

**INFLUENCE OF A LEARNING ORGANIZATION ON SERVICE DELIVERY IN
PRIVATE UNIVERSITIES IN KENYA: A CASE STUDY OF CATHOLIC UNIVERSITY
OF EASTERN AFRICA-GABA CAMPUS-ELDORET**

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**A Research Thesis Submitted in Partial Fulfillment of the Requirement for the Degree of
Masters of Knowledge Management of Kisii University**

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DECLARATION AND APPROVAL

DECLARATION

This thesis is my original work and has not been presented for any degree in any other university.
No part of this Thesis may be produced without prior permission of the author or Kisii University.

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DEDICATION

I dedicate this work to my beloved fiancée Faith Adhiambo .

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First and foremost, I would like to thank my supervisors; Dr Khayesi and Mr. Nyarombe for being supportive and their valuable advice. Secondly, I would like to thank CUEA administration for allowing me to carrying out this research at their premise. Finally, I would like to take this opportunity to express my very sincere gratitude to my entire family, more importantly; my parents Mr. & Mrs Aguok , my brothers, Oduor and Marcello and my sister Betha for their moral support that made me cover this along academic journey

ABSTRACT

The need for organizations to survive in a changing environment has led to the development of the concept of a learning organization with a keen reason of harnessing competitive advantage. Higher Institutions of Education have strived to propagate a learning culture with an aim of fostering service delivery. Nonetheless, despite the significant overall interest in service delivery, so far, relatively little attention has been paid to how learning organization can be enhanced within and by academia. The main purpose of this study was therefore to determine the influence of learning organization on service delivery in private university. The research was carried out in Catholic University of Eastern Africa, Gaba campus. It was guided by the following objectives; examining the component of learning organization within Catholic university of Eastern Africa, Gaba campus, investigating the influence of learning organization on teaching and learning, exploring the role of learning organization in administrative functions and finally drawing recommendations on ways of learning organization implementation in CUEA-Gaba campus. To meet the above objectives, the research adopted case study design in order to generalize the findings to the entire private university fraternity. The targeted population included the entire body of the permanent staff of CUEA-Gaba campus; which encompassed 19 teaching and 40 administrative staff. As a result, census was carried out given that the population was smaller. The study used structured questionnaires to collect data from the respondents; however, an interview schedule was also used to collect data from the top management. The study employed descriptive statistics to analyze data and afterwards interpreted and presented them on graphs, table and pie-charts. The research established that the institution was not a pure learning organization; for instance, learning organization components like shared vision and mental maps were trivially present but on the contrary, it exhibited commendable quality of service provision. Consequently, it was observed that learning organization positively influenced both the academic and administrative service by making service provision better. Equally, the finding revealed a positive correlation of $r=0.272$ with $p<0.05$ between the existence of learning organization and quality service delivery. It was nevertheless appreciated that the challenge toward achieving learning organization seems to derail the concerted effort of maintaining efficient service delivery. The study recommends the creation of a learning culture where organization puts more emphasize on the work-learning dichotomy and above all, maintaining a rewarding system which encourages sharing of experience. Further research was recommended on public institutions factoring in other aspects that influence service provision with an exception of learning organization with more emphasis on level of customer satisfaction.

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LIST OF ACRONYMS AND ABBREVIATIONS

CUEA - Catholic University of Eastern-Africa.

CUEASO – Catholic University of Eastern Africa Students Organization

HIL- Higher Institutions of Learning

ISO-International Organization Standardization

LO- Learning Organization

OL- Organization Learning

OLC- Organization Learning Capability.

PHD- Doctor of Philosophy

QMS- Quality Management System

SPSS - Statistical Package for Social Sciences

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CHAPTER ONE

INTRODUCTION

1.1 Background to the study

The need for organizations to survive in a changing environment has led to the development of the concept of the learning organization. A learning organization is an organization that facilitates learning for all of its members, and thereby continuously transforms itself (Senge, 2006). Theron (2002) suggests that organization needs to create a climate in which experiential learning is managed effectively throughout the workplace, and in which individual learning is harnessed to achieve organizational learning. Higher Education Institutions may have a learning culture. However, the creation of a learning organization is dependent on embedding learning in the management processes of the organization by extending the focus on learning from the classroom and the research laboratory to the wider organization, so that the organization creates and disseminates knowledge that informs the development of the organization.

The quality of higher education as a service is also fundamental to a country's development because universities prepare the professionals who will work as managers in companies and manage public and private resources and care for the health and education of new generations (Oliveria, 2009). According to Oldfield, higher education environment is a pure service; it provides person-to-person interaction. In this situation, customer satisfaction is often achieved through the quality of personal contacts (Yu and Wai, 2008). Furthermore, higher education needs to keep in perspective the needs and interests of groups such as student, employers, government, alumni, parents and funding agencies, among others (Rózsa, 2010).

Out of the stakeholders of the educational quality, students are considered to be one of the most important, as they are directly affected by the quality of service and satisfaction of other stakeholders like parents, employer, is dependent upon the satisfaction of students (Ahmed *et al.*, 2010). In education, students are customers who come to contact with service providers of an educational institution for the purpose of acquiring goods or services (Kitchroen, 2004). Sigala and Baum mentioned that it becomes even more difficult to attract students, since new generation students have more influence and greater awareness as consumers, becoming more interactive and selective as regards their future (Zafiropoulos & Vrana, 2008)

In the current economic conjuncture, delivering high quality and keeping customers satisfied is viewed as critical for survival. This is of particular interest in the service industries, where employees interact in a very personal manner with customers and affect their perceptions of service quality. Thus, skills and capabilities of first-line employees, as well as human resource practices and methods aiming to increase their satisfaction levels have become very important in service industry. However, in a dynamic context, the success of an organisation does not depend solely on the current levels of employee skills, capabilities and knowledge, but mainly on their ability to improve themselves on an ongoing basis (Somerville & McConnell-Imbriotis, 2004). The above ascertainment sparked the concept of an organizational learning culture. This is a culture that significantly contributes to the continuous improvement of a firm, as it facilitates efficient adaptations to challenging environments (Cunningham & Gerrard, 2000), self-transformation (Watkins & Marsick, 1993) and expanded capacity to shape its own future (Senge, 2006). This learning ability to adjust to any initially unforeseen changes in the environment should be the continuing and driving force for all viable organizations.

Research has provided evidence supporting the idea that an organizational learning culture improves employee attitudes, for example, job satisfaction . However, according to Rowden and Conine (2005) the existing literature needs additional research in order to further understand this apparently powerful link between workplace learning and job satisfaction. If this powerful link continues to surface in other sectors and larger organizations, managers concerned with the level of job satisfaction and service delivery among their employees may want to encourage more learning opportunities in the workplace. Egan *et al.* (2004) also proposed that continued efforts in exploring the dynamics associated with interactions between organizational learning culture and employee satisfaction, learning, and performance are essential for the ongoing development of research and practice unique to Human resource development.

Within the university context, there is a fundamentally fertile ground for the development of a learning organization. A university is both explicitly and implicitly built on notions relating to the importance of learning at an individual level, and the idea of learning as the basis for driving economic development. Unlike concepts such as knowledge management which pose an implicit threat to intellectual property rights and academic autonomy, the idea of organizational learning to produce a learning organization is likely to be one which sits easily with most staff within a university. Given that for many academics the attractiveness of their chosen profession lies in the opportunity to explore new territory and to learn from these explorations. It seems likely that involvement in organizational learning would act as a significant motivator and satisfier within the workplace (Lewis *et al.*, 2008).

1.2 Statement of the problem.

Academic institutions have endeavored on delivery of quality services to their customers, notwithstanding, the turbulent environment occasioned by ever changing customer needs and cutthroat competition posed by mushrooming as well as established institutions. It has been claimed, moreover, that learning organizations generally outperform their rivals (Pearn *et al.*, 2005), especially in turbulent and intensively competitive market environments (Deshpande *et al.*, 1993). To curb this menace, higher academic institutions have adopted and implemented Quality management Systems (QMS) which is cardinally centered on customer satisfaction (Douglas *et al.*, 1999). However, Good service provision does not necessarily mean ‘doing everything the customer wants’ so much as bringing the expectations of the service provider and the customer closely into line. As an important first step towards doing so, educators and educational managers would do well to devote more attention to ascertaining just what the expectations of their customers are (Scott, 1999). The Catholic university of Eastern-Africa has shown considerable commitment in embracing and propagating knowledge through quality service QMS (Akala, 2011) .This is fundamentally aimed at fostering quality service delivery, to meet customer needs. Despite the significant overall interest in quality service delivery, so far, relatively little attention has been paid to how learning organization can be enhanced within and by academia. This is particularly unexpected, given the key role of higher education for the development of a knowledge society and for achieving the maiden goals (Mills and Friesen, 1992). The research therefore seeks to bring to light the influences that are brought about by learning organization, more importantly in service provision and thereby draw recommendations in implementation of learning organization in academia.

1.3 The purpose of the study

The purpose of the study was to determine the influence of learning organization on service delivery in Catholic university of Eastern Africa.

1.4 Specific objective

In this study the specific objectives was to:

- i. Examine the component of learning organization within Catholic university of Eastern Africa, Gaba campus.
- ii. Investigate the influence of learning organization on teaching and learning.
- iii. To find out the influence of learning organization in administrative functions.
- iv. Formulate recommendations on implementation of learning organization in CUEA-gaba campus.

1.5 Research questions

To meet the above mentioned objectives the following research questions were formulated.

- i. What are the components of learning organization within Catholic University of Eastern Africa, Gaba campus?
- ii. What are the influence of learning organization on teaching and learning?
- iii. What the influence learning organization in dispensing administrative functions?
- iv. How can Catholic university of Eastern-Africa, Gaba campus enhance implementation of organization learning?

1.6 Significance of the study

The findings of this study would help private universities seek insight on the approaches of nurturing creativity and innovation in academia. It would act as an eye opener to Institutions encountering several challenges that retard their service provision, rendering them redundant. This study goes further to unearth impediments towards service delivery and thereafter, the knowledge discovered would be used as a yardstick for monitoring and evaluating the growth progress on service delivery. The study seeks to show the influence of learning organization, which was derived from individual employee learning and ultimately propelling it towards collective organization learning. This would help the employees create a culture of knowledge creation, capture and sharing. Ultimately, this would build up a knowledge society which is capable of adapting to the dynamics in the field of academia. The research would also contribute to the body of knowledge concerned with the efficiency of service delivery in higher academic institutions with regard to learning organization. It would work as groundwork for upcoming researches in this discipline. The student being the fulcrum of service delivery would benefit greatly from the outcome of this research. The benefits accrued from learning organization would be cascaded down to service delivery which directly impacts on students' quality.

1.7. Scope of the study

The study was conducted in Catholic University of Eastern Africa, Gaba campus situated in Eldoret, Uasin-Gishu county. These research findings would mainly be sourced from academic and non-academic staff within the University. The non-academic staff would be drawn mainly from administrative units of the university. The research covered the implication of learning organization on services mainly; library, finance, registry, publication, research, teaching and

learning. Functionally, these are the core services rendered by universities. Since service delivery is quite amorphously in quantifying, the researcher adopted the service satisfaction as appropriate means of gaining the true value of service delivery by the respondent. The research carried out between August and September 2013

1.8 Limitation of the study.

There was a considerable mixed response on administrative services since the entire administrative services are on the verge of being automated. Given the nature of the study, it was not possible to generalize the study's findings to public universities since they have different management and administrative functions.

The human resource office was still being functionally executed from main campus in Nairobi, thus limiting the accesses to some vital information pertinent to the staff. .

1.9. Definition of operational terms

Learning Organization - A learning organization is an organization skilled at creating, acquiring, and transferring knowledge, and at modifying its behavior to reflect new knowledge and insight

Private universities- these are privately accredited Higher Education Institutions which offer teaching and research at an under- and post- graduate level.

Service delivery- refers to activity at the interface between an institution and its client, which is quantified by the level of satisfaction.

Academic service: refers to services aimed at imparting knowledge to both students and teachers e.g. research, library teaching among others

Administrative services: refers to a service that aids organization in oversee the running of daily tasks as well as implantation of organization policies and objectives.

CHAPTER TWO

LITERATURE REVIEW

2.1 Organization learning

Organizational learning (OL) has been the focus of considerable attention in the literature lately and a great deal of work has been generated on the topic in the last decade. Many academic disciplines have been identified also as contributors to the recent understanding of organizational learning (for instance; psychology, management science, marketing, production management, sociology, and cultural anthropology (Easterby-Smith, 1997)).

Several definitions of organizational learning have emerged from the literature, but the most popular was formulated by Senge (2006) which refers it to an organizations where people continually expand their capacity to create results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together. On the other hand, Garvin (1993; cited by Kreitner, 2009) in an effort to consolidate different thoughts on Organization Learning has launched the following definition: A learning organization is an organization skilled at creating, acquiring, and transferring knowledge, and at modifying its behavior to reflects new knowledge and insight. Garvin's definition of Organisation Learning relies on the requirements that an organization must satisfy in order to become a learning organization.

Learning takes place on both an individual basis and at an organizational level representing a continuing and continuous process aimed at the acquisition of skills and knowledge. This arises from experience, from activity, from study, from analysis and thought, from experimentation, or

from teaching or training. Jackson identifies two fundamental and conflicting theories of learning, the behaviorist or stimulus response approach and the cognitive or information processing approach (Jackson, 2003). While the behaviorist approach suggests that learning takes place in response to changing stimuli in the competitive environment, the more complex cognitive approach implies that there is a “thinking” element to the learning process. Learning is an active process and represents a conscious effort to develop. Thus, it is possible to increase the rate at which learning takes place by actively facilitating the gathering of information, as well as the learning process itself, thereby allowing organizations to capitalize on such intellectual leverage (Easterby-Smith, Araujo, & Burgoyne, 2001). By definition, learning is a cognitive, intelligent and diligent process. Argyris refers to the concept of “double loop learning”, a situation where learning revolves around not only the immediate solution of a problem, but develops principles that may inform and determine future behaviour (Argyris and Schon, 1997; Argyris, 1994). In this context, “specific” learning may also lead to a “generalised” learning where individual solutions are derived, but then generalised to apply in other circumstances. Occasionally, such approaches may result in pre-emptive action aimed at repeating success or preventing future problems. Alternatively, Senge identifies adaptive and generative learning, both apparent in many leading organisations. The former centers on evolutionary changes in response to developments in the business environment and which are necessary for survival of an organisation. Generative learning is, on the other hand, concerned about building new competences, or identifying and creating opportunities based on leveraging existing competences, to generate new business opportunities (Senge, 2006).

Some debate has arisen from an existent dichotomy in the use of the terms “organizational learning” and “the learning organization”. Both concepts are so intimately related that sometimes

they are used interchangeably in the literature. The difference between organizational learning and the learning organization refers to process versus structure. Organizational learning is used to describe certain type of activities that take place in an organization. Organizational learning is a construct, which implies that the entity called an organization actually gets engaged in the process of gathering and processing information, and as a consequence its potential behavior is changed. Learning organization is a construct related to an organization that has a thoughtful philosophy for anticipating, reacting, and responding to change, complexity, and uncertainty.

The learning organization refers to a particular type of organization: it is an organization that is good at organizational learning. The consequence of this debate is that the concept of organizational learning always comes first and the learning organization follows, but they are mutually inclusive. This dichotomy also implies that organizational learning is a complex and multidimensional phenomena (Malhotra, 1996; Tsang, 1997).

The idea of learning organization was popularized by Peter Senge (2006), in his seminal work *The Fifth Discipline: The Art and Practice of the Learning Organization*. He quips that, at the core of the learning organization are five essential learning disciplines: personal mastery, mental models, shared vision, team learning, and systems thinking, that may be briefly described as follows. Personal mastery has to do with individual learning, and can be seen as the basic building block through the actualization of which the learning organization is constructed. Mental models are about how individuals reflect on their own knowledge, using such models to improve the internal understanding of an organization's functions, and processes. Shared vision implies a sense of group commitment to a matrix of organizational goals, while team learning describes a sharing and utilization of knowledge involving collective thinking skills. The purpose

of systems thinking is to understand relationships and interrelationships, as well as the context and the forces that affect the behaviour of a system or organization. For the early half of the 1990s, the idea of learning organization had been criticized as the mere re-incarnation of earlier ideologies, such as organization development and total quality management (Rasmussen, 1997). Nonetheless, as more entities adopt the practices underlying the learning organization, it appears that the learning organization concept is passing from buzzword status to a meaningful expression of best organizational practices. Today, most authors in the management field agree that the learning organization is best viewed as an ideal, a model toward which an organization should strive, and that certainly no existing organization perfectly fits the model (Benson, 1997; Senge et al., 2006; Jashapara, 1993). Meanwhile, many organizations that are engaged in constantly revamping and retooling themselves may be seen as reaching for that ideal goal of learning organizations. In fact, in this modern age of information technology and swift change, learning has become an integral part of the work of an organization (Willard, 1994), run along principles intended to encourage constant reshaping and change.

2.1.1 Characteristics of learning organizations

A total of fifteen characteristics (Shared Vision; Participatory Management; Training; Learning Attitudes; Experimental & Forgiving Climate; Open Communication & Dialogue; Trust and Togetherness; Teamwork; Employee Empowerment; Knowledge Management Infrastructure; Fun and Rewarding; Leadership; Customer Relationships; Adaptability; Bureaucracy) are identified from the literature of successful learning organizations and are used to assess the extent of the universities being a learning organization.

A shared vision and participatory management style ; learning organisations have a vision that permeated the entire organisation and employees are supposed to be committed to it. This shared vision is the result of a participatory management style that sought and respected the opinions and aspirations of employees at all levels (Senge 2006).

Training opportunities; Learning organisations believe in investing in their employees' professional and personal development. This is done by sending them for training regularly and encouraging them to develop lifelong learning habits. This emphasizes learning at the whole organisation level and not just at the individual level (Dwivedi, 2003).

Learning attitudes; Learning organisations are characterised by employees who are highly motivated towards learning and development. They thrive in a forgiving environment where mistakes are viewed as opportunities for learning (Senge, 2006). Such an environment encourages experimentation and curiosity amongst the employees that often lead to innovation, better products and services.

Team working, trust, communication and forgiving climate; Most employees in learning organisations do their work in teams. They believe that members become more cohesive and that creative ideas are more forthcoming with teams than individuals. Coupling with an environment of trust and togetherness that fosters a culture of open communication, learning and sharing amongst the employees, the group dynamics created will be enormous (Dickson, 2000)

Employee empowerment; Learning organisations believe in empowering their employees to do their jobs. They recognise and value their employees as assets that will do their best jobs when they are entrusted rather than assigned with work (Reagan, 2005).

Knowledge management infrastructure; with the acquisition, learning and sharing of valuable information and knowledge, there is a need to have an effective knowledge management infrastructure. The organisation has to be able to harness and utilise these resources into a cohesive whole to become truly effective (Rowden, 2001).

Leadership; Learning organisations are characterised by competent and transformational leaders. These leaders take on new roles as counsellors, mentors, coaches and facilitators rather than authoritarian bosses (Dessler, 2003). They focus on inspiring their subordinates to do their best work and encourage them to learn and think creatively.

Fun and rewarding work; Employees in learning organisations tend to describe their work environment as fun and rewarding .There is greater emphasis on rewarding employees based on the overall performance of the organisation rather than on individual efforts to encourage collaborative behaviours (Philips, 2003).

Customer relationships; Most learning organisations are customer orientated (Collie, 2002).They understand the importance of their customers and make efforts to satisfy them. Learning organisations are highly adaptable. They envisioned the need to continually improve and change to remain competitive, relevant to the industry and their customers (Zeithaml.2006).

Adaptable and non-bureaucratic structure; Finally most learning organisations tend to be organic and not bureaucratic. Kreitner, (2009), has reported on the ill effects of bureaucracies on private organizations.

2.1.2 Service delivery

One of the determinants of success of an organization is how the customers perceived the resulting service quality (Mukesh et al., 2009). The idea is that the service is good if perceptions meet or exceed expectations and problematic if perceptions fall below expectations (Ahmed and Shoeb, 2009). So, filling the gaps between customer perceptions and expectations about the service received is vital for customer satisfaction. As Matzler and Hinterhuber stated, more and more firms use satisfaction ratings as an indicator of performance for services and consequently an indicator of company's future. Since service quality is a vital element in creating customer satisfaction, it also plays an important role in sustaining profit levels of companies (Baki et al., 2009). Garvin states, that consumer's inference about quality rather than the reality itself – can be critical (Lam, 2002); they also perceive service quality as a multidimensional concept (Markovic and Raspor, 2010). Thus, it becomes important to assess how customers evaluate service quality (Bayraktaroglu and Atrek, 2010).

The quality of higher education as a service is also fundamental to a country's development because universities prepare the professionals who will work as managers in companies and manage public and private resources and care for the health and education of new generations (Oliveria, 2009). According to Oldfield, higher education environment is a pure service; it provides person-to-person interaction. In this situation, customer satisfaction is often achieved through the quality of personal contacts (Yu and Wai, 2008). Furthermore, higher education needs to keep in perspective the needs and interests of groups such as student, employers, government, alumni, parents and funding agencies, among others (Ro'zsa, 2010). Out of the stakeholders of the educational quality, students are considered to be one of the most important,

as they are directly affected by the quality of service and satisfaction of other stakeholders like parents, employer, is dependent upon the satisfaction of students (Ahmed et al., 2010). In education, students are customers who come to contact with service providers of an educational institution for the purpose of acquiring goods or services (Kitchroen, 2004). Sigala and Baum mentioned that it becomes even more difficult to attract students, since new generation students have more influence and greater awareness as consumers, becoming more interactive and selective as regards their future (Zafiroopoulos & Vrana, 2008)

Universities as research – educational organizations have different tasks and functions such as teaching, research, production of knowledge, new technology, social change strategies, and actively facing with global transformations. Universities success in doing their functions requires them to improve continuously quality of their processes and use more effective approaches and methods. There have been some studies in last decade regarding use of learning organization theory in educational organizations specially higher education institutions, for example Avdjieva (2002) studied higher education systems in Australia, New Zealand, England and North America, and showed an increasing connection between learning organization aspects and quality of education approaches.

2.3 Empirical review

Previous research supported the idea that there is a positive significant link between workplace learning (formal, informal, and incidental) and employee job satisfaction (Rowden and Ahmad, 2000). This survey, conducted in Malaysia targeting small to mid-sized businesses, found evidence that employees with opportunities to develop and learn at their jobs express higher levels of overall job satisfaction. The empirical results also confirmed that the promotion of an

organizational learning culture can enhance client satisfaction. Both of these factors influence organizational outcome variables such as motivation to transfer learning, turnover intention and service delivery. Similarly, Egan *et al.* (2004) found evidence that organizational learning culture has a direct and indirect impact, through the mediator of job satisfaction, on employee turnover intention and service delivery. They noted that despite the high correlation between the organizational learning culture and job satisfaction, these two constructs tend to be distinct both conceptually and in terms of measurement. Tsang *et al.* (2007), also using both qualitative and quantitative methods, showed that two criteria for job satisfaction (relationship with colleagues and relationship with the family) significantly related to employees' learning commitment. Mikkelsen *et al.* (2000) found that a positive learning climate reduces job stress and also had a direct and positive impact on service delivery and employee commitment. Chang and Lee (2007) conducted quantitative research targeting different industries in Taiwan and found that the operation of learning organizations has a significantly positive effect on employees' and clients satisfaction. Chiva and Alegre (2008) provided empirical evidence of the relationship between emotional intelligence and job satisfaction by taking organizational learning capability into consideration. A significant positive association was also proposed between organizational learning, job satisfaction, staff empowerment and quality of service delivery related to after-school programs of the US and Israel (Orthner *et al.*, 2006). Price and Mueller (1986) proposed that one the job facet of general training increases job satisfaction and subsequent intentions to stay.

The impact of an organizational learning culture on a firm's financial performance and overall assessment approaches has received considerable attention in different fields such as management, marketing, accounting, and strategy. For example, Ellinger *et al.* (2002) conducted

research that suggests the existence of a positive association between the seven dimensions of the organizational learning culture, as articulated by Marsick and Watkins (1999), and both the perceptual and objective measures of firms' financial performance, explaining 10% of its variance. Yang (2003) also found evidence that the measures of these seven dimensions of the learning culture have statistically significant effects on organizational outcomes. Goh and Ryan (2008), using market financial and accounting financial data, showed that learning companies demonstrated stronger performances in financial outcome over time as compared to their closest competitors.

The research, by Hays and Hill (2001), strongly supported the mediating effect of employees' motivation/vision in the relationship between learning through service failures and the customer intent to return to the same hospitality industry. Linking the above findings, it is hypothesized that in an organizational learning culture that encourages and supports individual learning and development, the employees can respond more quickly and effectively to customers' needs—thus achieving a competitive advantage that is difficult for competitors to emulate, and easily recognized by customers

Senge (2006) proposed that long-term superior performance depends on superior learning provided by an organization. In learning organizations, much of the training focuses on soft skills such as problem-solving, decision-making, and need analysis—all of which have a direct impact on customer satisfaction.

2.2. Critical review

Senge (2006) proposes that people put aside their old ways of thinking (mental models), learn to be open with others (personal mastery), understand how their company really works (systems

thinking), form a plan everyone can agree on (shared vision), and then work together to achieve that vision (team learning). However normative perspective suggests that a set of internal conditions is required for an organization to become a learning organization. Thus organizations should first focus on building leadership and culture that within which the five pillars propounded by Senge will thrive exponentially. Trust and reward is key for propagation of learning organization.

Jackson (1993) suggests that learning is based on behaviorist as well cognitive approach, not really factoring the inherent urge of human willingness to learn so as to furnish their ego. On the other hand Easterby-Smith, (2001) believes that learning can be expedited by actively facilitating the gathering of information, as well as the learning process itself on the contrary, the nitty-gritty should be the objectivity of the information gathered and again the organization culture exhibited the willingness to share the gathered knowledge within the organization divide.

Mukesh et. Al., (2009) admits that one of the determinants of success of an organization is how the customers perceived the resulting service quality .However, Good service provision does not necessarily mean ‘doing everything the customer wants’ so much as bringing the expectations of the service provider and the customer closely into line

Argyris and Schon (1997) distinguish between two different types of learning: single-loop and double-loop. In single-loop learning decisions are based solely on observations, purposely aim at fixing present prevailing problems, therefore hindering experiential learning. In double-loop decisions are based on rethinking of existing competencies/methods, which has proved inadequate in restructuring the existing system but rather plays a cardinal role on continuous improvement.

2.4 Knowledge gap

According to the above literature, few studies have attempted to assess the relationship between OLC and service delivery or rather customer satisfaction. An empirical survey based on a sample of 200 Australian organizations found that learning organization displays a moderate to strong link with three measures of performance (knowledge performance, financial performance and customer satisfaction) at a self-managed work team level (Power and Waddell, 2004). It was apparent that most research on learning organization and service industry had greatly inclined towards employee satisfaction and financial implication accrued by learning organization neglecting the key function; the quality of service being provided. This research therefore, probes the implication of learning organization on service delivery, basing the argument on the level of satisfaction from employee in a private university set up, with an intention of capturing its influence on core function, which is service provision.

2.5 Conceptual frame work.

Since there was no single theoretical frame that would otherwise suit this study, the researcher opted to generate a conceptual framework. In this conceptual framework, learning organization was itemized as independent variable while service delivery as dependent variable. Hypothetically, efficient service delivery could be attained through collective learning. Learning organization is constituted on the five components: system thinking, mental maps, building shared vision, personal mastery and team learning. Creating a conducive environment for learning would facilitate the growth and coexistence of the named components of learning organization. Services offered by the Catholic University of Eastern Africa encompass; information service, teaching and learning, community service, research, consultancy and

administrative functions whose end products are; efficient administrative services ,quality teaching and research and also manufacturing of competent graduate. These services are tethered on the core values and university mission statement. The intervening factors are perceived to act on dependent variable, thereby, mimic the independent variable, thus conveying an erroneous response. These factors are: quality management system, competence, technology and culture. The framework elucidates the considerable interaction of the variables by cascading down the each services offered by the institution.

Independent variables

Dependent variables

(Service delivery)

(Learning organization)

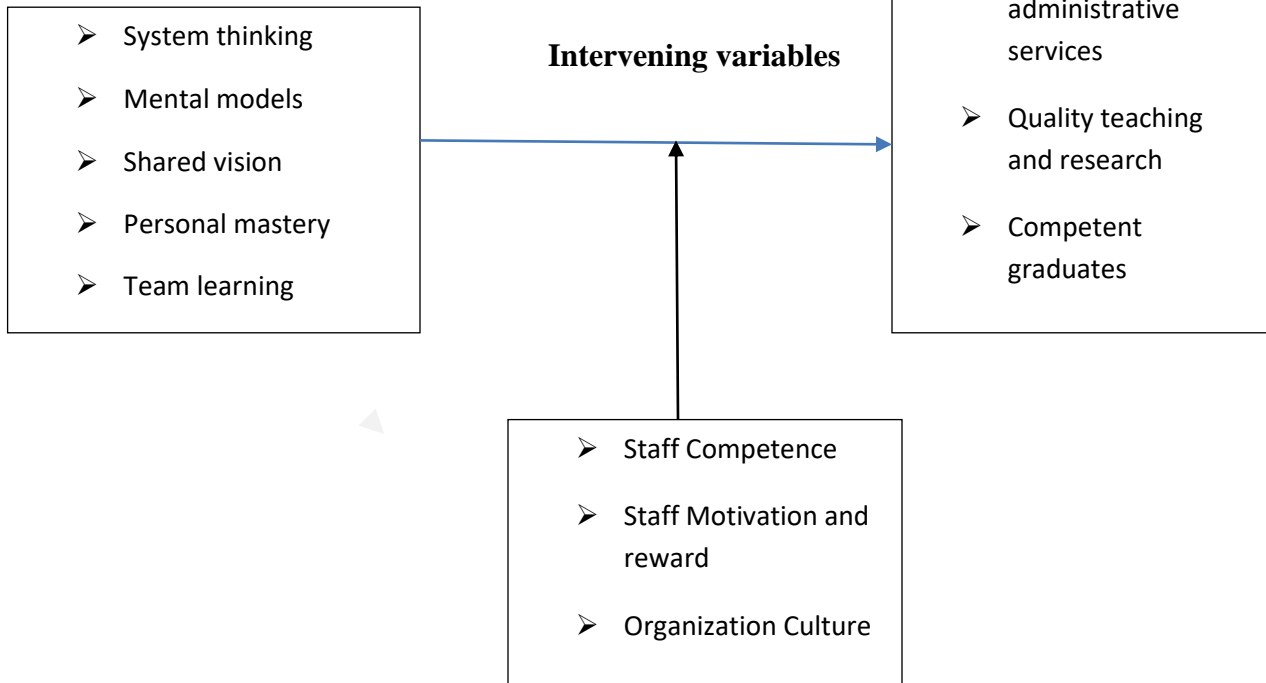


Figure 2.1; conceptual frame work

CHAPTER THREE

METHODOLOGY

3.1 Research design.

The study employed case study design. A critical case study allows the following type of generalization, 'If it is valid for this case, it is valid for all (or many) cases.' In its negative form, the generalization would be, 'If it is not valid for this case, then it is not valid for any (or only few) cases. Therefore, the findings from this research would be generalized to the entire private universities fraternity. A case study allows an in-depth investigation of the problem and thereby brings better understanding of the influences of learning organization on service delivery in public university.

3.2 Study area

The research was carried out in Uasin-Gishu county. The main area of interest was Catholic University of Eastern Africa, Gaba campus, which is situated 4 kilometers away from Eldoret Town off Eldoret-Kisumu road.

3.3 Target population.

The study targeted the whole population of staff members of Catholic University of Eastern Africa Gaba campus, who are on permanent basis of employment. Considering the fact that learning is inclusive of teaching and non-teaching staff, it therefore encompass 19 teaching and 40 non teaching. Hence the target population for this study was 59 respondents.

3.4 Sampling technique and sample size.

The study carried out census, since the target population was smaller and the full representation could be easily be captured .This technique was preferred because every individual in the universe would present his observation and the exact scenario would be re-laid .

3.5 Data collection procedure

Cover letter to conduct research was sought from Kisii University College .This letter was used to secure permission from Catholic University of Eastern Africa-Gaba campus, to carry out the research. The researcher collected the data using both the questionnaires and interview schedule. The researcher personally administered the questionnaires and interview guide.

3.6 Instrumentation

Questionnaires were distributed to the teaching and a section of non-teaching staff. It was used to obtain information and provide an opportunity for the researcher to capture respondent's view on the whole range of issues. The questionnaires were constituted by both structured and unstructured questions.

This tool was used to collect primary data for the study. The purpose for the structured questions was to get information that would otherwise facilitate data analysis and classification in a specific way. On the other hand un-structured question would seek an in-depth response. According to Mugenda and Mugenda (2003) questionnaire ensure uniformity, economy and time saving.

Interview schedule was also deployed to collect data from the top management .This enabled the researcher to get more data on the university imperative issues in greater depth. It involved face

to face interaction. The advantage of interview schedule in this case was to help the researcher become careful when deciding how best to use limited time available in an interview and above all, aids to interview a number of different people in a more systematic and comprehensive manner by delimiting the issues to be explored in advance (Kothari, 2005).

Before the actual research, a pilot study was carried out from a randomly selected respondent. Mugenda & Mugenda (2003) states that a pilot study is aimed at assessing the validity and reliability of the instruments so that items that fail to meet the validity and reliability of the instruments anticipated data would be discarded or modified. The researcher personally performed pilot study for the instrument and the same procedures was be followed during the actual collection of data.

3.6 .1 Validity of the instrument

Validity refers to the extent to which an instrument measures what it is suppose to measure. Validity of the research instruments was determined by the use of expertise from the research supervisors'. They assessed the relevancy of the questionnaire to the research objectives. To achieve this, the developed instrument was handed over to the supervisors who checked the content validity and gave recommendations for revision. The pilot study enabled the researcher make final modification and readjustment on the instrument.

3.6.2 Reliability of the instrument

Kothari (2002) assert that a reliable instrument consistently produces the expected result s when used more than once to collect data from the same sample randomly drawn from the population. In this study, reliability was attained through test and pretest technique, which was carried out

during pilot study. Five questionnaires were administered to randomly select respondents. Then the same is repeated after 3 weeks. Person Correlation Coefficient of $r=0.799$, $p<0.05$ was established between the two score thus illustrating that the instrument high test retest value therefore suggesting that the questionnaire contents would be elicit consistent responses.

3.7 Data analysis and procedures

According to Kothari (2005) and Mugenda &Mugenda (2003), this step is essential in scientific and social research in ensuring that all relevant data are captured for making comparison and analysis. This research used qualitative research which gave respondents a chance to participate in the process of decision making that ultimately affected the well-being of the university

Both qualitative and quantitative methods were deployed. Descriptive method applied and data will be presented inform of frequency distribution tables, graphs, and pie charts to facilitate description and explanation of the study. SPSS version 16 was used to generate frequency distribution tables' .Inferential statistics, notably Pearson product momentum correlation was also used to show relationship between variables.

3.8 Ethical issues

These research finding will strictly be used for academic purposes; therefore, all the responses therein will be treated with confidentiality as accorded by academics ethics. The originality of the research will be paramount; the research will solely be founded on the data collected from the field.

CHAPTER FOUR

FINDINGS, PRESENTATIONS AND DISCUSSIONS

4.1 Respondent distribution

The research was carried out on August 12th to 23rd 2013. A total of 59 questionnaires was dispensed out to the respondents. Out of the 59 questionnaires dished out, 91.5 % (54), were returned, which is acceptable given that these was opening period as per the university calendar. 53.7 % (29), of the respondent were male while 46.3 % (25), were female. It was realized that 35.2 % (19), of the respondents were academic staff members while 64.8 % (35), were administrative. The table below shows gender distribution of the departments

Table 4.1 respondent distribution

| Departments | Gender | | | |
|----------------|------------|-------|------------|-------|
| | male | | female | |
| | Column N % | Count | Column N % | Count |
| academic | 31.0% | 9 | 40.0% | 10 |
| administrative | 69.0% | 20 | 60.0% | 15 |
| Total | 100.0% | 29 | 100.0% | 25 |

Source: field data (2013)

It was revealed that 31 % (9) of the male respondent worked in academic department while 69% (20), were administrative staff. Conversely, 40 % (10) of the female respondents were academic staff while 60% (25) were administrative staff.

4.2 Demographic data

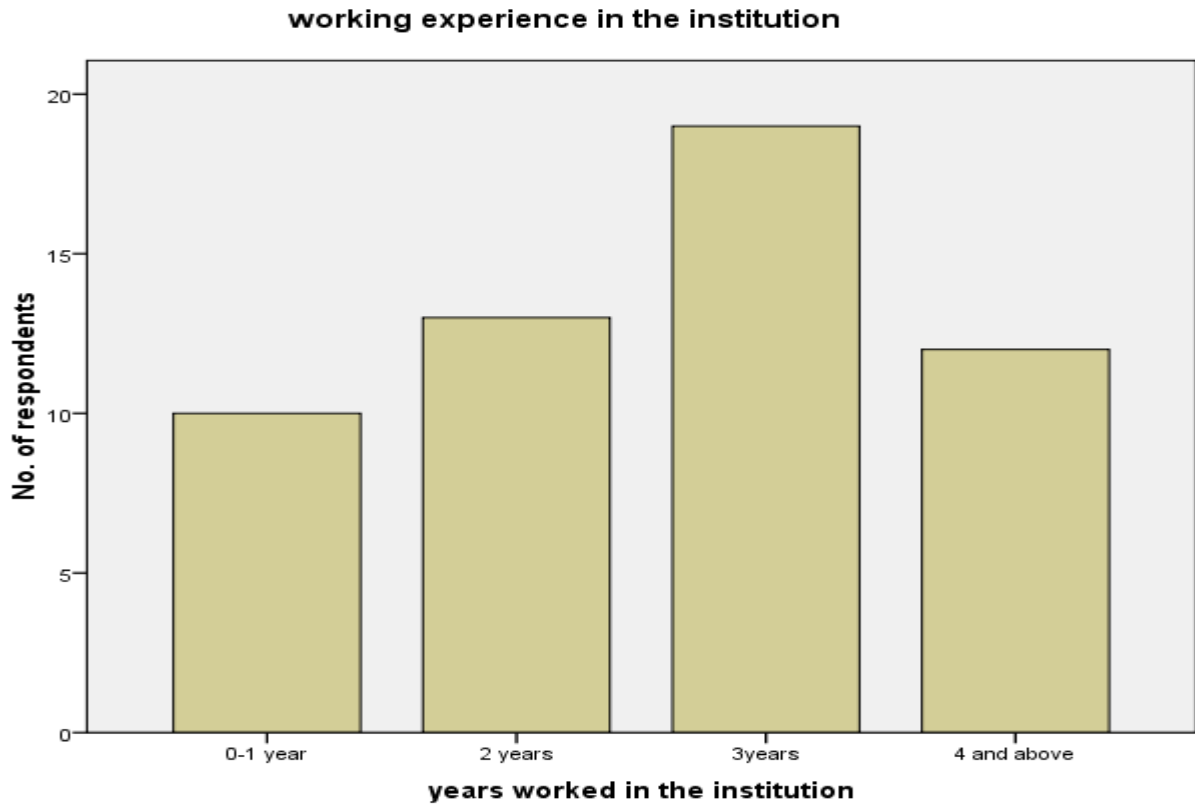
A learning organization is an organization that facilitates learning for all its members, and thereby transforming itself. It is important to note that a learning organization can only be nurtured within a culture where experiential learning (working experience) is managed effectively and also where individuals have a learning capacity based on expertise (academic credentials). The researcher therefore sought to know the staff working experience and academic qualification.

4.2.1 Working experience

To get the bigger picture of the learning organization scenario in the institution, it was significant to ascertain the extent to which the staffs have worked in CUEA-Gaba campus. Subsequently, a learning organization is devised through a learning culture which is built by the institution within a considerable period of time. Furthermore, the quality of service provision can also be verified within a given period of time, given that service provision is dynamic.

It was discovered that 35.2% (19) staff members had worked in the institution for 3 years. It was followed by 24.1% (13) respondents who had worked for 2 years and then closely trailed by 4 years with 22.2% (12) and finally 18.5% (10) staff members who worked for 1 year trailed from behind, as indicated in the diagram below

Figure 4.1: graph showing working experience in the institution



This was because the institution was initiated in 2009 (4 years ago), and by that time it was offering pre-university and pastoral courses only, but in 2010(3years ago) it opened up to other courses such as bachelor of commerce, masters in business education and education among other courses .This actually called for more staff members given that the number of students had risen astronomically which consequently translated to increasing the number of staff, thus the big numbers of staff who worked for 3 years. The small number of staff members who have worked for less than a year is attributed to the fact that a good number of staff had already been employ a handful had were being replaced due to retirements, transfer or demise.

4.2.2 Academic Qualifications

Academic qualification is key for learning propensity within all factions of an organization. It is therefore important to know the academic qualification since it plays a central role in the creation of learning organization capacity. Above all, higher qualification make it is easier for the respondents to actually conceptualize their responses thus creating precision on the findings.

A good number of the respondent 37 % (20) had masters degree followed by bachelors degree with 29.6% (16), diploma holders come third with 18.5 % (10), while 9.3 % (5) had doctorate degree and finally 5.6% (3) had acquired certificate. Further investigation revealed that the entire group of respondents who had certificate, diploma and bachelor degree were administrative staff. However out of the 20 respondents with masters degree 65 % (13) were academic staff while the 35 % (7) were administrative staff. The whole population of doctorate holders ware academic staff. It was clearly uncovered that academic staff had master's and doctorate degree. The diagram below clearly shows academic qualification distribution.



Figure 4.2: respondents' distribution of academic qualification.

Most of the entry point for administrative staff positions requires a bachelor degree qualification. It is evident that majority of the staff (69%) are administrative staff, this therefore translate to the large number of bachelor degree in the administrative department. However ,the reason behind all academic staff possessing masters and phd qualification is that academics is geared towards research ,teaching and learning ,therefore to carry out these duties efficiently academic staff have to possess higher qualification so as to accumulate relevant prerequisite expertise.

4.3 specific research objectives findings

4.3.1 Components of learning organization

To determine the influence of learning organization in service delivery, it is prudent to establishing whether learning organization is in existence in the organization. This can be arrived at by identifying the learning organization components present in the institution. Learning organization comprise of five component paraphrase as; strong collaboration (team learning), existing as community (personal mastery), understanding how the institution works (system thinking), talking about issues openly (shared vision) and finally employee put aside old way of thinking (mental maps).

It was revealed that of the total respondents; 24.1 %(13) strongly agreed, 25.9 %(14) Agreed, 46.3 %(25) were Not sure, while 3.7% (3) Disagreed that system thinking was present. 7.4 % (4) Strong agreeing, 50% (27) Agree, 37 % (20) were Not sure, 5.6% (3) Disagreed, 14.8 % (8) the existence of team learning, where as 1.9% (1) Strongly Disagreed, 29.6 %(16) were not sure 53.7% (29) Agreed while 14.8% (8) strongly Agreed that personal mastery was present. Additionally, 3.7 %(2) strongly disagreed, 11.1% (6) disagreed, 37 %(20) were not sure, whereas 38.9% (21) Agreed and 9.3 %(5) strongly agreed on the prevalence of shared vision. Ultimately, 5.6 %(3) strongly disagreed,16.7% (9) disagreed, 40.7% (22) were not sure,

24.1%(13) agreed while the remaining 13%(7) strongly agreed on the occurrence of mental maps in the institution.

Table 4.2: components of learning organization

| Components of learning organization | 1 SA | | 2 A | | 3 NS | | 4 D | | 5 SD | | sum | mean |
|---|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-----------|---------------------|
| | Count | Row N % | Count | Row N % | Count | Row N % | Count | Row N % | Count | Row N % | $\sum fi$ | $\frac{\sum fi}{N}$ |
| Understanding how institution really works is evident(system thinking) | 13 | 24.1% | 14 | 25.9% | 25 | 46.3% | 2 | 3.7% | 0 | .0% | 124 | 2.30 |
| Strong force of collaboration(team learning) | 4 | 7.4% | 27 | 50.0% | 20 | 37.0% | 3 | 5.6% | 0 | .0% | 130 | 2.41 |
| Exist as community(personal mastery) | 8 | 14.8% | 29 | 53.7% | 16 | 29.6% | 0 | .0% | 1 | 1.9% | 119 | 2.20 |
| Talk about issues openly(shared vision) | 5 | 9.3% | 21 | 38.9% | 20 | 37.0% | 6 | 11.1% | 2 | 3.7% | 141 | 2.61 |
| Employees put aside their old ways of thinking(mental maps) | 7 | 13.0% | 13 | 24.1% | 22 | 40.7% | 9 | 16.7% | 3 | 5.6% | 150 | 2.78 |

Source: field data

It was observed that system thinking, team learning and personal mastery were noticeably present in the institution with a mean of 2.30, 2.41 and 2.20 respectively, which translates to Agreeing to their presence in the institution. This is highly attributed to the social culture of collaboration with the institution which encourages strong force of collaboration (team learning) and the institutions policy that is tailored on community service (personal mastery) whereas staff induction and Quality management systems implementation are credited for perceived understanding of how the institution really works(system thinking)

4.3.2 Indicators to learning organization

To really understand the institution learning organization scenario per se, the researcher sought to find out if the actual indicator that of learning organization within CUEA-Gaba campus. These would otherwise portray the real picture of the tendency of CUEA-Gaba capability of behaving as a learning institution.

It was discovered that of the total respondents; 7.4% (4) strongly disagreed, 1.9%(1) agreed, 9.3%(5) were not sure,48.1%(26) agreed while 13.3%(18) strongly disagreed with the notion that the department has vision that permeates the entire organization and employees are supposed to be committed to it. Mixed response was observed on how employees are highly motivated towards learning and development with 24.1 %(13) strongly disagreeing, 42.6 %(23) disagreeing, 22.2 %(12) not sure whereas the remaining 11.1 %(6) agreed. 3.7 % (2) disagreed, 24.1 %(13) was note sure, 57.4 %(31) agreed whereas 14.8% (8) Strongly agreed with the fact that the institution believe in empowering their employees to do their job. It was also indicated that 9.3 %(5) strongly disagreed,14.8%(8) disagreed,38.9% (21) were not sure 13.5%(17) agreed while 5.6%(3) strongly agreed that employees tend to describe their work environment as fun

and rewarding. Finally, 1.9% (1) disagreed, 16.7% (9) were not sure, 61.1% (33) agreed while the remaining 20.4% (11) strongly agreed that departments are customer orientated and they understand the importance of their customers and make efforts to satisfy them.

Table 4.3; indicators to learning organization

| Indicators of learning organization | 1 SA | | 2 A | | 3 NS | | 4 D | | 5 SD | | sum | mean |
|--|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|------------|----------------------|
| | Count | Row N % | Count | Row N % | Count | Row N % | Count | Row N % | Count | Row N % | $\sum f_i$ | $\frac{\sum f_i}{N}$ |
| The department has vision that permeates the entire organization and employees are supposed to be committed to it. | 18 | 33.3% | 26 | 48.1% | 5 | 9.3% | 1 | 1.9% | 4 | 7.4% | 109 | 2.02 |
| Employees are highly motivated towards learning and development. | 0 | .0% | 6 | 11.1% | 12 | 22.2% | 23 | 42.6% | 13 | 24.1% | 205 | 3.80 |
| institution believe in empowering their employees to do their job | 8 | 14.8% | 31 | 57.4% | 13 | 24.1% | 2 | 3.7% | 0 | .0% | 117 | 2.17 |
| Employees tend to describe their work environment as fun and rewarding | 3 | 5.6% | 17 | 31.5% | 21 | 38.9% | 8 | 14.8% | 5 | 9.3% | 157 | 2.91 |
| Departments are customer orientated and they understand the importance of their customers and make efforts to satisfy them | 11 | 20.4% | 33 | 61.1% | 9 | 16.7% | 1 | 1.9% | 0 | .0% | 108 | 2.00 |

Source: field data

The research clearly shown that respondent believed that; departments have vision that permeates the entire organization and employees are committed to them with a mean of 2.02, institution believe in empowering their employees to do their job with a mean on of 2.17 and also departments are customer orientated and they understand the importance of their customers and make efforts to satisfy them having a mean of 2.00. This positive responses are associated with the adoption of ISO certification which sequentially compels the institution to stick to the Quality Management Systems (QMS) provisions. On the contrary, It was also realized that employees are not highly motivated towards learning and development thus receiving a disturbing mean of 3.80. This was attributed to the fact that the most employee related programs are run from main campus in Langata but the same is not reflected at the campus level . The respondent were also not sure if they can perceive there working environment as fun and rewarding. This is as a result of few buildings that can otherwise hold offices to accommodate the growing number of staff.

4.4 Quality of academic and administrative services

CUEA just like other academic institutions is service oriented organization. Therefore, for one to recognize the influences of learning organization on service delivery, it is deemed sensible to find out respondents perception of the services offered in the institution. This will aid in making a prudent perception of the extent to which service delivery is influenced by Learning Organization. The institution offers both academic and administrative services.

It was observed that 1.9 %(1) believed the quality of academic service was low, 37.0%(20) said it was moderate while 61.1%(33) alleged that it was high. On the other hand, 7.4 %(4) said that the quality of administrative staff was low, 38.9%(21) believed that it was moderate while 53.7%(29) said the quality of the services were high

Table 4.4: quality of academic and administrative services

| departments | quality | | value |
|-----------------------------------|-------------|-------------|-------|
| quality of academic service | 1 low | Count | 1 |
| | | Column N % | 1.9% |
| | 2 moderate | Count | 20 |
| | | Column N % | 37.0% |
| | 3 high | Count | 33 |
| | | Column N % | 61.1% |
| Total | Mean | 2.59 | |
| quality of administrative service | 1 low | Count | 4 |
| | | Column N % | 7.4% |
| | 2 moderate | Count | 21 |
| | | Column N % | 38.9% |
| | 3 high | Count | 29 |
| | | Column N % | 53.7% |
| Total | Mean | 2.46 | |

Source: field data

The quality of academic services is deemed to be high with a mean of 2.59 while the quality of administrative services was perceived to be moderate with a mean of 2.46 which is acceptable. This is perpetrated by the fact departments are customer orientated and they understand the importance of their customers and make efforts to satisfy them as illustrated in the above findings.

4.5.1 Influences of learning organization on service delivery

The influence of learning organization on service delivery is the fulcrum of this research. Therefore the respondents' perception on how learning organization affects both academic and administrative staff is fundamental to this research.

It was found out that 89.5% (17) of the academic staff acknowledged that the presence of learning will make it better service delivery while 5.3 % (1) believed there will be no change the remaining 5.3 %(1) were oblivious of its influence. Conversely, 77.1 %(27) of the administrative staff believed that learning organization will create better service delivery ,14.3%(5) thought that they be no change while 8.6%(3) alleged that they were unaware of the influence of LO in service delivery.

Table4.5: influences of learning organization on service delivery

| influence of learning organization on service delivery | Departments | | | |
|--|-------------|---------------|------------------|---------------|
| | 1 academic | | 2 administration | |
| | Count | Column N % | Count | Column N % |
| How will learning organization influence service delivery? | 17 | 89.5% | 27 | 77.1% |
| 1 better | 0 | .0% | 0 | .0% |
| 2 worse | 1 | 5.3% | 5 | 14.3% |
| 3 not much change | 1 | 5.3% | 3 | 8.6% |
| 4 don't know | 19 | 100.0% | 35 | 100.0% |
| Total | | | | |

Source: field data

There is clear indication that fostering learning organization equally translates to better service delivery as indicated by the response of both academic and administrative staff, with the majority 89.5%(17) and 77.1%(27) respectively concurring with the statement. This is substantiated by the fact, the more the organization learn the more it gains experience and challenges which builds up on the competence of service delivery.

4.5.2 Correlation between learning organization and service delivery

To conceptualize the influence of learning organization in serviced delivery, it is obligatory to primarily find-out the relationship between learning organization. Person correlation was used as indicated below.

Table 4.6 :Correlations between learning organization and service delivery

| | efficient service delivery | learning organization existence |
|---------------------------------|----------------------------|---------------------------------|
| efficient service delivery | 1 | .272* |
| Pearson Correlation | | |
| Sig. (2-tailed) | | .047 |
| N | 54 | 54 |
| learning organization existence | .272* | 1 |
| Pearson Correlation | | |
| Sig. (2-tailed) | .047 | |
| N | 54 | 54 |

*. Correlation is significant at the 0.05 level (2-tailed).

Source : field data

The data from the table 4.6 revealed that the existence of learning organization was positively correlated with efficiency in service delivery (person moment correlation= 0.272), this correlation between existence of learning organization and efficiency of service delivery indicated to be significant at 0.05(confidence interval) as shown by $p < 0.05$.

4.5 Challenges towards organization learning

The research sought to come up with a justified and informed recommendation. To realize this, the researcher had to identify the operational challenges encountered by the institution in a bid to foster organization learning.

It was identified that out of the total respondents; 16.7 %(9) strongly disagreed,25.9%(14) disagreed ,18.5%(10) were not sure,20.4%(11) agreed while 18.5%(10) strongly agreed with the notion that learning is not give adequate funding and support. 14.8%(8) strongly disagreed,29.6%(16) disagreed, 13.0%(7) were not sure, 24.1%(13) agreed whereas 18.5%(10) strongly agreed with the idea that organization culture does not support learning. It was also revealed that 5.6 %(3) of the respondents strongly disagreed with fact that Service production and delivery is valued whereas learning is merely tolerated while 44.4%(24) disagreed, 22.2%(12) were not sure,24.1%(13) agreed and 3.7%(2) strongly agreed.7.4%(4) respondents strongly disagreed,27.8%(15) disagreed,24.1%(13) were not sure,33.3(18) agreed while 7.4%(4) strongly agreed that trying new ways of doing things was not encouraged in the institution. It was also evident that 18.5 %(10) strongly disagreed,25.9%(14) disagreed on basis that everyone has a shared but un-spoken understanding and that certain issues are not to be confronted and resolved,18.5%(10) were not sure 29.6%(16) agreed while the remaining 7.4%(4) strongly agreed. Finally,5.6%(3) strongly disagreed,27.8%(15) disagreed,29.6%(16) were not sure,33.3%(18) agreed while 3.7%(2) strongly agreed that not seeing (literally) and, therefore, not learning from unexpected events is evident in the institution

| | 1 SA | | 2 A | | 3 NS | | 4 D | | 5 SD | | sum | mean |
|--|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|------------|----------------------|
| | Count | Row N % | Count | Row N % | Count | Row N % | Count | Row N % | Count | Row N % | $\sum f_i$ | $\frac{\sum f_i}{N}$ |
| Learning is not given adequate funding and support | 10 | 18.5% | 11 | 20.4% | 10 | 18.5% | 14 | 25.9% | 9 | 16.7% | 163 | 3.02 |
| organizational culture do not support learning | 10 | 18.5% | 13 | 24.1% | 7 | 13.0% | 16 | 29.6% | 8 | 14.8% | 161 | 2.98 |
| Service production and delivery is valued whereas learning is merely tolerated. | 2 | 3.7% | 13 | 24.1% | 12 | 22.2% | 24 | 44.4% | 3 | 5.6% | 175 | 3.24 |
| Trying new ways of doing things is not encouraged. | 4 | 7.4% | 18 | 33.3% | 13 | 24.1% | 15 | 27.8% | 4 | 7.4% | 159 | 2.94 |
| Everyone has a shared but un-spoken understanding that certain issues are not to be confronted and resolved. | 4 | 7.4% | 16 | 29.6% | 10 | 18.5% | 14 | 25.9% | 10 | 18.5% | 172 | 3.19 |
| Not seeing (literally) and, therefore, not learning from unexpected events | 2 | 3.7% | 18 | 33.3% | 16 | 29.6% | 15 | 27.8% | 3 | 5.6% | 161 | 2.98 |

Source: field data

Table 4.5; challenges towards organization learning

It was manifested that institution challenges to learning were average placed at not sure (NS). This was vividly evident given that all the response mean lie between 2.94 to 3.24 which is equally translated to NS. These is perceived as a result of the institution means of playing safe so as to retain ISO certification, cut cost of operation and above all, maintaining its integrity which is very risky more so in the turbulent market environment.

4.5 Discussions

According Senge (2006), CUEA-Gaba Campus depicts organization which is not a learning organization since it falls short of shared vision and mental maps, he believes that for institutions to be learning organization people need put aside their old ways of thinking (mental models), learn to be open with others (personal mastery), understand how their company really works (systems thinking), form a plan everyone can agree on (shared vision), and then work together to achieve that vision (team learning) .Conversely, Garvin (1993) suggests the concept of the learning organization is particularly concerned with the purposeful and systematic acquisition of internal and external knowledge, and of the processes and structures that will promote these activities that enhances quality services and customer satisfaction. He further retorts that Senge (2006) literature is often too abstract and focused more on releasing human potential than on the underlying processes that are linked to organizational outcomes The finding therefore lays more emphasis on Gravin(1993) supposition by indicating the strong existence of personal mastery with a mean of 2.20 which sequentially translates a strong will of acquisition of both internal and external knowledge, on the other hand the strong presence of system thinking with a mean of 2.30 illustrate concerns of systematic knowledge of processes and structures. The organizational learning literature that explores how organizations acquire knowledge internally through direct experience is especially relevant to the concept of the learning organization.

It was observed that the quality of administrative services was felt to be moderate while the academic services alleged to be higher. Further investigation suggested that learning organization learning significantly improves both academic and administrative service provision by making it better as illustrated by *table 4.5*. However, most researchers are applying a production management perspective, which focuses on the relationship between organizational learning and organizational productivity or efficiency, have suggested a particularly useful framework for understanding this relationship. In one of the earliest uses of the term “learning organization,” Hayes, Wheelwright and Clark (1988) noted a strong relationship between the success of manufacturing organizations and the “architecture” of a production system. By architecture they meant the design of the core conversion process of the organization, the communication channels that help coordinate the conversion process and provide the feedback necessary to make improvements in the core process, and the rules and procedures used to guide them all. This affirms the finding by emphasizing that success in production or service delivery being deeply engrained in learning organization. Furthermore, Lasse (1991) proposes that there is link between quality and learning such that learning is the process and quality is the end.

However, the findings shows that there is a relationship between organization learning and service delivery, though weak correlation of $r=0.272$ suggesting that although learning organization plays a significant role in service delivery, there are some internal and external factors which are fundamental for improving service delivery.

Zeithaml (2006), quips that employees’ are; the service, the organization in the customers eye, the brand and above all the marketer. Therefore, investing in them improves the service parallels

making a direct investment in the improvement of the product. He further emphasizes that a satisfied employee makes a satisfied customer. Some other researchers suggest that unless service employees are happy in their jobs, customer satisfaction will be difficult to achieve. The finding was in accordance to these suppositions, arguing that investing on employees via learning yields laudable service delivery. However, Dessler (2003) believes that having the right person doing the right job prove to more counterproductive in service delivery than the mere organization learning.

Individualism idea and monopoly of some universities administrators and faculty members, lack of experience in teamwork, and lack of staff awareness toward benefits of collective and teamwork are main obstacles that interviewees expressed. Complexity, spread, and sensitivity of research and educational activities in universities require that for academic quality improvement, these obstacles must be eliminated and teamwork be fostered

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of the findings

The research revealed that majority of respondents were male 53.7% while 46.3% female. . It was realized that 35.2 % of the respondents were academic staff members while 64.8 %, were administrative. Further disclosure showed that 31 % of the male respondent worked in academic department while 69% , were administrative staff. Conversely, 40 % of the female respondents were academic staff while 60% were administrative staff.

Senge (2006) proposes that learning organization is where people put aside their old ways of thinking (mental models), learn to be open with others (personal mastery), understand how their company really works (systems thinking), form a plan everyone can agree on (shared vision), and then work together to achieve that vision (team learning). Therefore institution to be learning organization should adopt full existence and practice of the five learning organization components. However, system thinking, team learning and personal mastery were noticeably present in the institution with a mean of 2.30, 2.41 and 2.20 respectively in the institution. This signifies that Catholic university of Eastern Africa, Gaba campus portrays a scenario of a institution which runs short organization learning organization.

The quality of academic services was observed to be high with a mean of 2.59 while the quality of administrative services was perceived to be moderate with a mean of 2.46. The research further revealed that most respondents perceive the quality of services to be high with 61.1% of the respondents from the academic department and 53.7% of the administrative echoed the sentiments.

The research clearly indicated that there is a positive relation between the existences of learning organization and the efficiency of service provision, though with a weak correlation of $r=0.272$. This inference insinuates that; if an organization puts considerable effort on learning organization, the efficiency of service provision will definitely improve. It was also discovered that both the academic and administrative departments believed that there was a positive influence of learning organization on service delivery; this was observed by the 89% of academic staff and 77.1% of the administrative staff saying that embracing learning organization would translate to better service delivery. It is without doubt that learning organization has a direct impact on both academic and administrative services. From the findings above, both quarters believe that better service delivery can only be achieved by nurturing learning organization.

Valid criticism is not been accepted in the institution thus lowering the of learning precedence of learning organization as shown 38.9% response as opposed to 20.4 % who are of the contrary idea. This actually stipulates the weakness of the learning culture within the institution. It also clear that learning is not adequate funding and support in that staff are not given resources to experiment with new ideas before risking to large scale implementation. This kills creativity and reduces productivity in service delivery. Service production and delivery is valued highly, on the contrary learning is merely tolerated, this work-learning dichotomy received a whopping 51.9% response may be attributed to the actual absence of learning organization in catholic university. The resistance to change is evident since trying new ways of doing things is not encouraged.

5.2 Conclusion

The research findings revealed that the institution was not a pure learning organization as indicated by the assorted response on the presence of learning organization components, for instance personal mastery, system thinking and shared vision was rated highly while personal and mental were rated to be low basing on the likert scale. The variation of in response portrays the challenges the organization encounters in compelling it to be a learning organization. However, the institution had embraced customer service, and above all QMS .This was reflected by the respondent's perception on high quality of services rendered by both the academic and administrative departments. Additionally, QMS was believed to have played a major role in putting structures and system in place to favor quality service provision.

The fundamental findings in this research were the existence of a positive relation between learning organization and the efficiency of service provision. This inference insinuated that; if an organization puts considerable effort on learning organization, the efficiency of service provision will definitely improve. It concludes by observing that both the academic and administrative departments trust that the existence learning organization improves service delivery; to be precise learning organization was observed to influence both academic and administrative service by bettering their quality of service provision. Therefore, embracing learning organization will consequently translate to better service delivery.

It was nevertheless realized that the challenge toward achieving learning organization seems to derail the concerted effort of maintaining efficient service delivery.

5.3 Recommendations

The research recommends the following based on the findings and discussions:

The organization needs to create conducive environment by means of developing a culture of trust among employees so that they open up on pressing issues and more importantly, put aside their old ways of thinking with the intention of building a concrete learning organization.

The work-learning dichotomy needs to be emphasized so as to have equilibrium between learning and service delivery, seeing as the organization is much biased in service provision as opposed to learning.

Learning should be encouraged through creation of systems which rewards and encourages the sharing of job experience by disseminating both positive and negative experience for the benefit of the entire organization. These would motivate them towards learning and development thus creating a strong and dynamic learning organization that will be open to both internal and external environment.

Uniform coexistence of human capital, structural capital and relational capital should be put in place so that the organization grows as a whole rather than subsets'. These would encourage the equal growth of learning organization and service delivery.

5.4 Further research

Further research is recommended to establish the other factors with exception of learning organization that influence service provision of quality service to exclusively comprehend the real factors that contribute to full service provision.

The same study can be carried in higher institutions of learning within the public quarters by increasing the framework to capture the student and staff response with much emphasis put on customer perception based on their level of satisfaction.

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APPENDIX I - QUESTIONNAIRE

I am a student at Kisii university College –Eldoret Campus undertaking a Master Degree in knowledge management .I am carrying out a research on : **Influence of learning organization on Service delivery in Private university: a case study of Catholic university of Eastern Africa-gaba campus.** Privacy and confidentiality shall be maintained. Your assistance will be highly appreciated.

Thank you,

Omondi Yudah A.

Please kindly tick where applicable.

Section A:Demographic data

1. Gender Male Female

2. How long have you worked in the institution?

0-1 year 2 years 3 years 4years and above

3. Education level of the respondent's

Elementary Education

Certificate

Diploma

Bachelor degree

Master's degree

PHD

4. i. What is your job designation

Teaching staff

Non-Teaching staff

ii. Kindly indicate your designated department.

.....
.....

Section B: Learning organization components and practices

5. Do you believe that the institution has everything it takes to be referred as a learning organization?

Yes [] No []

6. Do you perceive the institution to be delivering quality services.

Ye [] No[]

7. Please indicate the extent to which you agree with the learning organization components listed .Put a tick in the box that matches your response according to the provided key

1. Strongly Agree [**SA**] 2. Agree[**A**] 3. Not sure[**NS**] 4. Disagree [**D**]
 5. Strongly Disagree[**SD**]

| | Components of learning organization | SA | A | NS | D | SD |
|---|--|-----------|----------|-----------|----------|-----------|
| 1 | Mental maps- people put aside their old ways of thinking | | | | | |
| 2 | Personal mastery- people learn to be open with others | | | | | |
| 3 | System thinking- the understanding how the institution really works | | | | | |
| 4 | Shared vision- formation of a plan everyone can agree on | | | | | |
| 5 | team learning- working together to achieve the organization vision | | | | | |

8. How can you rate the quality of administrative services provided by the institution in the following departments?

Low-1, Moderate-2, High-3,

| Department | low | moderate | high |
|---------------------------|------------|-----------------|-------------|
| Academic department | | | |
| Administrative department | | | |

9. Please indicate the extent to which you agree with the following statements as regards to the learning organization in your respective department. Put a tick in the box that matches your response according to the provided key.

1. Strongly disagree [**SD**] 2. Disagree [**D**] 3. Not-sure [**NS**] 4. Agree [**A**]
5. Strongly agree [**SA**]

| Characteristics | SD | D | NS | A | SA |
|---|-----------|----------|-----------|----------|-----------|
| The department has vision that permeates the entire organization and employees are supposed to be committed to it. | | | | | |
| Institution believes in investing in their employees' professional and personal development. | | | | | |
| Employees do their work in teams. They believe that members become more cohesive and that creative ideas are more forthcoming with teams than individuals | | | | | |
| institution believe in empowering their employees to do their job | | | | | |
| Employees tend to describe their work environment as fun and rewarding | | | | | |

10. Please indicate the extent to which you agree with the following statements as implied in teaching and learning .Put a tick in the box that matches your response according to the provided key.

1. Strongly disagree [**SD**] 2. Disagree [**D**] 3.Not-sure[**NS**] 4.Agree[**A**]

5.Strongly agree[**SA**]

| Influence of learning organization | SD | D | NS | A | SA |
|---|-----------|----------|-----------|----------|-----------|
| Teacher are commitment giving oneself wholeheartedly | | | | | |
| Teachers and students think together and sharing thoughts | | | | | |
| Team spirit ownership is evident | | | | | |
| Strong force of collaboration | | | | | |
| Exist as community | | | | | |
| Constant support from within and without | | | | | |
| Talk about issues openly | | | | | |
| Accept valid criticism | | | | | |

11. If the institution encourages its members to learn. What effect do you think this will have on service delivery within the factional departments? Do you think it will make things better, worse or there won't be much change?

1. Better []
2. Worse []
3. Not much change []

4. Don't know []

Section D: Challenges on implementation of learning organization

12. I would like to know the challenges you encounter in your designated sections in implementing of learning organization. Below are statement that relate to various challenges are encountered by institutions, they have been divided into two; administrative and operational challanges. Please indicate the extent to which you agree with the following statements .Put a tick in the box that matches your response according to the provided key

1. Strongly disagree [**SD**] 2. Disagree [**D**] 3. Not-sure[**NS**] 4. Agree[**A**]

Managerial/Administrative impediments

| challenges to learning organization | SD | D | NS | A | SA |
|---|-----------|----------|-----------|----------|-----------|
| Learning is not given adequate funding and support. | | | | | |
| organizational values, assumptions, beliefs, behaviors, and norms do not support learning | | | | | |
| Everyone has a shared but un-spoken understanding that certain issues are not to be confronted and resolved. | | | | | |
| managers taking the most expedient course of action without solving the long term problems within their organizations | | | | | |

Operational impediments

| Challenges to learning organization | SA | D | NS | A | SA |
|--|-----------|----------|-----------|----------|-----------|
| New programs and services are evaluated in isolation rather than as interdependent parts of the whole organization. | | | | | |
| Service production and delivery is valued whereas learning is merely tolerated. | | | | | |
| Trying new ways of doing things is not encouraged. | | | | | |
| not seeing (literally) and, therefore, not learning from unexpected events | | | | | |
| employees tend to use mostly language that is judgmental and punitive rather than language that facilitates learning | | | | | |

APPENDIX III - INTERVIEW SCHEDULE.

I am a student at Kisii university –Eldoret Campus undertaking a Master Degree in knowledge management .I am carrying out a research on **Influence of learning organization on Service delivery in Private university: a case study of Catholic university of Eastern Africa-Gaba campus**. Privacy and confidentiality shall be maintained. Your assistance will be highly appreciated.

Thank you,

Omondi A. Yudah

1. What strategies have you put in place to encourage learning organization within CUEA Gaba campus?
2. How do you ensure quality service delivery in respective functions within the organization?
3. What are the challenges met in propelling the CUEA, Gaba campus to become a learning organization?
4. What are the perceived benefits of learning organization on employee work environment in your organization?
5. In your own opinion, do you think that when the staffs are given a chance to learn, there will be an added value?

APPENDIX IV- WORK PLAN

The following schedule will guide implementation of the study.

| Activity | January 2013 | February 2013 | March 2013 | April-July 2013 | August-December 2013 | January-march 2014 |
|-----------------------------------|--------------|---------------|------------|-----------------|----------------------|--------------------|
| Development of the proposal | | | | | | |
| Proposal Presentation | | | | | | |
| Proposal corrections | | | | | | |
| Data collection | | | | | | |
| Data analysis and interpretation | | | | | | |
| Thesis writing | | | | | | |
| Thesis presentation | | | | | | |
| Making corrections on the thesis | | | | | | |
| Thesis Submission for examination | | | | | | |

APPENDIX V- BUDGET PLAN

This list of item will be required in carrying out the research at the approximated cost in Kenyan shillings.

| S/No. | MATERIAL/SERVICES | QUANTITY | UNIT PRICE | TOTAL COST |
|-------|--|----------|------------|---------------|
| 1 | Literature review and collection of secondary data | - | 2,500 | 2,500 |
| 2 | Typesetting (proposal) | 3 | 750 | 2,250 |
| 3 | Photocopying and binding the proposal for defense | 8 | 500 | 4,000 |
| 4 | Typing and photocopying research instruments | 165 | 25 | 4,125 |
| 5 | Data collection | - | - | 2,500 |
| 6 | Data entry and data analysis | - | - | 4,000 |
| 7 | Photocopying and spiral binding thesis for defense | 8 | 700 | 5600 |
| 8 | Typesetting (thesis) printing and bounding | 4 | 2,500 | 10,000 |
| 9 | Miscellaneous expense (15%) | | | 5,246 |
| | Total | | | 40,221 |