



Influence of Organizational Learning on Humanitarian Aid Response in Arid and Semi-Arid Areas in Kenya

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Abstract

The study examined the influence of organizational learning on humanitarian aid response in arid and semi-arid areas in Kenya. The research question specifically focused on understanding the relationship between organizational learning and the effectiveness of humanitarian aid response in these regions. The study used a positivism approach and explanatory research design. The population was 5996 and a sample size of 375 was obtained using the Yamane formula. Structured questionnaires and interview guides were used to collect the data. The study used a stratified random technique to select the respondents. Qualitative data was analyzed using content analysis and presented in prose form. Moreover, SPSS Version 25 was used to organize the quantitative data. The quantitative data was analyzed using descriptive and inferential statistics and presented in tables and graphs. The results showed that organizational learning is positively and significantly related to humanitarian aid response in the Arid and Semi-Arid areas in Kenya ($\beta=0.583$, $p=0.000$) respectively. The null hypothesis was rejected. Therefore, organizational learning has a significant influence on humanitarian aid response in Arid and Semi-Arid areas in Kenya. The study concludes that organizational learning increases the skills of the employees and this improves the humanitarian aid response. Organizational learning entails the continuous combination, transfer and conversion of different kinds of knowledge in the workforce. Organizational learning stimulates the team members to be submissive to the organization's objectives to maintain the high performance of the projects. The study recommended that the management of the NGOs involved in the humanitarian aid response should focus more on organizational learning. Humanitarian organizations should consider organizational learning key in determining employees' satisfaction. By recognizing the importance of organizational learning in driving employee satisfaction, humanitarian organizations can create a supportive and empowering work environment that fosters continuous growth and development. Organizations should ensure that appropriate information governance, policy and guidelines are developed to provide a framework to bring together all of the requirements, standards and best practices that apply to the handling of organizational learning in the organizations.

Keywords: *Organizational learning, humanitarian aid response, arid and semi-arid areas, Kenya*

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1.0 Introduction

The success of humanitarian aid response relies on the involvement and collaboration in all phases of disaster management (Safarpour, Fooladlou, Safi-Keykaleh, Mousavipour, Pirani, Sahebi & Dehghani, 2020). The process of delivering aid to those in need is a key aspect of humanitarian aid response (Sullivan, 2017). National and international aid agencies often provide technical and financial assistance to disaster victims (Stanikzai, 2017). The humanitarian organizations mobilize a large amount of aid to disaster areas after the disasters (Egeland, 2017). However, the distribution of these resources creates many challenges such as time, cost, coverage and eligibility. Humanitarian aid response is related to many activities such as involving many stakeholders for managing the disaster, enormous effort and different processes (Bisri, 2019). The management of disasters is also associated with activities such as accessing up-to-date and appropriate information for effective communication to prompt collaboration and improve integration (Holzer, Kocher, Bendahan & Gillet, 2020).

Stanikzai (2017) indicated that humanitarian aid response by the Afghan Relief Committee (ARC) is determined by shared leadership, such as effectiveness in communication and organizational learning. In Malaysia, Mohd, Fathi, Harun and Chong (2018) indicate issues that interfere with the country's humanitarian aid distribution process, such as poor coordination and lack of good communication among disaster management stakeholders. The lack of information, poor communication, collaboration, cooperation, and coordination are key barriers to humanitarian aid response in Malaysia. In Ghana, Yahaya and Yakubu (2019) indicated that awareness building is vital for aid delivery effectiveness. In South Africa, Volmink and Vander (2017) indicated that the efficiency in Humanitarian aid response by NGOs is highly influenced by shared leadership such as organizational learning and working on a collective goal. Additionally, Omolo and Mose (2019) pointed out that the lack of appropriate education for humanitarian aid workers during disasters is a major challenge. People, managers, relief staff, and benefactors often lack sufficient knowledge about humanitarian aid operations.

Organizational learning is recognized as an effective strategy for enhancing the skills and capabilities of employees (Dewah & Mutula, 2014). In the context of the study, organizational learning is assessed through knowledge creation, sharing, and retention. Knowledge creation involves the generation of new thoughts and ideas. Yousif et al. (2020) found that humanitarian organizations acquire knowledge from external partners and engage in formal or informal education systems to foster knowledge creation. Mazuze and Turner (2020) further emphasized that knowledge creation encompasses capturing employees' tacit knowledge, insights, intuitions, and hunches. Knowledge retention is crucial as it can enhance the efficiency of employees in humanitarian aid response due to their accumulated experience (Kiseli & Senaji, 2016). On the other hand, knowledge transfer involves the dissemination of knowledge from one person to another, from individuals to groups, or from one organization to another (Abusweilem & Abualoush, 2019). In facilitating knowledge transfer within teams, team leaders play a vital role by leading by example, setting expectations, and acknowledging the contributions of individual team members (Novak, 2017). The Arid and Semi-Arid Lands (ASALs) make up more than 40% of the earth's surface and are home to 35% of the global population (Carabine & Simonet, 2018). In Kenya, the ASALs occupy 89% of the country and are home to about 14 million people and approximately 70% of the national livestock herd.

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The Arid and Semi-arid area in Kenya includes twenty-three (23) counties, the arid counties include Baringo, Garissa, Isiolo, Mandera, Marsabit, Samburu, Tana River, Turkana, and Wajir, while the semi-arid counties are Embu, Kajiado, Kilifi, Kitui, Kwale, Laikipia, Lamu, Makueni, Meru, Narok, Nyeri, Taita Taveta, Tharaka Nithi and West Pokot (Ministry of Devolution, 2016). The ASALs regions are considered to be regularly faced with hunger; thus, the efficiency in the humanitarian aid response when needed is critical. In Kenya, NGOs received a total of Ksh 165.97 billion in the 2018/19 period, marking an 8 percent increase from the previous year (2017/2018). However, it is worth noting that 88 percent of these funds were sourced from outside Kenya. The NGO Coordination Board for Kenya reported a total expenditure of Ksh 132.1 billion, indicating that 79.59% of the funds were utilized (Public Benefits Organizations Authority, 2021). This suggests inefficiency in fund utilization. Numerous NGOs operate in the ASAL areas, including Concern Worldwide, CARE International, International Committee of the Red Cross, Amref, Lutheran World Federation, Danish Refugee Council, International Rescue Committee, World Vision, Mercy Corps, Aga Khan Foundation, Save the Children, Islamic Relief, Windle Trust, Action Aid, RTI International, Caritas, Médecins Sans Frontières (MSF), and Norwegian Refugee Council (Public Benefits Organizations Authority, 2021).

Despite having various NGOs in Kenya focused on humanitarian activities, there are still challenges in addressing the country's challenges, such as sustainable food production interventions (Nienke & Gert-Jan Stads, 2020). In some cases, the humanitarian aid response has been marred by misaligned partner expectations and ineffective coordination (Mwangi & Anaya, 2020). Jhuthi (2015) highlighted that over 50% of the projects implemented by NGOs are not sustainable and collapse within a year after donor support ends. Wanja (2017) conducted a study revealing that NGOs often struggle with poor performance in project completion, including delays, exceeding budgets, and failing to achieve set objectives. Sala, Otieno, Nzuma, and Mureithi (2020) reported that the humanitarian aid response in ASAL areas during disasters has been inadequate, characterized by low coordination, a lack of goodwill, and insufficient commitment. Moreover, the ASAL areas have frequently suffered from drought and floods and the responses to these disasters have been unsatisfactory (Abdilatif, Onono & Mutua, 2018). In addition, Mohamud (2018) indicated that humanitarian aid response in the ASAL areas had been inadequate when a necessity occurs. Moreover, based on the existing literature, there is a gap in the relationship between organizational learning and humanitarian aid response. The knowledge gap emerges from the attribute that some studies were conducted outside Kenya and none of those studies conducted in Kenya focused on arid and semi-arid areas in Kenya. Based on this background, the study sought to examine the influence of organizational learning on humanitarian aid response in arid and semi-arid areas in Kenya to bridge the knowledge gap.

1.1 Statement of the Problem

The humanitarian sector involves various actors who frequently engage in competition for visibility, operational scale and funding (Holzer *et al.*, 2020). Oxfam noted that the world humanitarian system is overstretched and has a widespread inadequate investment in risk reduction and prevention and is characterized by humanitarian assistance that is often insufficient, inappropriate and late (Cooper, 2019). Moreover, Ahmad and Manzoor (2017) indicated there is insufficient investment in prevention, preparedness, and native humanitarian capacity, leading to poor leadership amongst management and staff within the broader humanitarian system. The issue

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of inadequate cooperation and coordination within humanitarian aid response among NGOs is a prevalent concern. Seno (2017) asserts that coordination and collaboration among humanitarian actors are frequently limited. Similarly, Namagembe (2020) discovered that employees of humanitarian agencies rarely establish collaborative relationships before a disaster or seek out such relationships during the preparation phase, despite recognizing preparedness as an opportune time for collaboration. Furthermore, Stephenson (2017) highlights that cooperation has emerged as a significant challenge for humanitarian operations, particularly concerning partnerships among International Humanitarian Organizations (IHOs').

Humanitarian response among some of the NGOs in Kenya has not been adequate. In Kenya, NGOs received a total of Ksh 165.97 billion in 2018/19, an 8 percent increase from the previous year in 2017/2018. However, according to the Public Benefits Organizations Authority, the total expenditure was Ksh 132.1 billion, representing 79.59% usage. This indicated that there is inefficiency in the utilization of the funds. Moreover, despite having various NGOs in Kenya focused on humanitarian activities, there still exist gaps in addressing the challenges affecting the country, such as sustainable food production interventions (Nyambura, Rambo & Nyonje, 2019). Besides, it was reported by Sala, Otieno, Nzuma and Mureithi (2020) that humanitarian aid response in the ASAL areas during a disaster has been very low with poor coordination, lack of goodwill and unsatisfactory dedication. The Humanitarian aid response in some ASAL areas has been marred by misaligned community expectations and ineffective coordination (Mwangi & Anaya, 2020). A study conducted by Wanja (2017) indicated that humanitarian aid response within the ASAL areas has been inadequate due to a deficiency of teamwork and misalignment of interests. In addition, Mohamud (2018) asserted that humanitarian aid response in the ASAL areas had been insufficient when a catastrophe arises, thus reducing the timely helping of the affected people.

Further, based on the empirical studies reviewed, there is inadequate information to make inferences for the current study. Notably, criticisms of reviewed studies are based on knowledge, practice and policy gaps. The knowledge gap emerges from the fact that some of the studies were conducted outside Kenya. Further, none of those studies conducted in Kenya focused on arid and semi-arid areas in Kenya. Moreover, from the reviewed studies, none of them particularly examined the influence of organizational learning on humanitarian aid response with a moderating variable of work complexity. Moreover, the practice gap is that humanitarian aid response in the ASAL areas during a disaster has been very low with poor coordination, lack of goodwill and unsatisfactory dedication (Sala, Otieno, Nzuma & Mureithi, 2020). The humanitarian aid response in some ASAL areas has been marred by misaligned community expectations and ineffective coordination (Mwangi & Anaya, 2020). A study conducted by Wanja (2017) indicated that humanitarian aid response within the ASAL areas has been inadequate due to a deficiency of teamwork and misalignment of interests. Further, the policy gap is inadequate incentives or policies to promote humanitarian aid response in the country (Mohamud, 2018). In addition, there is no national platform to encourage collaborative partnerships in humanitarian organizations, which might have delayed upscaling and commercialization of aid delivery during a disaster. Thus, the current research was worthy of being conducted to bridge the existing knowledge, practice and policy gaps in the field of influence of organizational learning on humanitarian aid response in arid and semi-arid areas in Kenya

1.2 Research Question

How does organizational learning influence humanitarian aid response in Arid and Semi-Arid areas in Kenya?

1.3 Hypothesis

H₀: Organizational learning has no significant influence on humanitarian aid response in Arid and Semi-Arid areas in Kenya

2.0 Literature Review

2.1 Theoretical Review

Theoretical review is an analysis of the existing theories based on research objectives/questions (Sant, 2019). The theory deemed relevant to inform the study was shared leadership theory. This theory was linked to the study variables to bring out its relevance. The theory was developed by Mary Parker in 1924. The theory was further advanced by Gibb in 1954 when he wrote that leadership is probably best conceived as a group quality, as a set of functions that the group must carry out. Further, in 1977, Rush, Thomas and Lord (1977) added more information to the theory and indicated that shared leadership is one of the critical elements that influence the success of an organization. The study of Pearce and Sims (2000) showed that shared leadership is a collaborative effort where one person may be in charge, but power and influence are shared within the group. Moreover, Cawthorne (2010) advanced the theory by indicating that shared leadership leads from the middle of the organization. The theory states that effective leadership incorporates maximizing all of the human resources in an organization by empowering individuals and taking leadership positions in their areas of expertise (Pearce *et al.*, 2008). This could mean individuals have more autonomy over decisions related to their position or an open-door policy where everyone's ideas are given fair consideration (Carson, Tesluk & Marrone, 2007).

The theory establishes that the efficiency of the employees is stimulated by the teamwork and cooperation existing within the organization that emerges due to the kind of relationship existing. The aspect of inclusivity in an organization is key to developing an effective decision-making process. The theory also indicates that institutions need inclusive leaders who enhance the excellent relationship within the organization to promote diversity and encourage inclusivity (Gittell & Suchmann, 2013). The theory notes that acceptable ties in the workplace incorporate equality, stakeholder participation and non-discriminatory, among other sufficient virtues (Gittell, 2011). When individuals work together openly, processes and goals become more aligned, leading the group towards achieving common goals. The theory notes that shared leadership is inclusive of teamwork, organizational learning, emotional support and collective goal as demonstrated in the theoretical framework in Figure 1

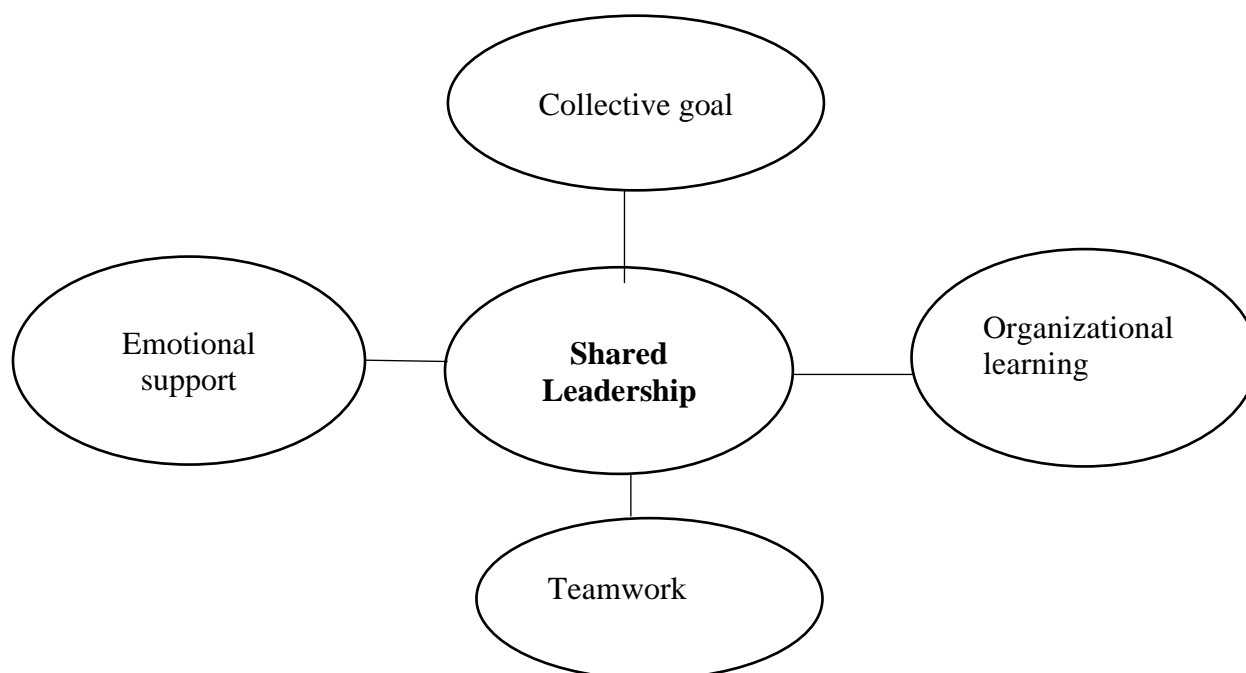


Figure 1: Shared Leadership Theory

Source: (Parker, 1924)

Organizational learning is an effective strategy to increase the employees' skills and capacity, including knowledge creation, sharing and retention (Mulhim, 2017). The theory intimates that organizational learning incorporates changing one form of knowledge to another. The theory indicates that knowledge creation which comprises obtaining knowledge from external partners and engaging in formal or informal education systems enhances efficiency (Nonaka & Toyama, 2015). Knowledge creation occurs when tacit knowledge is articulated by codifying experience and information into the articulate form (Hite, 2005). Knowledge creation includes grasping tacit knowledge and insights, intuitions and hunches of individual employees. The best way to maintain valuable knowledge is to identify intellectual assets and then to ensure that legacy materials are produced and subsequently stored in such a way as to make their future retrieval and reuse as easy as possible (Akbar & Tzokas, 2013).

The relationship between organization learning and humanitarian aid response is that organizational learning can be an effective strategy to increase the skill and capacity of the employees (Mathieu, Kukenberger & Reilly, 2015). Utilizing internal and external resources of an organization to generate new knowledge for achieving the organizational goals is key to increasing humanitarian aid response (North & Kumta, 2018). Knowledge sharing is vital in the humanitarian organization and includes conveying knowledge from one person to another, from persons to groups, or from one organization to another and this can increase humanitarian aid response. The exchange of knowledge with co-workers enhances the effective decision-making process thus increasing humanitarian aid response (Hoch, & Dulebohn, 2017)

Shared leadership is deemed relevant to the current study as effective coordination of activities in an organization has been shown to enhance financial performance and sustainability (Galli, 2019). The lack of shared leadership in humanitarian organizations may result in delayed success plans and a shortage of adequate successors when top leaders depart (Hoch & Dulebohn, 2017). It is increasingly recognized that a single leader may not possess all the necessary skills and traits to effectively handle the complex and ambiguous tasks that teams often face (Mathieu, Kukenberger & Reilly, 2015). Therefore, shared leadership becomes appropriate when there is sufficient time, receptivity, knowledge, skills, and abilities to support this leadership style. Shared leadership plays a vital role in organizational effectiveness and can contribute to improving humanitarian aid response. The theory demonstrates the significance of shared leadership in coordinating activities, enhancing performance, and ensuring continuity in leadership within humanitarian organizations.

Therefore, it can be deemed that shared leadership is decisive for humanitarian aid response. Decisions shared tend to be more effective than rushed decision-making. The relevance of the theory is that leadership is a far more complex process that involves dynamic give and take (Zhu, Liao, Yam, & Johnson, 2018). In most cases, humanitarian aid response is composed of alliances such as donors, government, and NGOs. The delivery of humanitarian assistance is not about an individual leader in one unit but instead is an immensely complex process where leadership occurs at multiple levels. Sharing responsibilities helps an organization cope with shocks and disturbances of an uncertain world (Wang, Waldman & Zhang, 2014). The theory notes that collective goal occurs when the members in an organization are empowered to work toward a common goal (Drescher, Korsgaard, Welpe, Picot & Wigand, 2014). Including team members in making the goals targeted by an organization enables everyone to be aware of the needed inputs and thus easily coordinate the activities (Hoch, 2013). Emotional support, according to the theory, involves listening and empathizing with the team members. The theory establishes that the efficiency of the employees is stimulated by the teamwork and cooperation existing within the organization that emerges due to the kind of relationship existing (Boies, Lvina, & Martens, 2011). Based on the constructs of the theory, the collective goal, emotional support, teamwork and organizational learning are deemed significant to influence humanitarian aid response.

2.2 Conceptual Framework

A conceptual framework is a visual representation that illustrates the relationship between dependent and independent variables (Creswell, 2014). The variable of interest in this conceptual framework is organizational learning, which is derived from the shared leadership theory. The conceptual framework is depicted in Figure 2.

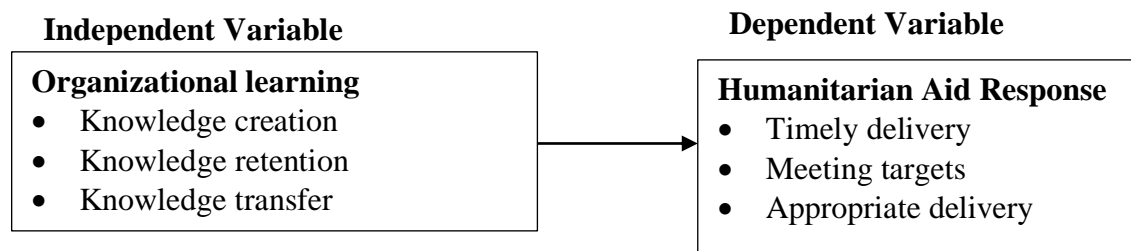


Figure 2: Conceptual framework

2.3 Empirical Review

Organizational learning is recognized as an effective strategy for enhancing employees' skills and capacity (Kazadi, Lievens & Mahr, 2016; Nešić & Lalić, 2017). Knowledge creation, which involves the continuous combination, transfer, and conversion of different forms of knowledge, is an integral part of organizational learning in the context of humanitarian aid response (Ongonge, 2017). Studies have shown that knowledge creation, obtained from external partners and through formal or informal education systems, contributes to improved performance in the delivery of humanitarian aid (Yousif et al., 2020; McGregor et al., 2018). Additionally, knowledge creation is associated with increased performance in non-governmental organizations globally (Kazadi, Lievens & Mahr, 2016). Ongonge (2017) investigated the relationship between knowledge creation and performance in NGOs involved in donor aid delivery in Nairobi City County. The study found a positive and significant relationship between knowledge creation and NGO performance in delivering donor aid.

Similarly, Mulhim (2017) conducted a study in Saudi Arabia's commercial banks and confirmed that the knowledge creation process is critical for improving organizational performance. Regarding knowledge sharing in humanitarian organizations, Holzer et al. (2020) highlighted the importance of effective knowledge management systems and incentives to foster knowledge sharing. They emphasized the significance of knowledge sharing in enhancing the success of humanitarian organizations. However, North and Kumta (2018) cautioned that knowledge management does not guarantee a positive impact on performance. There is also a contextual gap as the studies by Holzer et al. (2020) and Zbucheá, Ivan, Petropoulos, and Pinzaru (2019) were not conducted in Kenya.

Mazuze and Turner (2020) conducted a study on the influence of knowledge transfer on the performance of relief organizations and found a negative relationship between knowledge transfer and performance. The study revealed that transferring sensitive information to other organizations may expose an organization's secrets to competitors, which can have a detrimental impact on performance. The study suggested that only non-sensitive information should be shared with team members other than the leadership team, while sensitive information such as funding sources should be kept confidential to avoid negative effects on relief organizations' performance. Additionally, Chuma (2019) investigated the impact of knowledge acquisition, conversion, protection, and application on performance. The study employed a case study design with a target population of 201 management staff at KEMRI. Purposive sampling was used to select 164 management staff as participants. The study found a positive correlation between knowledge acquisition, conversion, protection, and application, and performance. Increased focus on knowledge acquisition, conversion, protection, and application was associated with improved performance at KEMRI.

3.0 Research Methodology

The current study adopted a positivist research philosophy, which is closely associated with objectivism. Positivism focuses on testing hypotheses derived from existing theories through the measurement of observable social realities using quantitative methods and statistical analysis (Creswell & Poth, 2017; Creswell & Clark, 2017). In line with this philosophy, the study aimed to test hypotheses and employed an explanatory research design. The explanatory design is

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appropriate when the aim is to explain causal relationships between variables. The study focused on 20 NGOs with global networks that are engaged in humanitarian activities, as identified by the NGOs Board of Kenya (2021). The target population for the study included 274 top-level managers, 704 middle-level supervisors, and 5,018 lower-level support staff, resulting in a total of 5,996 potential respondents. The data for the study were sourced from the NGOs Board of Kenya and the organizations' websites. Table 1 provides an overview of the target population. It is worth noting that the research design and sample size were chosen to align with the positivist approach and the specific objectives of the study. The target population is depicted in Table 1

Table 1: Target Population

NGO	Top level management (Managers)	Middle level management (Supervisors)	Lower-level management (support staff)	Total
Concern worldwide	13	29	261	303
The CARE International	6	27	198	231
International Committee of the Red Cross Rescue Committee	19	48	362	429
Amref	17	42	221	280
Lutheran World Federation Danish Refugee Council	14	39	188	241
International Rescue Committee	11	36	301	348
Unicef	26	53	418	497
World Vision	9	26	262	297
Mercy Corps	6	22	181	209
Aga Khan foundation	14	32	367	413
Save the Children	10	38	284	332
Islamic relief	12	25	166	203
UNHCR	22	43	397	462
Windle trust	8	29	122	159
Action Aid	12	21	166	199
WFP	18	49	352	419
RTI International	16	38	219	273
CARITAS	14	37	188	239
MSF	11	33	155	199
Norwegian Refugee Council	16	37	210	263
Total	274	704	5018	5996

Source: Organization’s websites (2021); Public Benefits Organizations Authority (2021).

The study employed a stratified random sampling technique/design to select the respondents. This choice was justified by the heterogeneity of the population. The sample size of 375 was determined using the Yamane formula. Data collection was conducted using structured questionnaires and interview guides. Qualitative data from the interviews, which included open-ended questions, were analyzed using content analysis and presented in prose form. On the other hand, the quantitative data obtained from the closed-ended questions were organized, coded, and analyzed using the

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Statistical Package for the Social Sciences (SPSS) Version 25. Descriptive and inferential statistical analyses were conducted to generate the quantitative report. The utilization of both qualitative and quantitative data analysis methods allowed for a comprehensive understanding of the research findings, integrating insights from participants' narratives with statistical analysis.

4.0 Results and Findings

4.1 Response Rate

The study had a sample size of 375, which included participants from top-level management (managers), middle-level management (supervisors), and lower-level management (support staff). Out of the total sample size, 354 participants responded to the questionnaires. The returned questionnaires included 39 from supervisors and 297 from supervisors and support staff. Furthermore, the researcher conducted interviews with 18 out of 21 managers from the top-level management. These interviews provided valuable insights and perspectives from the managerial level of the organizations. The three managers were not available during the time of data collection. The three had gone on leave; thus, getting them was hard. The study results presented in Table 2 indicate that the response rate of managers, supervisors and support staff was 94.40%. The response for managers in the top-level management was 85.71% and 90.70% from the supervisors/employees in the middle level management. Finally, the response rate from the support staff/ employees from the lower-level management was 95.50%. The response rate was considered adequate for the analysis since, according to Ahmad and Halim (2017), response rates of above 60% of the sample size is sufficient for the analysis and making of inferences. Besides, Freiman, Chalmers, Smith and Kuebler (2019) note that at least a response rate of above 50% should be considered satisfactory for the analysis. In addition, Hendra and Hill (2019) reveal that a response rate above 70% is adequate for the analysis and recommendations. Based on these arguments from renowned scholars, the response rate from all the units of observation (top level management, middle level management and lower-level management) in the current study was above 80%; hence appropriate for the study for the analysis and making of the inferences.

Table 2: Response Rate

Response	Targeted respondents	Response (Those responded)	Percentage
Total (managers, supervisors and support staff)	375	354	94.40%
Top level management (Managers)	21	18	85.71%
Middle level management (Supervisors)	43	39	90.70%
Lower-level management (support staff)	311	297	95.50%

4.2 Organizational Learning and Humanitarian Aid Response

The research question of the study was; how does organizational learning influence humanitarian aid response in arid and semi-arid areas in Kenya? Organizational learning included knowledge creation, knowledge retention and knowledge transfer while humanitarian aid response consisted of timely delivery, meeting targets and appropriate delivery. The presentation of the findings regarding the variable includes diagnostic tests, descriptive statistics, qualitative analysis and inferential statistics.

4.2.1 Descriptive Statistics for Organizational Learning

A Likert scale of 1 to 5 (1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree) was used. Based on the descriptive results presented in Table 3, most of the supervisors and support staff agreed that employees obtain a lot of new knowledge from external sources such as seminars, conferences, etc., as the mean score was 4.12, supported by a low standard deviation of 1.01. The standard deviation indicates the extent of variations from the mean score/average. The standard deviation is considered low if it is less than half of the mean score. Besides, most respondents agreed that the management motivates employees to engage in formal education systems to achieve a higher level of knowledge, as the mean score was 3.97 with a standard deviation of 0.98. The study showed that most respondents agreed that employees rely on experience, skills and knowledge in their work since the mean score was 4.21 with a standard deviation of 0.97.

Moreover, it was found that most respondents agreed that there is a structured format, such as a template, to follow when documenting lessons learned because the mean score was 3.90 with a standard deviation of 1.06. The study indicated that most respondents agreed that it is easy to use the classification scheme for documenting lessons learned, as the mean score was 4.09 with a standard deviation of 0.92. The study exhibited that most respondents agreed that knowledge retention in the organization is effective since the mean score was 3.86 with a standard deviation of 1.14. In addition, the majority of the respondents agreed that the need of the employees are well taken care of by the organization to ensure the retention of knowledge is high, as the mean score of the survey question was 3.93 with a standard deviation of 1.26. The study found that most respondents agreed that the management in the organization promotes cooperation and exchange of experience among employees because the mean score was 4.13 with a standard deviation of 0.92.

The study showed that most respondents agreed that employees in the organization share their knowledge through formal procedures, with a mean score of 4.06 and a standard deviation of 1.18. Besides, the study found that most respondents agreed that employees in the organization exchange knowledge with their co-workers as the mean score was 3.99 with a standard deviation of 1.05. The study found that most respondents agreed that employees share their knowledge orally at meetings or informal gatherings, as the mean score was 4.04 with a standard deviation of 0.95. It is evident that most respondents agreed with the developed questions on organizational learning. The study found that the average mean score of the survey statements/questions for organizational learning was 4.03, with a standard deviation of 1.04. This implied that most respondents agreed with the survey statements/questions developed for organizational learning.

Table 3: Descriptive Statistics for Organizational Learning

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	SD
The employees obtain a lot of new knowledge from external sources such as seminars, conferences, etc.	2.40%	8.00%	6.80%	40.20%	42.60%	4.12	1.01
The management motivates employees to engage in formal education systems to achieve a higher level of knowledge.	1.50%	11.00%	7.40%	49.10%	31.00%	3.97	0.98
Employees in the organization consider their knowledge as an organizational asset.	3.90%	10.70%	4.80%	43.20%	37.50%	4.00	1.10
The employees rely on experience, skills and knowledge in their work	0.90%	9.20%	5.10%	37.50%	47.30%	4.21	0.97
There is a structured format, such as template to follow when documenting lessons learned	5.10%	8.00%	7.40%	51.20%	28.30%	3.90	1.06
It is easy to use the classification scheme for documenting lessons learned	2.40%	5.10%	8.30%	50.00%	34.20%	4.09	0.92
The knowledge retention in the organization is effective	6.20%	9.20%	6.80%	47.30%	30.40%	3.86	1.14
The need of the employees are well taken care of by the organization to ensure the retention of knowledge is high.	3.00%	19.90%	5.40%	24.40%	47.30%	3.93	1.26
The management in the organization promotes cooperation and exchange of experience among employees.	0.90%	7.70%	7.40%	44.90%	39.00%	4.13	0.92
The employees in the organization share their knowledge through formal procedures.	6.50%	7.40%	5.10%	35.40%	45.50%	4.06	1.18
The employees in the organization exchange knowledge with their co-workers	2.40%	10.70%	8.90%	41.40%	36.60%	3.99	1.05
The employees share their knowledge orally at meetings or informal gatherings.	5.40%	3.00%	2.10%	61.30%	28.30%	4.04	0.95
Average						4.03	1.04

4.2.2 Qualitative Analysis

The qualitative data was analyzed using content analysis. The researcher closely examined the data to determine the themes. Hence, from the interview session with the managers from the top-level management, it was revealed that, “*organizational learning increases the skills of the employees and this improves the humanitarian aid response. Organizational learning entails the continuous combination, transfer and conversion of different kinds of knowledge in the workforce. Organizational learning stimulates the team members to be submissive to the organization's objectives to maintain the high performance of the projects. The performance of the employees in humanitarian aid response is increased when employees obtain new knowledge from external*

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sources such as seminars and conferences. Knowledge creation results from management motivating employees to engage in formal education systems to achieve a higher level of knowledge. Organizational learning stimulates humanitarian aid response because of the efficiency of the employees due to experience. Organizational learning, such as information sharing, positively affects the performance of humanitarian organizations. Knowledge sharing is critical in enhancing humanitarian organizations' success, especially in delivering humanitarian aid."

4.2.3 Inferential Statistics

The inferential statistics includes correlation and regression analysis

4.2.3.1 Correlation Analysis of Organizational Learning

The study conducted a correlation analysis to examine the association between organizational learning and humanitarian aid response. The results, as shown in Table 4, indicate a positive and significant correlation between these two variables ($r = .612$, $p = .000$). This suggests that as organizational learning increases, there is a corresponding increase in humanitarian aid response. The direction of the movement between organizational learning and humanitarian aid response is positive, indicating that improvements in organizational learning positively influence the effectiveness of humanitarian aid response.

Table 4: Correlation Analysis of Organizational Learning and Humanitarian Aid Response

		Humanitarian aid response	Organizational learning
Humanitarian aid response	Pearson Correlation	1.000	
	Sig. (2-tailed)		
Organizational learning	Pearson Correlation	.612*	1.000
	Sig. (2-tailed)	0.000	

4.2.3.2 Regression Analysis

The regression analysis includes the presentation of model fitness, analysis of variance (ANOVA) and regression coefficients. The results presented in Table 5 established that organizational learning is satisfactory in influencing humanitarian aid response in Kenya. The study showed that organizational learning could explain 37.4% of Kenya's humanitarian aid response.

Table 5: Model Fitness of Organizational Learning and Humanitarian Aid Response

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.612a	0.374	0.373	0.24365

a Predictor: (Constant), Organizational learning

The results presented in Table 6 indicate that the p-value associated with the relationship between organizational learning and humanitarian aid response is 0.000, which is less than the predetermined significance level of 0.05. This suggests that the relationship between

organizational learning and humanitarian aid response is statistically significant. In other words, organizational learning plays a significant role in explaining the variability in humanitarian aid response in Kenya.

Table 6: Analysis of Variance (ANOVA) of Organizational Learning and Humanitarian Aid Response

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	11.867	1	11.867	199.885	.000b
	Residual	19.829	334	0.059		
	Total	31.695	335			

a Dependent Variable: Humanitarian aid response

b Predictor: (Constant), Organizational learning

The study results presented in Table 7 demonstrate a positive and significant relationship between organizational learning and humanitarian aid response in Kenya ($\beta=0.583$, $p=0.000$). The coefficient of 0.583 indicates that, on average, for every unit increase in organizational learning, there is a corresponding increase of 0.583 units in humanitarian aid response, holding other factors constant. The p-value being less than 0.05 indicates that the relationship is statistically significant.

Based on these findings, the null hypothesis is rejected, and it can be concluded that organizational learning significantly influences humanitarian aid response in the Arid and Semi-Arid areas of Kenya. The presented model supports this relationship and suggests that improvements in organizational learning can lead to enhanced effectiveness in humanitarian aid response.

$$Y = 1.940 + 0.583X$$

Where: -

Y= Humanitarian aid response

X= Organizational Learning

Table 7: Regression coefficients of Organizational Learning and Humanitarian Aid Response

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.940	0.158		12.268	0.000
	Organizational learning	0.583	0.041	0.612	14.138	0.000

a Dependent Variable: Humanitarian aid response

4.2.4 Diagnostic Tests for Organizational Learning

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The requirements for regression were met by conducting normality tests, linearity test, multicollinearity and heteroscedasticity.

4.2.4.1 Normality Tests for Organizational Learning

The study employed the Kolmogorov–Smirnov test to examine whether the data is normal. The results from Table 8 show that the data was normally distributed as the respective p value for the variable was greater than 0.05. Thus, the data is normally distributed.

Table 8: Normality Test for Organizational Learning

Kolmogorov–Smirnov test.			
Variable	Statistic	df	Sig.
Organizational learning	0.147	336	0.894

4.2.4.2 Linearity Test for Organizational Learning

Figure 3 shows that organizational learning depicted a straight-line relationship with the humanitarian aid response. In addition, the R-squared showed the percentage of the dependent variable variation that a linear model explains.

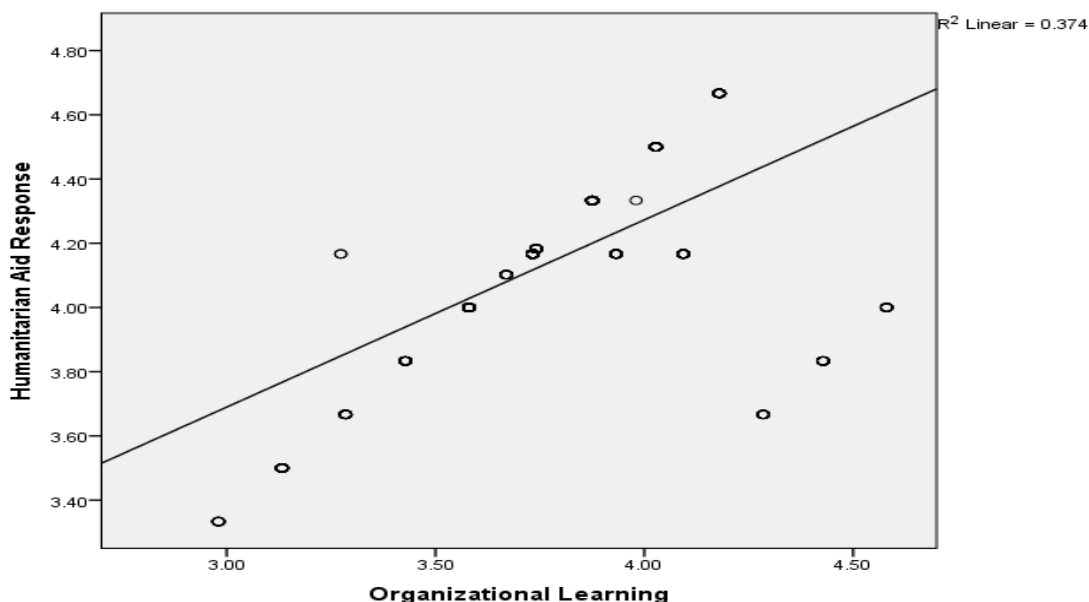


Figure 3: Scatter Plot of Organizational learning against Humanitarian Aid Response

4.2.4.3 Multicollinearity for Organizational Learning

The multicollinearity test was done using the Variance Inflation Factor (VIF). The results in Table 9 indicated the absence of multicollinearity since the VIF of the variable was less than 10.

Table 9: Multicollinearity Test for Organizational Learning

Variables	VIF
Organizational learning	1.586

4.2.4.4 Heteroscedasticity

The study utilized the Breusch-Pagan test to assess the presence of heteroscedasticity in the data. The results presented in Table 10 indicate that the p-value associated with the test is greater than 0.05 (specifically, 0.0703). As a result, the null hypothesis, which suggests the absence of heteroscedasticity, is not rejected at the critical significance level of 0.05. Therefore, based on the results of the Breusch-Pagan test, the study concludes that the data used in the analysis did not exhibit heteroscedasticity. This suggests that the assumption of homoscedasticity (equal variance of errors) is reasonable and does not significantly impact the reliability of the statistical analysis conducted in the study.

Table 10: Heteroscedasticity Test for Organizational Learning

Breusch-Pagan / Cook-Weisberg test for heteroscedasticity		
Ho: Constant variance		
Variable: fitted values of Humanitarian Aid Response		
chi2(1)	=	1.964
Prob > chi2	=	0.0703

5.0 Conclusion

The study concludes that a unitary increase in organizational learning would increase the humanitarian aid response in Kenya by 0.583 units when other factors are held constant. The null hypothesis was rejected as the p-value was less than 0.05. Hence, organizational learning significantly influences humanitarian aid response in the Arid and Semi-Arid areas in Kenya. Organizational learning increases the skills of the employees and this improves the humanitarian aid response. Organizational learning involves the continuous combination, transfer, and conversion of different types of knowledge within the workforce. By promoting knowledge creation and sharing, organizations can stimulate employees to align their efforts with the organization's objectives, ultimately contributing to improved project performance. Providing opportunities for employees to acquire new knowledge from external sources, such as seminars and conferences, can further enhance their skills and contribute to effective humanitarian aid response. Knowledge sharing within humanitarian organizations has been found to have a positive impact on performance, particularly in the delivery of humanitarian aid. This emphasizes the importance of fostering a culture of knowledge sharing and collaboration to drive success in humanitarian endeavors. Overall, the study's conclusion highlights the significance of organizational learning in the context of humanitarian aid response. By promoting continuous

learning and knowledge sharing, organizations can empower their employees and enhance their ability to respond effectively to the needs of the affected populations in the Arid and Semi-Arid areas of Kenya.

6.0 Recommendations

It is recommended that the management of the NGOs involved in the humanitarian aid response should focus more on organizational learning. The study indicated a unitary increase in organizational learning would increase the humanitarian aid response in Kenya by 0.583 units when other factors are held constant. Humanitarian organizations should consider organizational learning key in determining employees' satisfaction. Organizational learning stimulates the team members to be submissive to the organization's objectives to maintain the high performance of the projects. The study recommends that organizations should ensure that appropriate information governance, policy and guidelines are developed to provide a framework to bring together all of the requirements, standards and best practices that apply to the handling of organizational learning in the organizations. Organizations are also recommended to collaborate and partner with established networks or groups to promote organizational information sharing. The study recommends another study be conducted to examine other factors other than organizational learning that could influence the humanitarian aid response in the Arid and Semi-Arid areas in Kenya. A study can examine the effect of leadership styles and employee competency on performance. It is recommended that another study be conducted in other institutions other than NGOs and compare the results.

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