

**ADOPTION OF LEARNING ORGANIZATION AT THE KENYA POWER
AND LIGHTING COMPANY LIMITED**

BY

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DECLARATION

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

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DEDICATION

This project is devoted to the almighty God for His grace as well as mercy that has brought me this far in life, to my wife Selestine, my daughters Precious and Amor, for their unmatched sacrifice, tolerance and understanding during this study program and in memory of my parents, late Joanes and Helen for the great role they played in making me be the kind of person I am today.

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ABSTRACT

The concept of learning organization has grown in latest times due to the pressures facing modern organizations to adapt and stay competitive in the ever changing business environment. Many scholars of this concept agree that companies can only realize a viable competitive advantage if they can learn at a pace that is faster than their competitors. The environment in which the Kenya Power and Lighting Company Limited operates has greatly changed in terms of technology, consumer awareness and demand for quality power supply and quality service as well as pressures of new competitors in the distribution and retail of electric power. The future of the company depends on its ability to adopt and apply learning organization dimensions whereas no known study on learning organization has been carried out within the company. This study therefore sought to establish the level of adoption of learning organization dimensions at the Kenya Power and Lighting Company Limited using a cross-sectional descriptive survey design. Primary data was obtained from respondents located in diverse offices of the company by use of structured questionnaire. The study discovered that KPLC has adopted to a moderate extent the following learning organization dimensions; its ability to continuously change itself through incessant learning, use and application of systems that gather learning and distribute it to the entire firm, creation of a strong connection between itself and the environment, a leadership that creates suitable conditions for making the organization a learning organization and an emphasis on learning at both individual and team levels with an average mean of adoption of 3.2027, 3.14246, 3.2563, 3.0826, and 3.0383 respectively. Use of appropriate and suitable rewards that encourage learning was found to have been espoused by the organization to a less extent with an average mean of adoption of 2.9963. The implications of these findings to policy and practice is that for the organization to secure its place in the current and future dynamic business environment, adequate, agile and effective strategies and policies must be implemented to enable it to fully adopt and incorporate learning organization dimensions. Use of ICT to enhance collaboration and knowledge sharing, provision of adequate budgets for learning, frequent use of team talk, and constant consultation with critical stakeholder are vital for the organization to grow into a learning organization. The study experienced certain limitations such as the low response rate, the limited variables or constructs for determining the level of adoption of learning organization dimensions and the limiting nature of the cross-sectional descriptive survey design that was adopted. For further studies, a longitudinal research design can be adopted to provide the degree of adoption of learning organization dimensions in the organization at various points in time. The model, hence the number of variables used can also be researched on further to determine its suitability and efficacy. Further study can also be done on other players in the electricity sub-sector of the wider energy sector.

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ACRONYMS AND ABBREVIATIONS

DLOQ:	Dimensions of Learning Organization Questionnaire
ICT:	Information Communications Technology
KenGen:	Kenya Electricity Generating Company
KETRACO:	Kenya Electricity Transmission Company
KPLC :	Kenya Power and Lighting Company Limited
OD:	Organization Development
OL:	Organization Learning
REREC:	Rural Electrification and Renewable Energy Corporation
SPSS:	Statistical Package for Social Scientists

CHAPTER ONE: INTRODUCTION

1.1 Background of the study

Ideas held for a protracted period by experts in organizational development have given rise to the advancement of the concept of learning organization. This concept makes it possible to envisage organizations as living creatures that can learn. Carnal (2007) opines that people in an organization may learn about themselves, the organization and the environment. However if the organization does not learn, then when the individuals leave the organization, the learning they have achieved also goes with them. Some of the recent studies on learning organizations (Argyris, 2003; Garvin, 1993; Senge et al., 1994; Serrat, 2010; Sugarman, 2001) have contended that businesses can only realize sustained competitive advantage through their ability to learn quicker than their competition.

The three theories upon which learning organization concept is anchored are the dynamic capability theory (Teece et al., 1997), organizational development theory (McLean, 2006), and knowledge-based theory (Spender and Grant, 1996). The dynamic capability theory postulates that firms that achieve competitive advantage and win in the world marketplace are those that are able to demonstrate prompt responsiveness, speedy and flexible product improvements, together with the competence to excellently manage the coordination and redeployment of proficiencies both within and outside of the organization. Incorporation of dynamic capabilities into a firm requires that a firm becomes a learning organization (Franco & Haase, 2009). The second theory that supports the study is organization development theory. Organization development can be described as a process that has the potential over a long period to advance an organization's information base, productivity, skill, satisfaction, revenue, interpersonal

relations, and other desirable results for the benefit of all (McLean, 2006). From the strategic change standpoint, organizational learning (OL) is one of the important organization development (OD) interventions by which organization transformation occurs (Cummings & Worley, 2004; McLean, 2006). The last theory that anchors this study is the knowledge-based theory. This theory leans on the basis of resources an organization has, knowledge being one of them. It postulates that knowledge is the only sure way of building enduring competitive advantage, being the most essential strategic resource of a firm especially in such an unstable economy where change is the only inevitability (De Carolis, 2002; Nonaka and Takeuchi, 1995). Learning organizations are able to build a viable competitive advantage on knowledge and intellectual wealth which is the only economic foundation of the modern organization.

The Kenya Power and Lighting Company Limited (KPLC) owns and manages a greater portion of the transmission and the entire network for supplying electricity to customers in Kenya. Available data up to May 2018 indicate that KPLC sells electricity to over 6.6 million customers (<http://www.kplc.co.ke>). The KPLC has for a long time enjoyed monopoly in the distribution and retailing of electricity. This monopoly is however threatened as there have been attempts to legalize other power distributors to compete with it. In addition, since Kenya ushered in a new constitutional dispensation in August of 2010, customer awareness, demands and rights to proper service delivery have increased. The environment the company operates has also greatly changed technologically. KPLC is therefore in dire need, more than ever, to be competitive in the manner in which it delivers its product (service) as well as in its ways of doing business. The future of the company lies in its adoption and application of learning organization practices to build and sustain a competitive advantage. This study

therefore strives to discover to what extent the Kenya Power & Lighting company has adopted the learning organization dimensions.

1.1.1 Concept of Learning Organization

A learning organization can be described as that which endeavors to build its own future and adopts learning as both a continuing and innovative process for its memberships (Mason, 1993). It seeks to develop, adapt, and transform itself in reaction to the needs and desires of individuals, in and out of itself. A learning organization is one that takes upon itself the duty to improve the capability of its members so that they can respond better to the environment (Tsang, 1997). A learning organization strives to always improve itself in entirety, through adoption of proactive organizational learning undertakings so as to manage the internal and external change circumstances ahead of time in an effective manner (Cummings & Worley, 2009).

The learning organization concept can be look at as a configuration that makes easy the realization of competitiveness, empowers employees, make stronger and expands the know-how of customers and the corporation they have with key corporate allies, and in the long run enhances the organization's performance (Aly, 2016). Organizational learning is a fundamental component that symbolizes the heart of competitive advantage for organizations (Real et. al., 2014). In spite of its significance for performance, firms still battle with the application of learning organization (Taylor et. al., 2010; Garvin et. al., 2008) as a result of its extremely abstract nature coupled with very little concrete guidance (Garvin et. al., 2008; Taylor et. al., 2010 and Reich, 2007;) in addition to misunderstanding about the learning organization concept itself (Wu and Chen, 2014).

Senge (1990) terms a learning organization as one where individuals enlarge on a continuous basis their ability to craft the outcomes they truly crave, extensive and new patterns of thinking are developed, shared objectives are set free and people are incessantly educating themselves on how to learn as a team. Pedler et al. (1991) defines a learning organization as one where the knowledge of individual memberships is promoted and the organization knowingly improves itself and its environment. The benefits that come with being a learning organization are immense. It enriches an organization's proficiency to meet the ever varying and difficult needs of customers, as well as a sustained competitive superiority above its rivals. Moreover, fruitful transfer of knowledge grown from endless learning into new goods and services allows learning organizations to continually create novel sources of prosperity (Cummings & Worley, 2009).

For a business to progress into a learning organization, it needs to have certain definite characteristics. The characteristics are to an extent the metrics that can gauge and evaluate learning in an organization (Mitleton-Kelly, 2003). Different researchers have attempted to identify various ways in which an organization can develop into a learning organization. Garvin (1993) endorses skills acquisition in five main undertakings in a firm for it to be considered a learning organization. These include: systems problem resolving, trying out fresh tactics, and learning from past history, rapid knowledge transfer throughout the organization, and learning from the finest practices of others. Senge (1990) promoted the five disciplines which are essential for an organization to be regarded as a learning organization. They are: personal mastery, group learning, common vision, mental model, and systems thinking. Other scholars have put forward suggestions to follow certain practices of organizational learning which encompass

attainment of knowledge, information sharing, information interpretation and structural memory (Dibella, Nevis and Gould, 1996; Huber, 1991). From these few models, it is evident that a learning organization needs to advance itself by enabling the continuous learning of its members individually and collectively, both at team and organizational levels.

Senge (1990) predicted that it is not any more adequate just for only one individual to learn on behalf of the organization or play the role of the 'grand strategist' at the top and have everybody else in the organization executing the instructions of the "grand strategist." He argues that the establishments which will shine in the future are those that discern in what way to leverage on people's guarantee to learn at every level of the organization. Peddler et al., (1991) argues that personal learning is not synonymous to organizational learning. Understanding and improving how people learn together collectively is the new frontier. The only organizations that will endure are those whose learning supersedes the speed of change occurring in the environment. Argyris (2003) claims that the greatest reason why this concept of learning organization may have not been exploited by various organizations is the fact that it requires organizations to start by shifting their point of orientation from outward to inward and emphasize on thinking and interacting. Organizations may adopt fashionable, state of the art techniques, but they will be unable to incorporate them as a sustained way of doing business unless the organization is learning. One thing that a learning organization is good at is enabling people accept change and that learning organizations members respond faster when the environment changes because they expect changes that are likely to take place (Senge et al., 1994). The greatest challenge the advancement of the notion of learning organization faces is the debate as to whether there is one universally accepted

dimension of the learning organization. This study has adopted a multi-dimensional approach incorporating common dimensions from the models by Watkins and Marsick (2003), Garvin et al. (2008), Pedler et al. (1991) and Senge (1990) that are pertinent to the investigation of learning organization in KPLC.

1.1.2 Overview of Kenya Power and Lighting Company Limited

The Kenya Power and Lighting Company Limited was founded in 1875 and has over the years gone through a lot of changes. The notable ones include: The creation of KenGen in 1997 to be in charge of public funded generation of power; Establishment of Rural Electrification and Renewable Energy Corporation (REREC) in 2007 to accelerate electrification of rural areas; and incorporation of KETRACO in 2008 to hasten the development of transmission infrastructure (<http://www.kplc.co.ke>). These changes have greatly diminished KPLC's scope of business and resources.

KPLC rebranded to Kenya Power in 2011. In the rebranding, the Kenya Power & Lighting Company took on a different brand name and adopted a different mien that corresponds with its strategic plan and Vision 2030. It started a journey of changing its corporate culture and rebranding with the sole purpose of changing the distribution network so as to offer more dependable and responsive customer service to clients and to maintain its impressive financial outlook (<http://www.kplc.co.ke>). However, the image of the company has not changed much since the re-branding exercise. Customers' complaints about poor service delivery continue to rise by day. The environment in which the company operates currently has also undergone numerous changes technologically and in terms of customer expectations and service demands. These require that Kenya Power and Lighting Company becomes a learning

organization so as to adapt and respond appropriately to these changes. However, no known prior study on the espousal of learning organization has been done within the company to determine if it is a learning organization or not.

1.2 The Research Problem

In this era of uncertainty in the business environment, one sure way of an organization building a lasting competitive advantage is by being a learning organization. Various intellectuals have argued that the knack of an organization to learn at a quicker pace than its rivals is the only enduring cause of competitive advantage (Argyris, 2003; Garvin, 1993; Senge et al., 1994; Serrat, 2010; Sugarman, 2001). However, Oyateru (2011) posits that even though learning can be utilized as a competitive advantage, organizations should not rely on it alone but should endeavor to remain competitive in all other aspects of the business as well, using learning together with all other resources of the firm. There has been no agreement among scholars on how learning organization dimensions manifest as studies by Watkins and Marsick (2003), Peddler et al. (1991), Senge (1990) and Garvin et al. (2008) reveal different dimensions through which learning organization manifest.

The business environment in which KPLC operates has greatly changed. Firstly, KPLC has undergone tremendous changes which began with the separation of the original Kenya Power Company into different entities dealing with generation (KENGEN), transmission (KETRACO), rural electrification and renewable energy (REREC), and distribution and retail of electric power (KPLC). KPLC's large power customers such as Bamburi Cement and Unilever Tea are turning to power production for their own use. Other private investors such as PowerGen and Powerhive have also been licensed by Energy Regulatory Commission to generate and distribute electricity to households

and small businesses (<http://www.nation.co.ke>). These actions have reduced the company's scope of business, its revenue, and are likely to end its monopoly in the distribution and retail of electric power. To remain competitive, KPLC therefore requires creativity, innovation and adaptability in this continuously changing business environment and one way of doing so is by becoming a learning organization.

Empirical studies on learning organization and how its dimensions manifest have been conducted both globally and in Kenya. Research by Pillans (2017) found out that an organization's capability for learning can indeed be the springboard from which competitive advantages emanate. Ellinger, et al. (2000) in their study on how the learning organization influences organizational performance identified a positive link between financial performance and learning organization dimensions. Local studies concerning adoption of the concept of learning organization in different firms by various scholars such as Okome (2014), Omadede (2012), Kibet (2010) and Kamuti (2010) have revealed different extents of adoption of the dimensions of learning organization. However, in order that the organizations continue in business especially in an environment that is fast changing, they need to fully adopt the idea of learning organization dimensions and integrate it in their programs, processes and tools. Quite a number of studies have been carried out at KPLC on various fields of strategic management including (Onyango, 2016; Kirunya, 2014; Marangu, 2012; Maore, 2012; Vikiru, 2008; and, Mohamed, 2007). However, there have been no prior empirical studies to scrutinize the adoption of learning organization dimensions in the company.

A review of the empirical studies highlighted various research gaps that this study addressed. Firstly, No known study in relation to adoption of learning organization

dimensions has been conducted in KPLC. This study filled that gap by examining the adoption of learning organization dimensions at KPLC. Secondly, there have been studies on learning organization dimensions conducted in other organizations but each of these studies investigated learning organization dimensions based on a single model or framework (Okome, 2014; Omadede, 2012; Kibet, 2010; and Kamuti, 2010). There have been no attempts to study adoption of learning organization dimensions based on a multi-dimensional framework that brings together characteristics from different models. This study filled these gaps by studying adoption of learning organization dimensions in KPLC based on a multi-dimensional assessment framework that brings together common learning organization dimensions from the models of Watkins and Marsick (2003), Pedler et al. (1991), Senge (1990), and Garvin et al. (2008). To what extent has the Kenya Power and Lighting Company adopted the dimensions of a learning organization?

1.3 Research Objective

The study sought to assess the extent of adoption of learning organization dimensions at Kenya Power and Lighting Company.

1.4 Value of the study

The study will be beneficial to policy developers, managerial practitioners and academia in the field of learning organization. From this study, policy makers are expected to obtain an insight into the level to which KPLC has adopted the learning organization dimensions so as to assist in the improvement of policies aimed at the creation of a learning organization at personal, team and organization-wide levels so as to revamp the organization's processes, services and its adaptability to meet the challenges in the business environment.

To management practitioners, the discoveries of this study will indicate the organization's strengths and weaknesses in line with specific learning organization dimensions so that strategic actions can be formulated to develop the areas of weaknesses and sustain the areas of strengths. The study will assist in the appropriate reconfiguration of structures, systems and resources so as to make the organization a learning organization that is adaptive, innovative and able to achieve enduring success in the ever changing business environment.

To other students, scholars and academicians, the study will assist in the identification of any possible knowledge gaps for further research especially on the accuracy and efficacy of studying learning organization along the multifaceted framework or model adopted in this research. This will further contribute to knowledge as it may unearth the weaknesses if any of this model as well as come up with new dimensions of how learning organization manifest in various organizations.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter presents the review of literature about the topic under study. It discusses theories that underpin the study, dimensions of a learning organization and a brief of literature and knowledge gaps.

2.2 Theoretical foundation of the study

The study is anchored on three theories. These include dynamic capability theory (Teece et al., 1997), organizational development theory (McLean, 2006) and knowledge-based theory (Spender and Grant, 1996). For an organization to thrive, it requires to be alert to changes and opportunities in the business environment and develop appropriate responses. This is the key postulation of the dynamic capability theory. Development of appropriate responses to changes and opportunities in the business environment require that the organization learns new things and the fundamental resource required for that purpose is knowledge and its effective management hence the knowledge based theory. Appropriate utilization of learning enables the organization to successfully enhance its performance, expertise and productivity, to sustain competitive advantage hence the organization development theory.

2.2.1 Dynamic Capability Theory

Dynamic capability theory postulates that firms that achieve competitive advantage and win in the worldwide marketplace are those that practically demonstrate alertness to opportunity, innovate rapidly and possess managerial capability to more effectively organize internal and external skills (Teece, et al., 1997). This aptitude to outdo competition is referred to as 'dynamic capabilities'. Teece (2007) provided three

foundations for this theory: sensing (to identify and appraise an opportunity), seizing (utilize resources to respond to an opportunity to create value from it) and transforming (the continuous replenishment and reconfiguration of firm's tangible and intangible assets).

Dynamic capability as defined by Helfat et al. (2007) is the aptitude to purposefully fashion, extend and modify the physical, imperceptible, and human resources the organization has, controls or can obtain preferentially. The dynamic capabilities theory addresses the issues of an organization's adaptability and sustaining of competitive advantage. To build or create these advantages over time require firms to be good at learning how to do new things (Endres, 2018) as well as appropriately recognizing and rewarding novel discoveries. A major limitation of this theory is that understanding of dynamic capabilities is scanty and lacks a quantifiable model which makes it challenging to study how dynamic capabilities can be used in practical decision making to aid managers (Pavlou and El Sawy 2011). In addition, a firm's capabilities and competences, and hence competitive advantage can produce rent only if they are built on an imitable collection of skills, routines, and complementary assets (Teece & Pisano, 1994).

2.2.2 Organization Development Theory

Organization development is well-defined as any scientific mechanism, that, either in the beginning or eventually has the ability to cultivate in the context of an organization enriched proficiency, understanding, income, output, fulfillment, interactive dealings, as well as other anticipated results, either for the profit of persons, teams, organization, community, nation, region or humankind in totality (McLean, 2006). McLean (2006) further argues that Organization Development is committed to intensifying people's

knowledge and effectiveness so as to attain successful change and performance in organizations. It is a continuous course of action involving analysis, plan of action, implementation and evaluation, with the goal to transfer skills to organizations to improve their capacity for resolving problems and managing impending change.

Organizations depend on the environment for information and resources. This influences the strategic approaches an organization adapts in dealing with the environment. This theory is pertinent to the study as organizational learning has become one of the important organization development interventions by which organizational change occurs (Cummings & Worley, 2009; McLean, 2006). Change intervention strategies involving OD can give rise to organizational learning including gaining of insights, pattern and expertise learning, and knowledge acquisition (Mulili & Wong, 2011) but not all strategies of change intervention end in the building of a learning organization. One shortcoming of this theory is that it views an organization or firm in terms of a system made up of mutually dependent sub-systems. If one sub-system changes it affects the other sub-systems. The ramifications of such changes may overburden an owner.

2.2.3 Knowledge-based Theory

This theory postulates that a firm if viewed as a collection of resources with knowledge as the fundamental resource should discover means on how such resources can be valuable (Spender and Grant, 1996). Further support to the theory is by De Carolis (2002) who views it as being an extension of the outlook of the firm centered on resources by projecting knowledge to be the utmost strategic reserve of an enterprise. It is perceived as a resource that backs events, products, capabilities, that also arise out of know-how (Helfat and Raubitschek, 2000). Nonaka and Takeuchi (1995) argue that

in an uncertain economy, knowledge is the one assured cause of lifelong competitive advantage. Many firms outwit their competitors not because their knowledge base is enhanced but because their management of knowledge is rather more effective.

The significance of the theory to the study is that procedures for managing knowledge reinforce organizational learning through development of systems for enhancing learning as well as enabling an organization constantly change itself through unending pursuit of knowledge. Learning organizations are capable of developing a viable competitive advantage built on intellectual capital and knowledge. A major restriction of this theory is that the existence of knowledge capital which is an intangible capital is very difficult to measure.

2.3 Dimensions of a Learning Organization

Organizational learning concerns with improving the conduct and capability of individuals to more competently respond to the environment (Tsang, 1997). It is the means through which actions are improved as a result of better understanding and knowledge (Fiol & Lyles 1985). These definitions lay emphasis on the need for organizations to change and adapt, the need to continuously analyze the external environment, and that learning must produce a change in the organizations behavior or action patterns.

Some of the studies on learning organizations (Senge et al, 1994; Sugarman, 2001) have argued that a business can only manage to sustain competitive advantage by learning quicker than its competition. Okome (2014) in his study to discover the magnitude to which learning organization concept had been espoused by Kenya Airways established that the corporation adopted the learning organization concepts to a moderate extent,

and for it to enhance its ability to continue in business especially in an environment that is rapidly changing, it needs to fully adopt the concept of learning organization. Omadede (2012) in the study to determine the extent to which learning organization dimensions are implemented at Kenya Shell and to establish the issues that influence learning organization practices, found out that the organization was aware of the learning organization dimensions and had greatly integrated them into its programs, processes, and tools. He further found out that learning is a fundamental driver to competitiveness especially during an organization's strategic change process. A study by Kibet (2010) on the utilization of learning organization at National Social Security Fund discovered that it is not a learning organization as it had not adopted many of the dimensions of a learning organization. Kamuti (2010) studied organizational learning practices in state corporations and the study discovered that state corporations in Kenya incorporate a range of organizational learning practices. To underscore the competitive sustainability of learning, Serrat (2010) argues that learning is critical for the success and continued existence of current organizations and that knowledge should be made richer through repeated learning. To achieve this, it is imperative to support and empower people, knowledge, organization, and technology for learning.

Different scholars have advanced different models that characterize a learning organization. Watkins and Marsick (2003) in their DLOQ advocate that those characteristics are: Use of learning to accomplish the goals of an organization; provision of uninterrupted opportunities for learning; connecting personal performance with organizational performance; encouraging inquisitiveness and discussions that make individuals feel safe to share freely and embrace risks; accepting tension as a source of vitality and regeneration. This model is without doubt very well structured.

Nonetheless, it has two shortcomings. Firstly, it does not show the progressive feature that indicates the intensities that these dimensions can have. Secondly, it lacks a precise identification of the effect of group dimensions on the individual dimensions. A recommendation by Ortenblad (2002) brought forth four aspects of the learning organization concept involving putting away of knowledge in the organization's mind, individual learning at the workplace, organization facilitating learning of its members and flexible structures that support learning.

Pedler et al. (1991) center their model on movement and they categorize movements that travel in the vertical direction from an individual towards the communal and vice versa causing a link between ideas with policy and in the horizontal direction from vision to action and vice versa joining actions with operations. They identified the following conditions compulsory for a firm to be thought of as a learning organization: Approaching strategy as a learning process which means that creation of strategy, implementation and expansion are continuously organized as a process of learning; participatory policy making which enables each and every member of an organization to contribute to main policy making; information systems that empower members to ask questions and make judgments based on existing data; creative accounting systems structured to benefit learning; all inner organizational entities view themselves as customers and suppliers to one another; agility is rewarded; supporting structures that allow concentrating on customer and supplier needs; employees at the fore front expected to be information scanners; there is inter-company learning involving suppliers and customers; learning climate where managers facilitate member's investigation and learning from practical encounters; and opportunities for all members

for self-development. A leading inadequacy of this approach is its inability to neither define the association between the components nor the relations between the flows.

When most scholars present features that characterize a learning organization, Senge (1990) presents an approach to learning involving fundamental shift of mind for management (leaders) and all members of the organization. He suggests certain disciplines required in moving towards a learning organization. The disciplines are personal mastery, system thinking, shared visions, mental models, and group learning. Organizational research over the past twenty or so years by Garvin et al. (2008) has exposed three wide aspects that are indispensable for organizational learning and flexibility: they are an environment that supports learning, tangible learning practices as well as leadership actions that reinforce learning. These are known as the blocks that build a learning organization and every block has distinct subcomponents which are independent and can be measured individually.

The research is based on a multi-dimensional assessment instrument or framework for characterizing learning organizations after review of the works of Watkins and Marsick (2003), Garvin et al. (2008), Pedler et al. (1991) and Senge (1990). In developing the multifaceted tool that integrates all the models, the following aspects were considered. Firstly, the learning organization is a concept that is multi-dimensional. It has a variety of dimensions and attributes that are worth considering (Yang et al., 2004). Secondly, how the dimensions relate within and between them is complex but crucial in the development of learning organization (Grieves, 2008). Thirdly, the learning organization is a constantly changing goal (Dibella, 1995), and is not a position that can be reached, but an infinite expedition whereby the organization learns and changes to

remain on the verge of turmoil without stop (Waldrop, 1992). Fourthly, there is no particular technique to shape a learning organization as every method ought to be tailored to the characteristics of the individual organization (Redding, 1997).

The multi-dimensional assessment framework or instrument depicts the dimensions of successful learning organization described across the different models that were reviewed in literature. The characteristics are: a learning organization's capability to change itself by learning constantly (Watkins and Marsick, 2003; Gavin et al., 2008); Appropriately flexible rewards that generate encouraging environments for becoming a learning organization (Peddler et al., 1991); a learning organization crafts methods that seize learning and shares it throughout the organization (Peddler et al., 1991; Senge, 1990; Garvin et al., 2008; Watkins and Marsick, 2003); a learning organization puts emphasis on linking the organization with its external environment (Peddler et al., 1991; Watkins and Marsick, 2003); leadership which backs learning and nurtures the necessary situations required in a learning organization (Garvin et al., 2008); and lastly, learning as a group, team or individual is important (Peddler et al., 1991; Senge, 1990; Watkins and Marsick, 2003).

2.4 Summary of Literature and Knowledge Gaps

An assessment of literature revealed a number of emerging knowledge gaps. Contextual gaps emerge as studies about learning organization and the manifestation of its dimensions have been done in other organizations but no known study has been done in KPLC (Okome, 2014; Omadede, 2012; Kibet 2010; and Kamuti, 2010). Many concepts of strategic management have been studied in KPLC (Onyango, 2016; Kirunya, 2014; Marangu, 2012; Maore, 2012, Vikiru, 2008 and Mohamed, 2007) but no known study on learning organization concept has been carried out in the

organization creating a conceptual gap. This study seeks to fill these contextual and conceptual gaps.

Moreover, the previous studies that have been done in the other organizations have investigated learning organization dimensions using a research instrument that is based on a single model or framework (Okome, 2014; Omadede, 2012; Kibet, 2010; and Kamuti, 2010). No known prior studies have been conducted grounded on a multifaceted dimension that draws from the different models. This research shall fill these gaps by using a new multifaceted assessment instrument for studying the taking on of learning organization dimensions at KPLC, drawing from models by Pedler et al. (1991), Watkins and Marsick (2003), Senge (1990), and Garvin et al. (2008).

Additionally, all of the reviewed empirical studies have employed case study as the research design except study by Kamuti (2010) which used descriptive survey design. This study shall fill that gap by employing a cross-sectional descriptive survey as the research design.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research methodology that was adopted during the study. It describes the methods the researcher deployed in carrying out the study. It includes research design, sample design, population of study, data collection and its analysis.

3.2 Research Design

The study engaged cross-sectional descriptive survey design. A cross-sectional study is one in which data is collected just at one time, for a number of days, weeks or months so as to provide an answer to a research question (Sekaran, 2006). It is carried out on one occasion and represents a picture at a single point in time (Cooper & Schindler, 2011). Descriptive study is a type of research carried out with the purpose of describing characteristics of variables in a situation. Its main goal is to define suitable aspects of the phenomenon of interest e.g. individuals, organizations and practices. Descriptive statistics like the mean, percentage and standard deviation are used to analyze descriptive data (Mbwesa, 2006). Surveys are widely used in collecting enormous quantities of data from a huge population cost effectively. Sanders et al., (2007) opine that survey design permits collection of quantitative data that can be analyzed quantitatively by usage of both descriptive and inferential statistics.

The design was suitable for the following reasons: Firstly, this study was concerned with describing a phenomenon called learning organization dimensions and how it is adopted in Kenya Power and Lighting Company at a particular time. This design in a snapshot offered to the researcher a description of how the learning organization dimensions manifest from an organizational perspective. Secondly, the study was

founded on a select portion of the population and the finding generalized to the entire population.

3.3 Population of study

The population for study was 3757 managers of Kenya Power and Lighting Company Limited (KPLC staff roll, 2018). A manager in this case was any management staff with some span of control and supervisory responsibility over other staff. The population distribution of managers within the company as per different regions was as presented in the table 3.1.

Table 3.1: Distribution of KPLC Managers in Regions

Region	Total
Central Office	984
Nairobi North	259
Nairobi West	292
Nairobi South	266
Coast	341
North Eastern	306
Mt. Kenya	348
Central Rift	322
Western	267
South Nyanza	153
North Rift	219
Grand Total	3757

Source: KPLC staff roll (July 2018)

3.4 Sample design

The study adopted the formula by Israel (1992) to define the sample size, n since the target population N is known.

$$n = \frac{N}{1 + N(e)^2}$$

where n denotes optimal sample size, N the target population and e the probability of error which in this case is 0.05 for 95% confidence level.

$$n = \frac{3757}{1 + 3757(0.05)^2} = 362$$

To ensure representativeness of the sample and for every element of the population to have a probability of being selected, probability sampling was used for the study. Probability sampling is where each and every population element has some known likelihood of getting picked as sample subjects (Sekaran, 2006). This design of sampling was therefore suitable in the interest of representativeness of the sample and wider generalizability. The two kinds of probability sampling used in the study were cluster and stratified proportional sampling. Cluster sampling is used where the size of the population in the study is huge and does not allow for simple random sampling. Geographical clusters applying to populations within areas recognizable geographically such as cities, counties, or particular boundaries in a locality are therefore used (Sekaran, 2006). This sampling design was suitable since KPLC models its business along well defined geographical boundaries known as regions. The sample size for this study was therefore 362 managers of KPLC drawn from the different regions of the country who were requested to answer to the questionnaire. To establish the sample proportion for each region, stratified proportional sampling method was used. Stratified

proportional random sampling involves taking a random sample from each strata proportional to the stratum's size when compared to the population (Sekaran, 2006).

The different regions of KPLC have different populations of managers and therefore sample proportions for each region was determined using the formula below:

Sample proportion for each region = (number of managers in the region ÷ Total population of managers in KPLC) × n

Where n is the sample size

The sample proportion for each region was therefore as portrayed in the table 3.2.

Table 3.2: Proportionate Distribution of the sample as per regions

Region	Sample
Central Office	95
Nairobi North	25
Nairobi West	28
Nairobi South	26
Coast	33
North Eastern	29
Mt. Kenya	33
Central Rift	31
Western	26
South Nyanza	15
North Rift	21
Grand Total	362

Source: Author (2018)

3.5 Data Collection

The study utilized primary data that was assembled by use of structured questionnaire. A questionnaire is described as a written set of questions which have been pre-determined and the respondents simply record their answers, within some strictly defined options (Sekaran, 2006). The questionnaire was developed by bringing together a variety of learning organization dimensions as described by different models. The tool assessed learning based on six dimensions; an organization's capability to transform itself through unending learning, suitable rewards that generate conducive atmosphere for learning, appropriate methods for capturing learning and distributing to the entire organization, emphasis on linkage of organization to its external environment, leadership that aids learning both at individual and team level.

Section A of the questionnaire was used to collect information on the respondent's Bio Data while Section B was used to collect information on learning organization dimensions using a five-point Likert scale. Completed questionnaires received from respondents were subjected to editing for completeness, accuracy, uniformity and comprehensibility. They were also coded by assigning numerals to various responses for ease of analysis.

3.6 Data Analysis

Descriptive and inferential statistics were used to analyze the data. Descriptive statistics (mean, percentage and frequency) were used to represent responses from the interviews and to summarize them in a meaningful way in form of tables. The respondents' demographics such as gender, age, highest level of education and work experience were summarized using descriptive statistics. The one sample t-test was used as the inferential statistic technique to rate the extent of adoption of learning organization

dimensions. The thirty variables that were used in the study were grouped into six learning organization dimensions. The mean, covariance, t-value and p-value of each variable was determined as well as the overall score for each dimension. The significance level (p-value) of the mean obtained for each variable was compared with 0.05 (critical p-value at 95% confidence interval) to determine if there exists a statistically significant difference between the sample and the population from where the sample was drawn. The mean for each construct was also compared against a known mean of 3 (for a 1-5 Likert scale) and the significance interpreted using the t-values obtained. SPSS (Statistical Package for Social Scientists) was utilized to manage and statistically analyze the obtained data due to its versatility and data processing capability. It was used to generate the mean, covariance, t-value and p-value.

CHAPTER FOUR: DATA ANALYSIS, FINDINGS AND DISCUSSION

4.1 Introduction

This chapter outlines data analysis, findings and discussion. It contains response rate of the study, respondents' demographics, outcomes of the learning organization dimensions and their discussion. The data that was obtained from respondents was checked and verified for completeness and consistency, appropriately prepared and coded for analysis. The findings were presented, explained, interpreted and discussed along the research objective.

4.2 Response Rate

This section contains response rate of the study. A structured questionnaire was sent out to 362 respondents located in various KPLC offices across the country and 167 responses were received. The overall rate of response was given in table 4.1.

Table 4.1: Response Rate

	Frequency	Percent
Response	167	46.13
Non-response	195	53.87
Total	362	100.00

Source: Research Data (2019)

The response rate of 46.13% was attained in the study. It was considered sufficient by the researcher to enable the making of conclusions and generalization of the research findings as it was consistent with Baruch (1999) who submits that a response rate of 40% to 80% is reasonably justifiable for questionnaires.

The respondents' workstation was also determined and the findings were as specified in table 4.2.

Table 4.2: Respondents' Workstation

	Frequency	Percent
Regional Headquarters	108	64.67
Branch Office	59	35.33
Total	167	100.00

Source: Research Data (2019)

The findings discovered that 64.67% of those who replied to the questionnaire were located in regional headquarters. This is significant as most managers were based in regional headquarters and were expected to have a reasonable understanding of the study and its variables as compared to the ones in branch offices.

4.3 Respondents' Demographics

The respondents demographics that were of significance to the study were gender, age, work experience and highest level of education. Information on respondents' demographic characteristics was considered vital in giving appropriate background of the respondents who provided the data. It also had a bearing on the respondents' appreciation of the constructs that were under study.

4.3.1 Respondents' Gender

After the study, composition of the respondents in terms of gender was established.

The finding was as shown in table 4.3.

Table 4.3: Gender

	Frequency	Percent
Female	52	31.13
Male	115	68.87
Total	167	100.00

Source: Research Data (2019)

The study discovered that the bulk of the respondents were males at 68.87%. That finding implied that the majority of managers at Kenya Power and Lighting Company are male. This is significant as male and female respondents in KPLC have different insights about the adoption of learning organization dimensions at the company.

4.3.2 Respondents' Age

The structure of the respondents in terms of age was determined and the finding was as shown in table 4.4.

Table 4.4: Age

	Frequency	Percent
0 to 30	32	19.2
31 to 40	70	41.9
41 to 50	48	28.7
51 and above	17	10.2
Total	167	100.0

Source: Research Data (2019)

The study denoted that a better part of the respondents were 31 to 40 years old. This implied that a majority of the respondents were adequately mature to comprehend the study hence provide reliable data.

4.3.3 Respondents' Highest Level of Education

The respondents' highest level of education was determined. The outcomes were as shown in table 4.5.

Table 4.5: Respondents' Highest Level of Education

	Frequency	Percent
Bachelor's Degree	86	51.5
Certificate/ Diploma	22	13.2
Did not complete high school	1	0.6
Master's degree and above	58	34.8
Total	167	100.0

Source: Research Data (2019)

The study signified that a majority of the respondents at 51.50% were in possession of a bachelor's degree. This meant that a greater number of the respondents possessed adequate education level to comprehend and respond appropriately to the study variables.

4.3.3 Respondents' Work Experience

The composition of the respondents in relation to work experience was determined. The results were as highlighted in table 4.6.

Table 4.6: Respondents' Work Experience

	Frequency	Percent
1 to 10	74	44.3
11 to 20	65	39
21 to 30	24	14.4
31 years and above	4	2.4
Total	167	100.0

Source: Research Data (2019)

The study established that a larger portion of the respondents at 44.3% had a work experience ranging 1 to 10 years which was considered sufficient experience to enable the respondents understand the company dynamics with regard to the concept under study.

4.4 Adoption of Learning Organization Dimensions at KPLC

The intent of the study was to determine the extent of adoption of learning organization dimensions at Kenya Power and Lighting Company. To realize this, a one-sample t test was done based on the assumptions of random sampling and data being derived from a normally distributed population. Covariance statistics were also determined to establish how the variables relate to one another. The study sought to determine whether Kenya Power and Lighting Company Limited had adopted the learning organization dimensions such as transformation through continuous learning, deployment of systems that capture and distribute learning organization-wide, presence of suitable and appropriate rewards that create conducive atmosphere for becoming a learning organization, whether the organization valued creating a connection between itself and its environment, whether leadership provided learning aids which create the circumstances necessary to become a learning organization besides making individual and group learning significant. The findings were as presented in this section.

4.4.1 Transformation through Continuous Learning

The study sought to find out whether Kenya Power and Lighting Company Limited has adopted transformation through continuous learning as a learning organization dimension. The variables under this dimension included whether; members of the organization were interested in alternative ways of getting work done, the organization regularly experimented with new ways of doing things, people in the organization valued new ideas, the organization revisited underlying assumptions that might have

affected decision making and the organization was ready to rethink decisions when faced with new information. The findings for each construct were as presented in table 4.7.

Table 4.7: Transformation through Continuous Learning

	N	Mean	Covariance	t-value	p-value (significance Level)
Members of this organization are interested in alternate ways of getting work done	167	3.3772	1.007	4.857	.000
The organization regularly experiments with new methods of doing things	167	3.1018	.371	1.189	.000
In this organization individuals value new ideas	166	3.2590	.510	3.162	.000
This organization revisits underlying assumptions that may affect decision making	167	3.0958	.319	1.222	.000
The organization is ready to rethink decisions when faced with new information	167	3.1796	.179	2.303	.000

Source: Research Data (2019)

The study exposed that the organization adopted to a moderate extent all the variables that constitute transformation through continuous learning as a learning organization dimension. This was supported by the mean and t-value of each of the variables which were found to be statistical significance since the significance since the p-value of each of the constructs was 0.000. This was less than the critical p-value of 0.05 and it inferred that the organization has to be flexible to newer ways of doing things, open to and appreciate new ideas as well as organization members being ready to take risks by

trying out novel approaches of doing work. Long held ideas and assumptions regarding work must also be challenged and reworked if the organization is to become a learning organization.

4.4.2 System deployment for distribution of organization-wide learning

The study set out to find the intensity by which Kenya Power and Lighting Company Limited has deployed systems that capture and distribute learning throughout the entire organization. The variables under study were whether; the organization's systems for budgeting, reporting and accounting were made to promote learning; the organization made use of systems that enhance collaboration and knowledge sharing among employees; adequate systems were in place for training newly hired employees; employees transferred to a new job were adequately supported and trained; and time was availed for education and training activities. The results were as outlined in table 4.8.

Table 4.8 : System deployment for distribution of organization-wide learning

	N	Mean	Covariance	t-value	p-value (significance Level)
The organization's systems for budgeting, reporting and accounting are made to promote learning	167	2.9880	1.151	-.145	.000
The organization has made use of systems that enhance collaboration and knowledge sharing among employees	167	3.3293	.446	4.100	.000
Adequate systems are in place for training newly hired employees	166	3.2335	.300	2.899	.000
Employees transferred to a new job are adequately supported and trained	167	2.9759	.475	-.288	.000
In this organization, time is made available for education and training activities	167	3.1856	.215	2.449	.008

Source: Research Data (2019)

The study divulged that the organization adopted to a moderate extent use of systems that enhance collaboration and knowledge sharing among employees, provision of adequate systems to train newly hired employees and availability of time for education and training activities. Systems for budgeting, reporting and accounting to promote learning as well as support and training of employees transferred to a new job were found to have been adopted to a less extent. These findings were supported by the mean and t-values that were found to be statistically significant since the p-values obtained were less than 0.05 (the critical p-value).

These findings imply that the organization has not yet fully embraced the use of newer technologies such as video conferencing and tele-conferencing to enhance

collaboration and knowledge sharing among its employees. There was little time being deliberately set aside for activities such as team talk for the education of members as well as schedules and resources (both human and otherwise) set aside to ensure skill and knowledge transfer to new employees. More effort was even needed to ensure the organization put in place enough budget to promote learning as well as provision of adequate support and training for employees transferred to a new job.

4.4.3 Appropriate rewards that create a good learning organization atmosphere

The study sought to uncover the extent to which appropriate rewards that create a conducive atmosphere for becoming a learning organization were adopted in KPLC. The study sought to establish if; a person's opinion was valued even if it was not consistent with what most people believed; new inventions and innovations were appropriately acknowledged and rewarded; emphasis was placed on doing a good job as opposed to just getting the work done; new ideas were acknowledged within the organization; and, members of the organization felt committed to the organization's vision. The results were as shown in table 4.9.

Table 4.9: Suitable and Appropriate rewards

	N	Mean	Covariance	t-value	p-value (significance Level)
A person's opinion is valued even if it is not consistent with what most people believe	167	2.6347	1.185	7.535	.000
New inventions and innovations are appropriately acknowledged and rewarded	167	2.8675	.805	9.976	.000
Emphasis is placed on doing a good job as opposed to just getting the work done	166	3.1737	.558	13.176	.000
New ideas are acknowledged within the organization	167	3.1377	.629	13.268	.000
Members of the organization feel devoted to the organization's vision and mission	167	3.1677	.531	14.601	.000

Source: Research Data (2019)

The study proved that the organization adopted to a moderate extent the following characteristics; emphasis on doing a good job as opposed to just having the work done; acknowledgement of new ideas within the company; and, members' commitment to the organization's vision and mission. The mean and t-values of the three variables were found to be statistically significant since the p-values of 0.000 obtained for the constructs were less than the critical p-value of 0.05. The study further established the following two characteristics were adopted to a less extent; value of a person's opinion even if it was not consistent with what most people believed; and acknowledgement and reward for new inventions and innovations. The mean and t-values obtained for the variables were statistically significant since the obtained p-values of 0.000 were less than the critical p-value of 0.05.

These findings confirmed that the organization had put little effort into adoption of excellence as a value in service delivery especially in this era of competition, acknowledgement and reward for new ideas within the company as this was the only way the company could inject fresh ideas in its way of doing business and encouragement of members to internalize, operationalize and live the organization's vision and mission. More effort was even needed to ensure members were encouraged to innovate for the organization as well as embrace diverse opinions and views that challenge commonly held beliefs as this could be crucial for moving the organization forward into becoming a learning organization.

4.4.4 Connection between the organization and its environment

One of the indicators of adoption of learning organization dimensions is prioritizing how the organization connects with its environment. The study sought to appreciate the extent of adoption of this dimension at KPLC and the outcome of the study was provided in table 4.10.

Table 4.10: Connection between the Organization and its Environment

	N	Mean	Covariance	t-value	p-value (significance Level)
Important stakeholders are consulted in crafting the organization's strategy	167	3.1916	1.240	2.224	.000
The organization systematically and periodically collects information about its customers, competitors, suppliers and technological trends	167	3.3174	.463	3.545	.000
The organization compares how it performs with that of best-in-class organizations	166	3.2994	.484	3.516	.000
The organization has forums for meeting where learning from experts outside the organization takes place	167	3.2156	.603	2.441	.000
The organization often looks at the bigger picture in making decisions	167	3.2575	.468	3.095	.000

Source: Research Data (2019)

The study sought to define whether; important stakeholders were consulted in crafting the organization's strategy; the organization systematically and periodically collected information about its customers, rivals, suppliers and technological tendencies; the organization compared how it performs with that of best-in-class establishments; the organization had opportunities for meeting where learning from external experts took place; and the organization often looked at the bigger picture in making decisions. The study established that all the characteristics were adopted by the organization to a moderate extent. The mean and t-values obtained for the study were statistically significant as the p-values for the constructs were all 0.000 which was less than the critical p-value of 0.05.

These findings showed that the organization put little effort in consultation with critical stakeholders as a way of establishing a connection with the environment, understanding its customers, competitors and suppliers as a source of inputs and market for its products as well as benchmarking with world-class organizations and transfer of learning obtained to its members through training as a way of acquiring new knowledge, insights and ideas.

4.4.5 Leadership that aids creation of learning organization circumstances

Leadership that provisions learning aids in creating the circumstances necessary to become a learning organization is very critical for an organization be thought of as a learning organization. Table 4.11 points to the extent of adoption of this dimension.

Table 4.11: Leadership that provisions learning aids

	N	Mean	Covariance	t-value	p-value (significance Level)
The organization encourages multiple points of view	167	3.0719	1.248	.831	.000
The organization provides adequate time and resources as well as suitable settings for deliberating, brainstorming and refining past performance	167	2.9341	.571	-.760	.000
My superior listens without interrupting, asks probing questions and asks for input from others in discussions	167	3.2455	.434	2.801	.001
My superior is receptive of views different from his own	167	3.2874	.347	3.339	.000
In this organization, managers admit their own limitations regarding to knowledge, information, or expertise	167	2.8743	.437	-1.550	.000

Source: Research Data (2019)

The study found out that the organization to a moderate extent encouraged multiple points of view, had superiors that listened without interruption, asked probing questions and invited input from others in discussions and were receptive of views different from their own. The mean and t-values for the constructs were statistically significant as the p-values obtained were all less than the critical p-value of 0.05. The study further discovered that the organization had to a less extent provided adequate time and resources as well as suitable venues for thinking through issues so as to improve on past performance, and managers' acknowledgement of their own inadequacies concerning information, knowledge, or proficiency. The mean and t-values for the two variables were statistically significant since the p-values obtained were 0.000 which was less than 0.05 (critical p-value).

These findings implied that the organization to a small magnitude encouraged multiplicity in views, had supervisors that were not open to other points of view, and probe and interrogate issues during group discussions as a way of encouraging injection of fresh ideas into the business. It was even more critical for the organization's business units to deliberately set aside time for reflection and improvement of the business' performance as well as managers' openness to learning.

4.4.6 Individual and Group Learning are emphasized

For an organization to become a learning organization, individual and group learning are both significant. The study set out to discover the extent to which KPLC encouraged learning at individual and group levels using the following characteristics; the organization provided self-development and continuous learning opportunities for all its employees; all staff regularly shared information with each other; the organization encouraged staff to sort out differences of opinion by having the team deal directly with them rather than privately or offline; the organization encouraged staff to freely speak their mind rather than holding their cards close to the chest; and, organization members clearly appreciated their shortcomings and embraced learning to overcome them. The extent of adoption of these characteristics were as shown in table 4.12.

Table 4.12: Individual and Group Learning

	N	Mean	Covariance	t-value	p-value (significance Level)
The organization provides self-development and continuous learning opportunities for all	167	3.1557	1.120	1.901	.000
In this organization all staff regularly share information with each other	167	3.1018	.460	1.195	.000
The organization encourages staff to handle differences of opinion by addressing those differences directly with the team rather than privately or off-line	166	2.9398	.378	-.717	.000
The organization encourages staff to freely speak their mind rather than holding their cards close to the chest	167	2.9461	.520	-.602	.000
Organization members clearly appreciate their shortcomings and embrace learning to overcome them	167	3.0479	.492	.635	.000

Source: Research Data (2019)

The study found out that the organization had to a moderate extent provided self-development and continuous learning opportunities for all its members, staff regularly shared information with each other and organization members clearly appreciated their shortcomings and embraced learning to overcome them. The mean and t-values for the constructs were statistically significant since the p-values obtained were 0.000 which was less than the critical p-value of 0.05. The study further established that the organization to a less extent encouraged staff to deal with differences of opinion directly with the team rather than privately or offline and encouraged staff to freely speak their mind rather than holding their cards close to the chest. The mean and t-values for the

characteristics were found to be statistically significant since they had a p-value of 0.000 which was less than the critical p-value of 0.05.

These findings pointed out that the organization put little effort in provision of self-development and continuous learning for all members, encouragement of staff to regularly share information with each other and the organization's staff appreciation of their shortcomings and embracing learning to overcome. More critical was the need for the organization to encourage staff to freely handle differences of opinion openly with the entire team as well as speak their mind without restrictions and fear of victimization as a way of encouraging freedom of thought and expression which are key to learning.

4.5 Discussion

This study endeavored to establish the extent of adoption of learning organization dimensions at the Kenya Power and Lighting Company Limited. Six dimensions were considered for the study. All the characteristics of two dimensions were found to have been espoused by the organization to a moderate extent; organization transformation through continuous learning and the organization's ability to create a connection with its external environment. These findings partially support the dynamic capabilities theory (Teece et al., 1997) that postulates that for a firm to strengthen its competitive advantage, with time it should be proficient at learning new things, discovering and rewarding new innovations, possess aptitude in understanding the changes to its business environment and creating suitable responses to those changes.

On the dimension of system deployment for collection of learning and distribution through the entire organization, three characteristics were adopted to a moderate extent (use of systems that enhance collaboration, deployment of adequate systems for training

newly hired employees and provision of time for education and training activities) whereas two were adopted to a less extent (appropriate use of budgeting, reporting and accounting systems to promote learning and adequate support and training for employees transferred to a new job). On the dimension of leadership that provides appropriate condition for becoming a learning organization, three characteristics were adopted to a moderate extent; encouragement of multiplicity of views, superiors ability to listen without interruption, asking probing questions and encouraging input from others and their reception of new ideas. Two characteristics were adopted to a less extent; provision of adequate time, means and venues for brainstorming to improve on previous performance and managers' acknowledgement of their limitations with regard to knowledge. On the dimension of putting emphasis on individual and team learning, three characteristics were adopted to a moderate extent; provision of self-development and continuous learning opportunities for all members, staff regular sharing of information with each other and staff members appreciating their shortcomings and embracing learning to overcome them. Two characteristics were adopted to a less extent; staff encouragement to handle differences of opinion directly with the team and free speech amongst themselves.

The findings on the above highlighted dimensions partially support the knowledge based theory (Spender and Grant, 1996) that postulate that firms are only able to outwit their competitors if they are efficient and effective in deployment of systems that gather knowledge and appropriately manage and deploy it. Organization's systems, processes and leadership should be supportive in collection and dissemination of knowledge at both individual and team level to enhance both personal and corporate learning in the organization.

On suitable and appropriate rewards that create as appropriate condition for becoming a learning organization, three characteristics were adopted to a moderate extent; organization emphasis on doing a good job, acknowledgement of new ideas and members commitment to the organization's vision and mission. Two characteristics were adopted to a less extent; appreciation of other people's opinion if it's not consistent with what most people believe and acknowledgement and reward for new innovations and discoveries. These findings partially support the organization development theory (McLean, 2006) that postulates that if an organization is to attain and sustain competitive advantage, it must adopt strategic organizational learning approaches that ensures it manages organizational change and performance effectively. Such approaches aimed at continuous development of the organization to deal with the changing business environment involve proper management of productivity at work as well as development of capacity to resolve problems through new ideas, innovations and diverse opinions.

The findings of this study demonstrated that KPLC adopted learning organization dimensions but only to a moderate extent. This is in harmony with the findings by Okome (2014) who in the study to determine the extent by which learning organization dimensions had been adopted by Kenya Airways established that the organization had espoused the dimensions only to a moderate proportion. The findings by Kamuti (2010) who studied adoption of various learning practices by state corporations also concurred with these findings. It was discovered that various state corporations had adopted the learning organization practices to a moderate extent.

The findings however contradicted those by Kibet (2010) who in his study on the application of learning organization at National Social Security Fund established that the organization had not adopted many of the learning organization dimensions. In another study by Omadede (2012) at Kenya Shell, he found out that the organization practiced learning organization dimensions to a large extent. These contradictions can be attributed to the difference in time periods when the studies were done. Up to seven years have elapsed since the study at Kenya Shell. The difference in research methodology could have also contributed to the difference in the research findings. The studies by Kibet (2010) and Omadede (2012) employed case study whereas cross-sectional descriptive survey was used for this study. The studies were also carried out in different contexts. The difference in the nature of the organizations led to the difference in the findings. For instance, Kenya Shell being a multinational organization (a subsidiary of Royal Dutch Shell Group of Companies) adopted learning organization as part of its organization strategy.

CHAPTER FIVE: SUMMARY, RECOMMENDATIONS AND CONCLUSION

5.1 Introduction

This chapter provides summary of the main findings, conclusion and recommendations for policy and practice. It also draws attention to the limitations of the study and provides suggestions for further investigations in line with the study's objective.

5.2 Summary of Findings

This study sought to find out the extent of adoption of learning organization dimensions at the Kenya Power and Lighting Company Limited. Six learning organization dimensions each containing five characteristics were considered for the study. The dimensions included a learning organization's ability to change itself through constant learning, deployment of systems that capture learning and ensure organization-wide distribution, use of suitable rewards that create a conducive environment for learning, organization's connection with the environment, a leadership that promotes learning and emphasis placed on learning at the individual and group level.

On transformation through continuous learning, it was found that the organization adopted to a moderate extent all the learning organization characteristics in this dimension. The characteristics included organization members were interested in alternative ways of doing work, organization regularly experimented with new ways of doing things, organization members appreciated new ideas, the organization revisited underlying assumptions that affected decision making and the organization was ready to reconsider decisions when faced with different information. On deployment of systems to gather learning and distribute it throughout the whole organization, the study discovered that the organization adopted to a moderate extent the following characteristics; organization's use of systems to enhance collaboration and knowledge

sharing, adoption of adequate systems to train newly hired employees and availability of time for education and training of members. Two variables were adopted to a less extent; training and support for employees transferred to a new job and use of organization's budgeting, reporting and accounting systems to promote learning.

On adoption of suitable rewards that create appropriate learning environment, it was found that the organization adopted to a moderate extent the following characteristics; emphasis placed on doing a good job as opposed to just having the work done, acknowledgement of new ideas inside the organization and members' commitment to the organization's vision and mission. Two variables were adopted to a less extent; value for other people's opinion even if it is not consistent with what most people believe and acknowledgment and reward for new inventions. On linkage between the organization and its environment, all the characteristics of this dimension were adopted to a moderate extent; consultation of stakeholders in crafting the organization's strategy, systematic and periodic collection of information about the organization's suppliers, customers, competitors and technological trends, benchmarking of organization with best-in-class organizations, creation of forums for learning from external experts, and organization's appreciation of the bigger picture in making decisions.

On leadership that provisions learning aids, it was discovered that the organization adopted the following characteristics to a moderate extent; the organization encouraged multiple points of view, supervisors listened without interruption, asked probing questions and invited input from others and superiors were receptive of new ideas. Two characteristics were found to have been adopted to a less extent; organization's

provision of adequate time, venues and means for pondering over and enhancing past performance and managers acknowledging their own limitations to learning. On the dimension of individual and group learning, the study observed that the organization provided self-development and continuous learning for all its members, staff regularly shared information with each other and organization members clearly appreciated their shortcomings and embraced learning to overcome them to a moderate extent. Two variables were adopted to a less extent; organization's encouragement of staff to handle differences of opinion by addressing those differences directly with the team and organization's encouragement of free speech among team members. In overall, KPLC has adopted learning organization dimensions to a moderate extent.

5.3 Conclusion

The study examined the extent of adoption of learning organization dimensions at the Kenya Power and Lighting Company Limited. Six broad learning organization dimensions with five characteristics in each dimension were considered for the study. Regarding organizational transformation through endless learning and connection between the organization and its surroundings, the results pointed out that all the characteristics under study were adopted to a moderate extent. The conclusion of the study therefore was that these two dimensions were adopted by the organization to a modest extent and the findings were in partial support of the dynamic capabilities theory (Teece et. al., 19917).

On the dimension of deployment of systems for distribution of learning in the entire organization, three characteristics (use of systems to promote collaboration, deployment of systems for training newly hired employees and availability of time for education and training) were adopted to a moderate extent whereas two characteristics

(use of budgeting, accounting and reporting systems to promote learning and provision of support and training for staff transferred to a new job) were adopted to a less extent. The study concluded that this dimension was adopted to a moderate extent. On leadership that avails suitable learning aids that create necessary conditions for becoming a learning organization, three characteristics were adopted to a moderate extent; organization encouragement of multiple points of view, organization's superiors abilities to interrogate issues during team discussions and their receptiveness to new ideas. Two characteristics were adopted to a less extent; organization managers acknowledgment of their limitations with regard to learning and provision of enough time, resources and venues for discussions on organization improvement. The study concluded that this dimension was adopted to a moderate extent.

On the dimension of individual and team learning, three characteristics were adopted to a moderate extent; organization provision of self-development and incessant learning for its members, staff regularly share information with each other and organization members appreciating their shortcomings and embracing learning to overcome them. Two characteristics were adopted to a less extent; staff encouraged to handle differences of opinion straight with the team and organization members encouraged to freely speak their mind. The study concluded that the organization adopted this dimension to a moderate extent. The findings on these three dimensions were found to be in partial support of knowledge based theory (Spender and Grant, 1996).

On the use of suitable and appropriate rewards for the creation of a conducive environment for becoming a learning organization, three characteristics (emphasis placed on doing a good job, new ideas acknowledged with the organization and

members dedicated to the mission and vision of the organization) were adopted to a moderate extent whereas two characteristics (value of opinions not consistent with what most people believe and acknowledgement and reward for new innovations and inventions) were adopted to a less extent. The study concluded that this dimension was adopted to a less extent by the organization and the finding was not in support of organization development theory (McLean, 2006).

5.4 Recommendations for Policy and Practice

Recommendations for policy and practice have been formed in line with the crucial findings of the study. The study sought to determine the extent of adoption of learning organization dimensions at the Kenya Power and Lighting Company Limited. Dimensions that were found to have been implemented by the organization to a moderate extent were; organizational transformation through continuous learning, deployment of systems for dissemination of learning throughout the entire organization, the organization's ability to connect with its external environment, a leadership that provides appropriate learning aids that create circumstances necessary for becoming a learning organization and emphasis placed on learning at both individual and team level. In line with these findings, it is therefore recommended for managerial practitioners and policy makers at KPLC to put in place adequate and effective systems and structures that can enable the organization to fully adopt the learning organization dimensions.

Measures such as use of ICT to enhance workforce collaboration and knowledge sharing, provision of adequate budget to promote learning, encouragement of free speech and discussion within teams through frequent team talks, frequent consultations between the organization and its stakeholders, having the organization's leadership

encourage multiplicity of views, encouraging interrogation and discussion of issues, encouragement of the staff to commit to the vision and mission of the firm, adoption of excellence in service delivery, acknowledgement and reward for new ideas, innovation and creativity are critical for the firm to develop to a learning organization.

One dimension was however adopted to a less extent. This was the use of suitable and appropriate rewards that encourage learning. Managerial practitioners and policy makers have to work harder to ensure acknowledgement and reward for novel discoveries and outstanding performance, enhancement of members' commitment to the organization's vision and mission and creation of an organization culture that embraces free thought and opinion as a source of new ideas. This is extremely critical especially for the organization to build an enduring competitive advantage in the fast changing business environment.

5.5 Limitations of the Study

The study sought to assess the extent of adoption of learning organization dimensions at the Kenya Power and Lighting Company Limited. This limited the study to just one organization which is among many other players in the electricity sub-sector of the larger energy sector. The study was also limited to just a single framework of gauging the level of adoption of learning organization dimensions.

The study sought to get information from 362 respondents. Only 167 responses were obtained. The non-response rate was 54% which might have affected the outcome of the study. The high non-response rate could be attributed to the respondents' lethargy and disinterest in answering the questionnaires. The study investigated learning organization dimensions based on only thirty variables or constructs. This limited the

scope of the study as there are many other variables that can be used to gauge the extent of adoption of learning organization dimensions in an organization.

The research used cross-sectional descriptive survey design which was a limitation as cross-sectional studies are done once and provide a snapshot at a precise point in time. Researcher's lack of control on the manner in which the respondents filled the questionnaire was also a drawback. Some respondents may have projected their opinion and perceptions in the study limiting their ability to provide objective views.

5.6 Suggestions for Further Research

Since KPLC is just but one of the players in the electricity sub-sector of the bigger energy sector and the entire energy sector is undergoing a transformation under the new energy act, 2019, further research can be carried out on the adoption of learning organization dimensions in other related firms such as Geothermal Development Corporation, KenGen, Rural Electrification and Renewable Energy Corporation as well as in other licensed competitors such as PowerGen. This can provide a general idea of how the entire sector has embraced idea of learning organization.

The framework utilized in this study assessed the adoption of learning organization dimensions based on only thirty variables as were captured in the research instrument. Researchers can further determine the suitability and effectiveness of this model especially as to whether it captures all the essential dimensions an organization requires to adopt to evolve into a learning organization. This can further stimulate the growth of the frontiers of knowledge concerning learning organization.

The cross-sectional descriptive survey design used in the study provided results referring to a particular point in time. Further research can be carried out that adopts a longitudinal design hence provide a trend or longer term perspective of the phenomenon under study. This can shed light on how the organization has over time at various points of its existence espoused the concept of learning organization.

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APPENDICES

APPENDIX I: Letter of Authority from the University



Telegrams: "Varsity" Nairobi
Fax: 4181650
Kisumu, Kenya
Telex: 22095Varsity
Mobile: 0720348080
Email: nixonon@uonbi.ac.ke

P.O Box 19134-40123
Kisumu, Kenya

Ref: UONB/CHSS/SOB D61/87973/2016

Date: 9th November, 2018

TO WHOM IT MAY CONCERN


The bearer of this DANIEL OKETCH
REGISTRATION NO: D61/87973/2016

The above named student is in the MBA program. As part of requirements for the course, he is expected to carry out a study on "**Adoption of learning organization at the Kenya power and lighting company limited**"-

He has identified your organization for that purpose. This is to kindly request your assistance to enable him complete the study. The exercise is strictly for academic purposes and your assistance will be greatly appreciated.

Thanking you in advance.

Sincerely,


DR NIXON OMORO

ASSISTANT CO ORDINAOTR, SOB, KISUMU CAMPUS

Cc File Copy

APPENDIX II: Questionnaire

This questionnaire is intended to gather information to be used for academic purposes only. The information given shall be handled with the highest level of confidentiality and shall not be used for any other purposes other than stated.

SECTION A: BIO DATA

Tick the **MOST** applicable box

1. What is your gender?
 Male Female
2. Indicate your age bracket
 0-30
 31-40
 41-50
 51 and Above
3. Kindly indicate your work station
 Regional Headquarter Branch Office
4. Indicate the highest level of Education you attained
 Did not complete high school
 High school graduate
 Certificate/Diploma graduate
 Bachelor's degree
 Master's degree and above
5. Kindly indicate the years you have worked for KPLC
 1-10 years
 11-20 years
 21-30 years
 31 years and above
6. Indicate your current position.....
7. Kindly indicate the years served in your present position
 1-5 years
 6-10 years
 11 years and above

SECTION B: LEARNING ORGANIZATION DIMENSIONS

The statements provided in the table below are descriptive of the manifestation of learning organization in your organization. Please indicate the extent to which each statement applies to your organization. Use the key shown to tick as appropriate:

1-Not at all, **2**-Less Extent, **3**-Moderate Extent, **4**-Large Extent and **5**-Very Large Extent

	1	2	3	4	5
Members of this organization are interested in other means of getting work done.					
The organization regularly experiments with new methods of doing things.					
In this organization individuals value new ideas					
This organization revisits underlying assumptions that may affect decision making					
The organization’s systems for budgeting, reporting and accounting are made to promote learning					
The organization has made use of systems that enhance collaboration and knowledge sharing among employees					
Adequate systems are in place for training newly hired employees					
Employees transferred to a new job are adequately supported and trained					
A person’s opinion is valued even if it is not consistent with what most people believe					
New inventions and innovations are appropriately acknowledged and rewarded					
Emphasis is placed on doing a good job as opposed to just getting the work done					
New ideas are acknowledged within the organization					
Important stakeholders are consulted in crafting the organization’s strategy					
The organization encourages multiple points of view					
The organization systematically and periodically collects information concerning its customers, competitors, suppliers and technological trends					

The organization compares how it performs with best-in-class organizations					
The organization has channels for meeting where learning from external specialists takes place					
The organization provides adequate time and resources as well as suitable locations for reviewing, brainstorming and revamping past performance					
My superior listens without interrupting, asks probing questions and invites contribution from others during discussions					
My superior is receptive of views different from his own					
The organization provides self-development and continuous learning opportunities for all					
In this organization all staff regularly share information with each other					
The organization encourages staff to handle variations of opinion by addressing them openly with the team rather than privately or off-line					
The organization encourages staff to freely speak their mind rather than holding their cards close to the chest					
Members of the organization feel faithful to the organization's vision and mission					
The organization is ready to rethink decisions when faced with new information					
Organization members clearly appreciate their shortcomings and embrace proactive learning to overcome them					
The organization often looks at the bigger picture in making decisions					
In this organization managers own up to their own limitations in respect of knowledge, information, or expertise.					
In this organization, time is made available for education and training undertakings.					

APPENDIX III: Supervisor Allocation Form

UNIVERSITY OF NAIROBI
SCHOOL OF BUSINESS
KISUMU CAMPUS



12 JUL 2018

UNIVERSITY OF NAIROBI
SCHOOL OF BUSINESS MASTERS PROGRAMME
MBA PROPOSAL/PROJECT SUPERVISION ALLOCATION FORM

SECTION A: (To be completed by the student)

Name of student: DANIEL ODHAMBO OKETCH Reg. No.: DG1/27573/16
Department: BUSINESS ADMINISTRATION

Specialization (Tick as appropriate)

- i) Marketing []
- ii) Human Resource Management []
- iii) Strategic Management []
- iv) International Business []
- v) Insurance/Risk Management []
- vi) Entrepreneurship []
- vii) Finance []
- viii) Accounting []
- ix) Operations Management []
- x) Management Information Systems []
- xi) Procurement & Supply Chain Management []

Mobile phone: 0720 686 786 Email: dokech@uplc.co.ke

Proposed Title of Study: CHARACTERISTICS OF A LEARNING ORGANIZATION AT THE KENYA POWER AND LIGHTING COMPANY LIMITED

Name of Preferred Supervisor(s): (i) DR. MACHUKI (ii) _____ (iii) _____

Signature of student: [Signature] Date: 12-7-2018

SECTION B: (For Official Use only. To be completed by the Department)

i) **Name of Supervisor Allocated:**
Supervisor: DR. MACHUKI VINCENT Mobile No.: 0721 627 001
Co-Supervisor (If any): _____ Mobile No.: _____
Moderator: ALEX JALEHA Mobile No.: 0722499070

Proposal Presentation/Submission Dates:
Proposal Presentation: _____ Oral Defence: _____ Project Report Submission Date: _____

ii) Approved by Thematic Coordinator:

Name: _____ Signature: _____ Date: _____

Approved by Chairman of Department:

Name: _____ Signature: _____ Date: _____

NOTE:

1. A student shall not commence proposal writing before allocation of University supervisor.
2. Original Transcript, Fees Statement and Synopsis should be attached to this form. This form is available in the Department, SOB website or Ambank House. Students get their copy later from the Department after allocation is done.
3. The approved copy of this form must be attached to the proposal when submitting for moderation and presentation and when submitting the final project.
4. Original to be filed in the Department.
5. Turnitin report **MUST** be attached to the proposal when submitting for moderation, presentation and when submitting the final project.
6. Each student **MUST** fill in the attached declaration form on plagiarism and collusion.

APPENDIX IV: Proposal Correction Form

UNIVERSITY OF NAIROBI
SCHOOL OF BUSINESS
PROPOSAL CORRECTION FORM

Student Name..... DANIEL OKETCH
Registration Number..... DG1/87973/2016
Department..... BUSINESS ADMINISTRATION
Specialization..... STRATEGIC MANAGEMENT
Title of Project Proposal..... ADOPTION OF LEARNING
ORGANIZATION ~~XXXXXXXXXX~~ AT THE
KENYA POWER AND LIGHTING COMPANY LIMITED.

The student has done all the corrections as suggested during the Proposal Presentation and can now proceed to collect data.

Name of Supervisor..... Dr. Vincent Machuki..... Signature..... [Signature]..... Date..... 6/11/2018
Name of Chairman of Panel..... JOAB OKO..... Signature..... [Signature]..... Date..... 02/11/2018

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