

MODERATING THE EFFECT OF ORGANIZATIONAL LEADERSHIP ON THE RELATIONSHIP BETWEEN ORGANIZATIONAL LEARNING STRATEGIES AND PERFORMANCE OF KENYA INSTITUTE OF MANAGEMENT IN NAIROBI COUNTY, KENYA

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ABSTRACT

Organizational performance is a key parameter for institutions of higher learning and is a crucial basis for ranking them against global and local players. The institutions are continually being exposed to increased demands in enhancing their performance to produce excellent and compelling scholarly information and research as well as suitable graduates for the evolving job market. Organizational learning has proven to yield results in enabling firms to adapt to change and improve on their productivity. This research sought to establish whether organizational leadership moderate the effect of organizational learning strategies on the performance of Kenya Institute of Management in Nairobi County, Kenya. The theory that guided this paper is organizational learning model. To undertake this research, a descriptive research design was utilized where performance was the dependent variable. The study population was 209 employees. A sample was derived through stratified sampling where respondents were grouped by the eight departments at the institution resulting to a sample of 80 employees. The data for the research was gathered using structured questionnaires and were emailed to the participants in the research. The study results were modeled using multiple regression model for analysis. The research findings demonstrated that the prevalent style of leadership at KIM was transactional leadership style. The research outcomes illustrated that transactional leadership style significantly and negatively impacted performance of KIM. Further, the research findings showed that the leadership style did not moderate the impact of organizational learning strategies on the performance of KIM.

Keywords: organizational leadership, organizational learning strategies, performance of Kenya Institute of Management, Kenya

1.0 INTRODUCTION

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

Quality Council of Ontario in 2020, seven outcome-based metrics were identified namely; student skills, economic and social mobility, graduate outcomes, transfer patterns and graduation rates, and financial stability.

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

Organizational learning strategies refer to the methods or techniques applied to achieve organizational learning (Strang, 2003). Therefore, organizational learning strategies are the techniques used in transforming individual knowledge into organizational knowledge in the firm. The definition by Strang (2003) is aligned to the different levels of learning namely; individual, team and organizational learning levels, which implies that at the different levels, different techniques are applied to build knowledge for the firm. At the individual level, the techniques identified include on-the-job training, job rotation, specialization and re-use of experts. At the team level, the methods include developed groupthink, interpersonal communication, informal interactions, and imitation and role modeling. The techniques at the organizational level include departmentalization, specialization, organizational routines, rules and processes, professional communities and case study partnerships with educational institutions. The interactions between the three groups enable the firm to build a knowledge ecosystem with unlimited exchanges of information (Garad & Gold, 2019 ; Smith, 2012). As evidenced by the different scholars, organizational learning strategies can be broadly measured, which usually depends on the definition of the firm's objectives. Therefore, this study explored organizational learning strategies as deployed at the three levels of the learning process and will guide by the strategies highlighted by Strang (2003).

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

The Kenya Institute of Management is a training and consultancy institution that focuses on capacity building services to firms. The firm's specialties are in training are leadership, governance and training forums (KIM, 2020). However, in the recent past, KIM has been facing a high rate of staff turnover and staff strikes, and student complaints of the ambiance of the institution (Gekonge, 2022). This is based on web reviews on Glassdoor between 2020 and 2022 (Glassdoor, 2023). KIM's focus is to guide individuals and organizations in building knowledge for application in their respective fields. Therefore, it is highly assumed that it ought to be at the frontline in the application of the knowledge that is inculcated to others through its programs. Even so, this too does not directly translate to a guarantee for effectiveness in achieving high performance as indicated by the reviews on Glassdoor. This shaped the foundation for the research to assess the implementation of organizational learning strategies at the different levels of learning at KIM and their effect on performance. This research paper established whether organizational leadership moderate the effect of organizational learning strategies on the performance of Kenya Institute of Management in Nairobi County, Kenya.

2.0 THEORETICAL FRAMEWORK

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

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

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

This framework was employed in this research based on the classification of the learning process in the three levels of learning. Nonetheless, the study examined the different strategies

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

3.0 EMPIRICAL FRAMEWORK

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

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

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

JesúsGarcía-Morales et al. (2012) examined the effect of transformational leadership on organizational performance through organizational innovation and learning. The study was

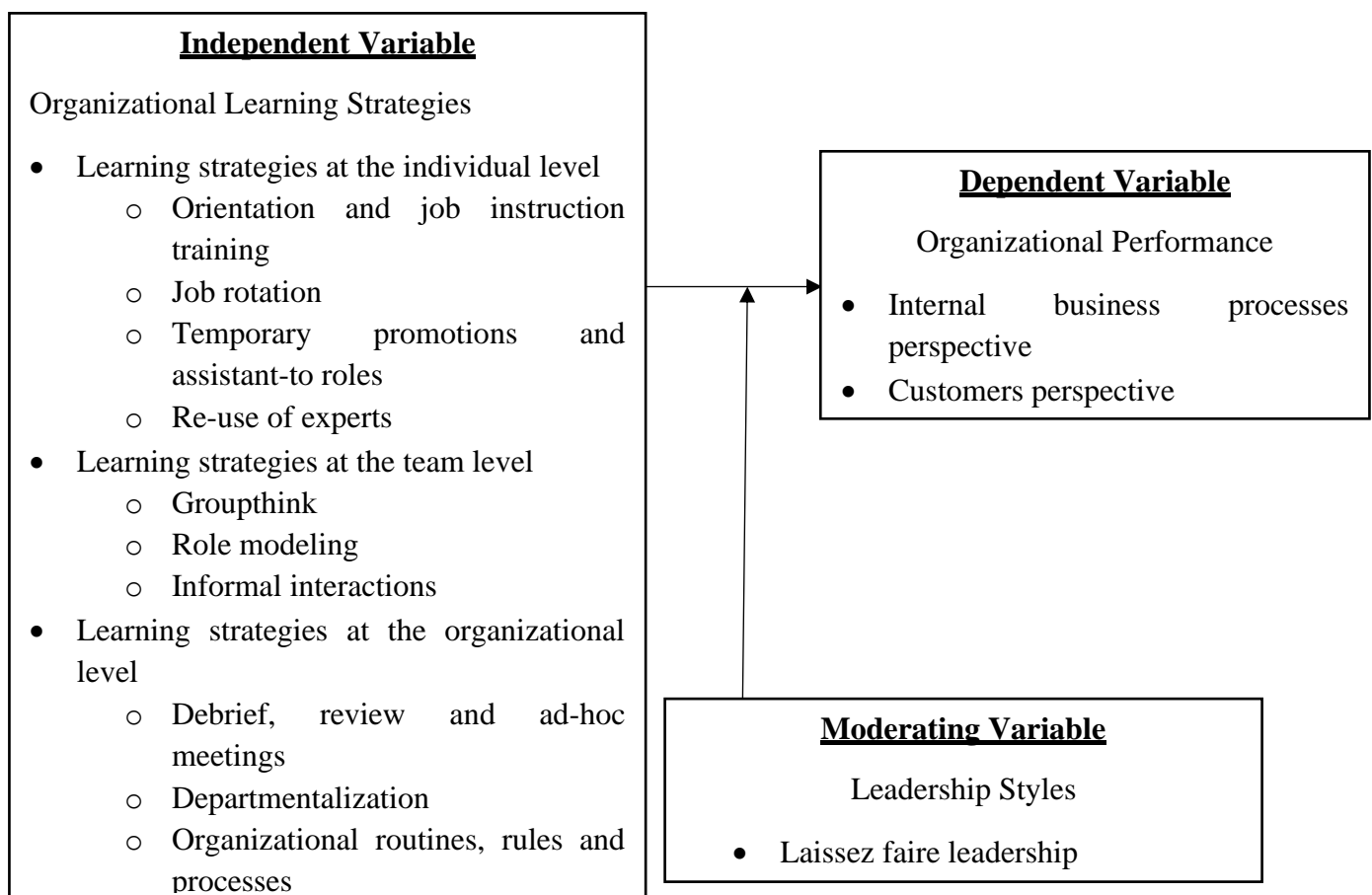
conducted in Spain across 168 firms. The key subject for the study was the CEOs of the firms. Data was collected through structured questionnaires and was analyzed through the SEM. The study results indicated that transformational leadership had a favorable impact on organizational performance through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

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

4.0 CONCEPTUAL FRAMEWORK

Figure 1 describes the conceptual framework that was used in the research.

Figure 1: Conceptual Framework



5.0 RESEARCH METHODOLOGY

Descriptive research design was adopted in this study. A descriptive research design focuses on providing a description to the situation under study through data collection, analysis and presentation, which was the course of undertaking for the research. In this research, the population was made up of all the employees at KIM, who are 209 respondents comprising 9 senior management, 49 operations/business managers and 149 employees.

The study adopted quota sampling, which entails grouping the population into mutually exclusive sub-groups and picking samples based on a given share (Sapsford & Jupp, 2006). For the study, the population was grouped by departments and ten employees selected from each department. Therefore, from the eight departments in the institution, eighty employees were selected, totaling the sample to 80 employees. The selection criterion for the ten employees in each department was random selection.

This study was conducted through a survey that was administered through questionnaires. Questionnaires are a set of written questions that are administered to the sampled individuals either through mail, email, websites or drop-offs (Johannesson & Perjons, 2014).

Descriptive statistics were used to present the summary characteristics of the data gathered. The interaction between the variables was measured through a multiple regression model. Equation 3-1 indicates how organizational learning was quantified through the different components of organizational learning strategies while Equation 3-4 was used to assess organizational leadership in moderating the effect of organizational learning strategies on organizational performance. The equations are as shown below:

Equation 3 1

$$OLS = \frac{1}{3}LSI + \frac{1}{3}LST + \frac{1}{3}LSO$$

Equation 3 2

$$OP = \beta_0 + \beta_1OLS + \beta_2OLS * OL + \varepsilon$$

Where;

OP: organizational performance

LSI: learning strategies at the individual level

LST: learning strategies at the team level

LSO: learning strategies at the organizational level

OLS: organizational learning strategies

OL: organizational leadership

β : coefficient to the respective variables

ε : error term

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

6.0 RESULTS

The research sample was 80 respondents targeting ten respondents from each of the eight departments at KIM. The response rate was favorably high where 77 employees filled in the questionnaire and replied via email. This represented a 96.25% response by percentage. Going by the findings by Kothari and Gang (2014), a sample is considered sufficient for assessment of data and reporting when the response rate is 50%, 60% is considered good, and 70% or higher is splendid. Thus, the response rate was sufficient and suitable to conduct the analysis.

The study respondents comprised of 35 males and 42 females, representing 45.45% and 54.55% of the respondents respectively. Majority of the participants consisted of the ages between 30 and 39, while the minority were aged between 50 and 60 years old. The age group from 25-29 had 17 respondents while 40-49 were 19 respondents. Respectively, this represented 22.08% and 24.68% of the research sample.

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

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

Based on the total years of experience at KIM, the study established that relatively, the majority had 11-20 years of experience representing 36.36%. The second category was for the participants with 1-5 years of experience, which was 28.57% and 6-10 years, which was 22.08%. The smallest category was over 20 years of experience at KIM, which was 12.99% of the total respondents.

6.1 Descriptive Results

This section presents the descriptive results of organizational performance, organizational learning strategies and organizational leadership. The questionnaire comprised 25 questions evaluating KIM's performance as per the perspective of the survey participants. Table 1 is a tabulated summary of the responses obtained from the questionnaire. Parameters 19 and 21 were reverse coded to obtain their true measure.

There were 17 questions assessing the parameters under the organizational learning strategies category. Table 2 is a tabulated summary of the responses collected in the category. Questions 1-7 assessed the learning strategies at the individual level (LSI), 8-13 evaluated the learning strategies at the team level (LST) and 14-17 gaged the learning strategies at the organizational level (LSO).

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

Table 1: Measures of Performance

Q. No.	Performance (OP)	Mean	Mode	STDEV
1	Level of strategic partnerships	2.9481	3	1.33669
2	Availability of distinct programs	4.1169	4	0.62774
3	Availability of blended programs: full-time, part-time and distant learning	4.4935	5	0.68101
4	Institutional accreditations	4.8442	5	0.36509
5	Programs accreditations	4.8442	5	0.36509
6	Funds utilization	1.6234	1	1.136
7	Growth in the number of enrollments	3.0000	5	1.5131
8	Growth of graduation rate,	3.1299	3	1.30132
9	Rate of program transfer	1.8182	1	0.91374
10	Level of students' skills set at graduation	3.6494	5	1.20051
11	Graduates' ratings in the job market	3.0779	4	1.47582
12	Student job placements	1.8442	1	0.97421
13	Level of alumni active participation	2.0260	1	1.20278
14	KIM's national rating	1.9481	2	0.68626
15	KIM's global rating	1.6234	1	0.79536
16	General ambiance rating	3.3377	5	1.35346
17	Level of work motivation	1.7532	1	0.84536
18	Level of work commitment	1.9610	2	0.5722

19	Management turnover rate reversed mean – 1.5714	4.4286	1	0.67723
20	Level of staff skills, ability and knowledge	4.1818	4	0.72051
21	Rate of absenteeism reversed mean – 2.8961	3.1039	2	1.32372
22	Personal ascension in teaching and research	2.9091	2	1.4526
23	Staff contribution to strategy and curriculum	3.3247	4	1.36152
24	Quality of teams	3.1169	3	1.31763
25	Quality of knowledge groups	2.5714	2	1.11719

Table 2: Measures of Organizational Learning Strategies

Q. No.	Organization Learning Strategies (OLS)	Mean	Mode	STDEV
1	On-the-job training	3.5325	3	1.03345
2	Job rotation	2.2468	2	0.94807
3	Temporary promotions	2.4026	3	0.94951
4	Assistant-to roles	2.4026	3	0.94951
5	Knowledge management systems / Knowledge groups	2.9221	3	1.1895
6	Mentorship	2.2727	3	0.78868
7	Coaching	2.2727	3	0.78868
8	Team decision-making	3.0779	3	1.14439
9	De-briefing meetings	2.5325	3	1.02063
10	Review meetings	3.2208	3	1.24206
11	Ad-hoc meetings	3.4416	3	0.97998
12	Informal interactions	3.7403	4	0.93756
13	Role modeling	2.4935	3	0.96822
14	Departmentalization	4.1688	5	1.17432
15	Organizational routines, rules and processes	4.1429	5	1.16658
16	Professional communities	2.3766	2	0.93244
17	Case study partnerships with educational institutions	2.5325	3	0.94011

Table 3: Measures of Organizational Leadership and Learning

Q. No.	Organization Leadership & Learning (OL)	Mean	Mode	STDEV
1	I am aware of where my knowledge can serve the organization	3.0649	3	1.16232
2	I have the right mix of skills to carry out my roles	3.2597	3	1.13525
3	I can recommend new work ideas with ease to the management	3.0519	3	1.22363
4	I know who to speak to when I need specific information	3.1688	3	1.31192
5	Management assigns me to other parts of the organization for cross training	2.5455	3	1.05812
6	I communicate clearly and with ease concerning my needs in the organization	3.1948	3	1.12436

7	I am open to changing into new ways of doing things	3.0649	3	1.24961
8	I use frameworks and models in decision-making through the help of the management	2.4675	3	1.0461
9	I share information with other employees such as goals and performance achievement	2.8312	2	1.15169
10	KIM has established routines that employees have to adhere to	4.3506	5	0.72122
11	KIM collects data on all facets of performance	3.0519	3	1.22363
12	KIM rewards adherence to established processes and routines and punishes deviance	3.0130	3	1.18648
13	KIM monitors the key variables linked to performance	3.3117	3	0.96327
14	KIM makes reviews on performance variables and sets new objectives based on the findings	3.1948	3	1.14753
15	KIM integrates information from different organizational areas	2.9740	3	1.20746
16	KIM uses feedback from employees and organizational-based studies to improve processes	2.5714	3	1.03146
17	KIM proactively addresses problems	2.5195	3	1.008
18	KIM develops experts within	2.8182	2	1.15539
19	There is a formal informational management function at KIM	3.2468	3	1.1938
20	KIM outsources internal capabilities when they are deficient	2.9481	3	1.13435

6.2 Regression results

Simulation was undertaken to confirm the moderating effect of organizational leadership (OL) for organizational learning strategies (OLS) on organizational performance (OP). Regression outcomes are summarized in Table 4.

Table 4: Regression Output for the Moderating Effect of OL on the Effect of OLS on OP

SUMMARY OUTPUT

<i>Regression Statistics</i>	
Multiple R	0.950277031
R Square	0.903026436
Adjusted R Square	0.899041221
Standard Error	0.317740112
Observations	77

ANOVA

	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>
Regression	3	68.63001	22.87667	226.5942	0.0000
Residual	73	7.369991	0.100959		
Total	76	76			

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

Multiple R was 0.9503 (>0.70) demonstrating that the model had goodness of fit. R squared value was 0.9030, also greater than 0.70 indicating that the variables were positively linearly related. The p-value was 0.0000(<0.05), which indicated that the effect of OLS, OL and OLS*OL on OP was statistically significant. OLS had a positive effect on OP (1.2187), OL had a negative effect on OP (-0.2872) while the interaction (OLS*OL) had a positive effect (0.004105). The effects of both OLS and OL were significant, p=0.0000 and p=0.0145 respectively (p<0.05) while the moderation effect was insignificant, p=0.9033. This indicated that independently, OLS and OL had significant effect on OP while OL lacked a moderating effect on OLS in determining OP.

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

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

The prevalent style of leadership identified in the study was transactional leadership, which is often regarded as less effective in achieving sustained long-term performance compared to

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

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

7.0 CONCLUSION AND RECOMMENDATIONS

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

Moreover, the study findings indicated that the prevalent style of leadership at KIM was transactional leadership style. The research demonstrated that transactional leadership style had a considerable negative impact on the performance of KIM. However, it did not moderate the effect of organizational learning strategies on the performance of KIM.

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

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

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