadership in the organization is generally considered to encourage teamwork, consensus and participation	156	3.88	1.166
Top leaders in the institution invests in technologies that enable transmission and sharing of knowledge	156	3.90	1.002
Leaders in the institution reward those who are predisposed to bringing about change, to aid in the diffusion of new learning	156	3.96	1.062
The leaders exchange things of value with subordinates for them to do leaders desires	156	3.92	1.136
Employees are well-versed with organizational policies, procedures, and objectives	156	3.91	1.109
Change is communicated throughout the organization and employees are sensitized about the change process where new ideas are conceived	156	3.99	.887
It's very clear on what is expected is expected of me and the immediate supervisor provides feedback on my performance which creates base of learning	156	3.87	1.054
There is coordinated interpersonal relations and teamwork across departments in this institution	156	3.98	1.056
The institution documents the deliberations of its seminars workshops conferences and training programmes and circulates it to members	156	4.08	.901
The institution has collaboration with other institutions of higher learning	156	3.91	1.025
I keep opinions to myself for fear of victimization	156	3.92	.970
My institution has a culture that encourages employee participation and openness	156	4.01	.937
The culture that holds the institution together is commitment to innovation and continuous learning. There is an emphasis on being on the cutting edge	156	3.88	1.182
Teamwork is a norm in this institution. There is an emphasis on knowledge sharing	156	3.85	1.076
My institution has research-oriented culture that is aggressive in looking for partnerships and collaborations	156	3.90	1.058
The power to enhance organization learning in my institution is based on a culture that highly emphasizes on employee training	156	3.85	1.137
A result-oriented culture is embraced in the institution that emphasizes on efficiency, productivity and on time delivery of services	156	3.86	1.086
Employees in the institution are generally interested in individual learning to improve performance	156	4.03	.970
The institution usually rewards employees for their contributions as a means of empowerment	156	4.02	.974

My institution has knowledge structures through which it continually acquires new knowledge and adjusts itself to environmental changes	156	4.06	.931
I am satisfied with the knowledge i have acquired since i joined this institution	156	3.88	1.199
Knowledge transfer has potentially increased workers creativity and innovativeness	156	3.91	1.080
Organizational learning has allowed nurturing of new patterns of thinking approach so that shared vision is realized	156	3.92	1.028
Teamwork in the institution is generally considered to embody cohesion and knowledge sharing	156	3.85	1.118
My institution makes relevant changes based on new knowledge	156	3.92	1.044
The institution has formal mechanisms and systems that ensure knowledge dissemination takes place	156	3.86	1.031
The institution has a system in place where new ideas are coded, stored and shared	156	3.92	.964
Organizational learning	156	3.6704	.59688
Employee Training	156	3.5632	.68658
Structural Empowerment	156	3.7127	.61292
Leadership styles	156	3.6393	.60897
Organizational communication	156	3.6087	.67280
Organizational culture	156	3.6118	.66395
OLN	156	3.6704	.59688
ET	156	3.5632	.68658
SE	156	3.7127	.61292
LS	156	3.6393	.60897
OC	156	3.6087	.67280
M	156	3.6118	.66395
ET.M	156	13.1569	4.10933
SE.M	156	13.6954	3.96540
LS.M	156	13.4687	3.98227
OC.M	156	13.3422	4.10352
Valid N (listwise)	156		

Correlations

	OLN	ET	SE	LS	OC	M
Pearson Correlation	1	.654**	.804**	.781**	.726**	.758**
OLN Sig. (2-tailed)		.000	.000	.000	.000	.000
N	156	156	156	156	156	156
Pearson Correlation	.654**	1	.632**	.678**	.485**	.634**
ET Sig. (2-tailed)	.000		.000	.000	.000	.000
N	156	156	156	156	156	156
Pearson Correlation	.804**	.632**	1	.760**	.673**	.707**
SE Sig. (2-tailed)	.000	.000		.000	.000	.000
N	156	156	156	156	156	156
Pearson Correlation	.781**	.678**	.760**	1	.668**	.807**
LS Sig. (2-tailed)	.000	.000	.000		.000	.000

	N	156	156	156	156	156	156
	Pearson Correlation	.726**	.485**	.673**	.668**	1	.694**
OC	Sig. (2-tailed)	.000	.000	.000	.000		.000
	N	156	156	156	156	156	156
	Pearson Correlation	.758**	.634**	.707**	.807**	.694**	1
M	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	156	156	156	156	156	156

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

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.654 ^a	.427	.424	.45312

a. Predictors: (Constant), Employee Training

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	23.603	1	23.603	114.959	.000 ^b
	Residual	31.619	154	.205		
	Total	55.222	155			

a. Dependent Variable: organizational learning

b. Predictors: (Constant), Employee Training

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.645	.192		8.554	.000
	Employee Training	.568	.053	.654	10.722	.000

a. Dependent Variable: organizational learning

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.804 ^a	.646	.644	.35613

a. Predictors: (Constant), Structural Empowerment

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	35.690	1	35.690	281.410	.000 ^b
	Residual	19.531	154	.127		
	Total	55.222	155			

a. Dependent Variable: organizational learning

b. Predictors: (Constant), Structural Empowerment

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.764	.176		4.350	.000
	Structural Empowerment	.783	.047	.804	16.775	.000

a. Dependent Variable: organizational learning

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.781 ^a	.609	.607	.37432

a. Predictors: (Constant), Leadership styles

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	33.644	1	33.644	240.114	.000 ^b
	Residual	21.578	154	.140		
	Total	55.222	155			

a. Dependent Variable: organizational learning

b. Predictors: (Constant), Leadership styles

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.886	.182		4.865	.000
	Leadership styles	.765	.049	.781	15.496	.000

a. Dependent Variable: organizational learning

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.726 ^a	.527	.524	.41193

a. Predictors: (Constant), organizational communication

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	29.091	1	29.091	171.441	.000 ^b
	Residual	26.131	154	.170		
	Total	55.222	155			

a. Dependent Variable: organizational learning

b. Predictors: (Constant), organizational communication

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.347	.181		7.461	.000
	Organizational communication	.644	.049	.726	13.094	.000

a. Dependent Variable: organizational learning

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.758 ^a	.575	.572	.39027

a. Predictors: (Constant), organizational culture

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	31.765	1	31.765	208.550	.000 ^b
	Residual	23.456	154	.152		
	Total	55.222	155			

a. Dependent Variable: organizational learning

b. Predictors: (Constant), organizational culture

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.208	.173		6.967	.000
	Organizational culture	.682	.047	.758	14.441	.000

a. Dependent Variable: organizational learning

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.869 ^a	.754	.748	.29974

a. Predictors: (Constant), Organizational Communication, Employee Training, Structural Empowerment, Leadership styles

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	41.655	4	10.414	115.911	.000 ^b
	Residual	13.566	151	.090		
	Total	55.222	155			

a. Dependent Variable: organizational learning

b. Predictors: (Constant), Organizational Communication, Employee Training, Structural Empowerment, Leadership styles

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.258	.161		1.610	.110
	Employee Training	.119	.049	.137	2.429	.016
	Structural Empowerment	.352	.066	.362	5.318	.000
	Leadership styles	.238	.070	.243	3.425	.001
	Organizational Communication	.225	.051	.253	4.391	.000

a. Dependent Variable: organizational learning

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.654 ^a	.427	.424	.45312

a. Predictors: (Constant), ET

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	23.603	1	23.603	114.959	.000 ^b
	Residual	31.619	154	.205		
	Total	55.222	155			

a. Dependent Variable: OLN

b. Predictors: (Constant), ET

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.645	.192		8.554	.000
	ET	.568	.053	.654	10.722	.000

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	Residual	19.531	154	.127		
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	SE	.783	.047	.804	16.775	.000

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	LS	.765	.049	.781	15.496	.000

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Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	29.091	1	29.091	171.441	.000 ^b
	Residual	26.131	154	.170		
	Total	55.222	155			

a. Dependent Variable: OLN

b. Predictors: (Constant), OC

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
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	OC	.644	.049	.726	13.094	.000

a. Dependent Variable: OLN

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
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Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	41.655	4	10.414	115.911	.000 ^b
	Residual	13.566	151	.090		
	Total	55.222	155			

a. Dependent Variable: OLN

b. Predictors: (Constant), OC, ET, SE, LS

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.258	.161		1.610	.110
	ET	.119	.049	.137	2.429	.016
	SE	.352	.066	.362	5.318	.000
	LS	.238	.070	.243	3.425	.001
	OC	.225	.051	.253	4.391	.000

a. Dependent Variable: OLN

Appendix VII: NACOSTI Letter



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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NACOSTI, Upper Kabete
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P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/18/30553/27427**

Date: **18th December, 2018**

Beth Wangari Njuguna
Jomo Kenyatta University of
Agriculture and Technology
P.O. Box 62000-00200
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Influence of human resource management practices on organization learning of private chartered universities in Kenya”* I am pleased to inform you that you have been authorized to undertake research in **all Counties** for the period ending **18th December, 2019**.

You are advised to report to **the Vice Chancellors of selected Universities, the County Commissioners and the County Directors of Education, all Counties** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

**GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The Vice Chancellors
Selected Universities.

The County Commissioners
All Counties.

Appendix VIII: Research Permit

THIS IS TO CERTIFY THAT:

MS. BETH WANGARI NJUGUNA

of JOMO KENYATTA UNIVERSITY OF

AGRICULTURE AND TECHNOLOGY,

52428-200 Nairobi, has been permitted

to conduct research in All Counties

on the topic: INFLUENCE OF HUMAN

RESOURCE MANAGEMENT PRACTICES


ON ORGANIZATION LEARNING OF

PRIVATE CHARTERED UNIVERSITIES IN

KENYA

for the period ending:


18th December, 2019


Applicant's
Signature

Permit No : NACOSTI/P/18/30553/27427

Date Of Issue : 18th December, 2018

Fee Received : Ksh 2000


Director General
National Commission for Science,
Technology & Innovation