

AN INVESTIGATION OF THE RELATIONSHIP BETWEEN ORGANISATION DEVELOPMENT; AND ORGANIZATIONAL PERFORMANCE (INTERNAL PROCESSES PERSPECTIVE) WITH DYNAMIC CAPABILITY AS MEDIATING FACTOR: A CASE OF THE MINISTRY OF EDUCATION IN ZAMBIA

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<https://doi.org/10.54922/IJEHSS.2024.0712>

ABSTRACT

This study sought to investigate the mediating role of dynamic capabilities on the relationship of organization development with organizational performance (Internal processes perspective) in context of Public Service of the Ministry of Education of Zambia. The specific objectives were to determine the effect of organization development on dynamic capabilities, assess the effect of dynamic capabilities on internal processes, demonstrate the effect of organization development on internal processes and validate the role of dynamic capability on the relationship between organization development with internal processes in the Ministry of Education in Zambia. The study was founded on a positivist research philosophy and utilized a descriptive and cross-sectional research design. The population consisted of 1288 secondary schools. Primary data was collected from 301 respondents using self-administered questionnaires selected using a proportional stratified sampling technique. Descriptive statistics were computed to describe the characteristics of the study variables and structural modeling equation analysis was conducted to determine the nature and magnitude of the relationships between variables. The findings revealed that organization development positively and significantly affect the dynamic capabilities. Organization development is found to have positive and favorable relationship with Internal Processes. Organization development is found to have positive and significant relationship with Dynamic Capabilities. There is negative and insignificant relationship between Dynamic Capabilities and Internal processes perspective. The results also revealed insignificant mediating function of Dynamic capabilities between Organization development, and Internal Processes Perspective.

Keywords: Training and development, dynamic capabilities, Organization performance (Internal processes Perspective).

1. INTRODUCTION

1.1 Background

Due to the emergence and rapid development of new technologies as well as increasing competition from other businesses, organizations are constantly looking for ways to improve their performance. Organizations must attract and retain talented employees to succeed in the global marketplace. Huselid (1995) argues that organizations can use human resource management (HRM) practices to shape employee attitudes and behaviors. Management can use human resource management practices to motivate employees to achieve organizational goals.

Human resource management is the process of attracting, developing, and rewarding employees for their contributions to an organization's growth and competitiveness. One of the most important

factors that companies can consider when implementing HR is human capital development. This process helps companies improve their performance and attract and retain top talent. It is also the integrated use of training, organizational, and career advancement efforts to improve individual, group, and organizational effectiveness (Kelly, 2001). Armstrong (2006) also emphasized that human resource development is about providing learning, development, and training opportunities to improve the performance of individuals, groups, and organizations. The concept of human resource development has emerged as a strategy to develop and improve the knowledge, skills, and abilities of employees to increase organizational effectiveness (Gberevbie, 2012).

Developing human resource development practices can improve organizational performance. Some empirical researchers, such as (Brockbank, 1999; Garavan, 2007; Clardy, 2008 and Han et al., 2006), believe that HRD is a set of responsibilities, competencies, and practices that have a potential impact on organizational effectiveness. Furthermore, several researchers (McCracken & Wallace.2000, Ooto et al. 2018, Sahoo et al. 2016, Alagaraja & et al.2015; and Nilsson & Ellstrom. 2012) have discovered that there is a significant relationship of human resource development on organizational effectiveness.

Although the study has some authors, it is still not clear what mechanisms are involved in mediating the link between performance and human resource practices. Wilhelm et al., 2015; and Helfat et al.2007 focused on how developing dynamic capabilities affect organization performance. Mohanad, A, K & Hayder, A M. (2019) considered dynamic capabilities mediation role between human resources development and organization effectiveness considering the in Iraq Public Universities Thus, the study intended to investigate role dynamic capabilities play in mediating between training organization development and organizational performance (Internal perspective) in context of Public Service of the Ministry of General Education of Zambia.

1.2 Problem Statement

The Government of the Republic of Zambia recognizes the primacy of human resource in achieving sustainable socio-economic development of the country (PSTDP: 7). It further stresses the need for institutional and human capacity building interventions to support its goal of improving the quality, delivery, efficiency and effectiveness of public services. In view of the above, the Government is committed to providing public officers with opportunities to develop their knowledge, skills and attitudes that lead to more effective job performance and encourage development and continuous learning. This is through the policies that:

- ensure that training and development is relevant, systematic, coordinated and evaluated to meet the current and future needs of public services,
- ensure the efficient and effective utilization of trained staff in the Public Service,
- support a culture change that focuses attention on development of public officers to continuously learn, innovate; and grow
- Ensure that training and development is systematic, focused and relevant in order to achieve the desired results.

Despite the commitment by the government coming up with Human Resources development policies, there is little improvement in public service provision. In support of this claim, the Civil Service Training and Development Policy (2007: 2) states: “Of note in the public service are, among other things, insufficient operational funding for training and development, an unsystematic approach to carrying out training needs analysis, and a resulting lack of coordination. This resulted in training and development programs that were not being implemented, and workforce

development activities that did not meet the needs of the public service. As the expected improvements were not clearly demonstrated, training and development programs were not having the desired impact on supporting and promoting the PSRP. Furthermore, training efforts and strategies in the Zambian public service are fragmented, resulting in low quality training that often does not meet the diverse training needs of staff.

Also, training methods that focus on imparting and transmitting abstract knowledge are still often used, with insufficient attention being paid to methods that emphasize the acquisition of practical skills, competencies, and attitudes. “Too many training programs focus on delivering standardized programs that are inflexible and do not take into account the needs and issues of participants and their respective ministries.” Draft Civil Service Training Policy (2003): 8). 30 civil servants are receiving unauthorized long-term training (Northwestern Province Annual Personnel Report 2019). However, there are always shifts or dynamics in acquiring, developing, retaining and managing the human resource so as to take a competing role with activities geared to making the organization a force to reckon with. So there is a need to consider the environment dynamics as we capacity build employees to make sure that they produce output or provide a service which is effective and efficient. This will help to fully utilize employees’ abilities and skills. In light of the statement, it is important to investigate the relationship between organization development and organizational performance (Internal processes perspective) with dynamic capabilities in the ten provinces of the Ministry of Education in Zambia.

1.3 Research Objectives

The specific research objectives included the following:

- a. To determine the effect of organization development on dynamic capabilities
- b. To assess the effect of dynamic capabilities on organizational internal processes
- c. To demonstrate the effect of organization development on organizational internal processes
- d. To validate the role of dynamic capability on the relationship between organization development with internal processes in the Ministry of Education in Zambia

2. RELATED LITERATURE AND RESEARCH MODEL

2.1 Organization Development and Organization Performance

Due to changing environment, organizational development has emerged as a means of competing, surviving, and performing a wide range of activities in response to environmental changes. According to Azari (2014), organizational development is the systematic application of behavioral science to develop and improve strategies, structures, and organizational processes in order to improve organizational effectiveness. According to Dobrai and Farkas (2015), organizational development is a planned, wide-ranging activity that incorporates the entire organization, with the goal of improving the company's performance and sustainability through imperative planning into organizational processes. According to Al-aldaeja (2016), organizational development is a comprehensive and integrated concept used to solve an organization's inadequacy and ineffectiveness. It is a deliberate attempt to alter the attitudes, culture, and values of individual and collective work, leadership, organizational structure, technology, and decision-making.

It is also an institution-based strategy in which the entire system adapts to environmental changes. According to Omayan (2005), organizational development is a long-term effort to improve an organization's capacity to solve problems and renew its operations by comprehensively developing

the organization's climate, with a focus on increasing the effectiveness of its workforce through human resource development practices. Thus, Mohanad A. K. (2019) described organizational development as a system-wide application that aims to improve personnel by altering their beliefs, skills, and behavior, as well as modifying the technology and organizational structure.

2.2 Dynamic capability and Organisation performance

Dynamic capabilities improve firm performance in a variety of ways, including matching the resource base to changing environments (Teece et al., 1997), creating market change (Eisenhardt and Martin, 2000), supporting both resource-picking and capability-building rent-generating mechanisms (Makadok, 2001), and improving inter-firm performance (Gudergan et al., 2012). Dynamic capabilities enhance the efficacy, speed, and efficiency of organizational responses to environmental turbulence (Chmielewski and Paladino, 2007; Hitt et al., 2001), resulting in improved performance. They enable "the firm to take advantage of revenue-enhancing opportunities and adjust its operations to reduce costs" (Drnevich and Kriauciunas, 2011, p. 258). Dynamic capabilities give the company with a new set of choice options that have the potential to improve firm performance by sensing possibilities and reconfiguring them (Eisenhardt and Martin, 2000; Teece, 2007).

2.3 Organizational development impacts dynamic capabilities and internal processes.

To maintain a competitive advantage in a continuously changing market, organizations must create dynamic skills for upgrading core competencies and increasing organizational effectiveness (Hammer, 2001; Zott, 2003). In today's quickly changing business environment and worldwide competition, enterprises are having difficulty functioning at peak performance levels. As a result of today's changing environment, organizational development has emerged as a means of competing, surviving, and performing a wide range of activities in response to environmental changes. (Roodposhti, 2007). According to Azari (2014), organizational development is the systematic application of behavioral science to develop and improve strategies, structures, and organizational processes in order to improve organizational effectiveness. According to Dobrai and Farkas (2015), organizational development is a planned, wide-ranging activity that incorporates the entire organization, with the goal of improving the company's performance and sustainability through imperative planning into organizational processes.

This study suggests that organizational development has a direct impact on internal processes in a rapidly changing environment. However, the relationship between dynamic skills and organizational effectiveness and performance remains uncertain (Zhou & Zhou, 2017). However, some scholars (Teece et al. 1997; Eisenhardt & Martin, 2000; López, 2005; and Wilden et al. 2013) argue that dynamic capabilities enable organizations to link the resource base with environmental shifts, create market change, and facilitate resource access and development, thereby improving organizational effectiveness.

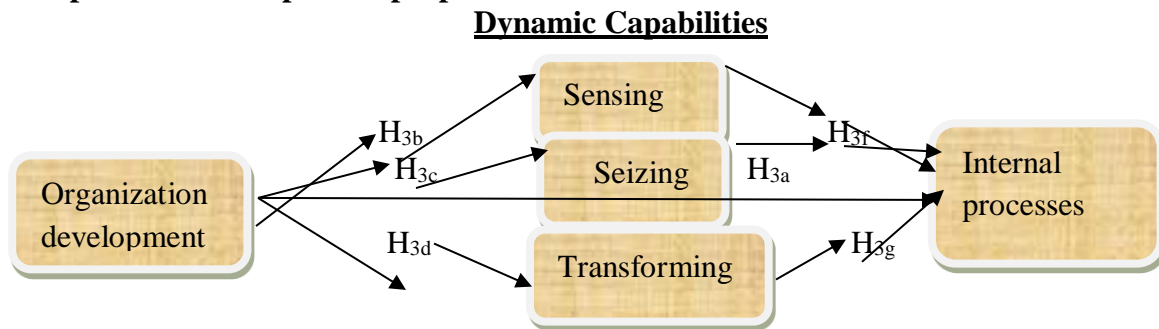
Teece (2007) contends that dynamic capabilities allow an organization to gain a competitive advantage in a changing business environment by building specialized capabilities and competences that support organizational effectiveness and performance. Fainshmidt et al. (2016) contended that dynamic capabilities are strongly linked to organizational effectiveness. (Rehman and Saeed, 2015; Takahashi et al., 2016; and Zhou and Zhou, 2017) argue that dynamic capabilities

have an indirect impact on organizational success by facilitating the development of operational capabilities.

2.4 Research Model and Hypotheses

Based on the relationships between the notions of organization development, dynamic capabilities and internal process perspective of organization performance, the following research model and hypotheses were proposed.

Research Model Research model on organization development, dynamic capabilities and internal processes concepts was proposed below:



H_{3a}: There is positive significant relationship between organization development, and internal processes

H_{3b}: There is positive significant relationship organization development, and sensing capability

H_{3c}: There is positive significant relationship between organization development, and Seizing capability

H_{3d}: There is positive significant relationship between organization development, and transforming capability

H_{3e}: There is positive significant relationship between sensing capability and internal processes

H_{3f}: There is positive significant relationship between seizing capability and internal processes

H_{3g}: There is positive significant relationship between transforming capability and internal processes

H_{3h}: Sensing capability will mediate between organization development, and internal processes

H_{3i}: Seizing capability will mediate between organization development, and internal processes

H_{3j}: Transforming capability will mediate between organization development, and internal processes

3. METHODOLOGY

3.1 Research Design

The study employed a descriptive cross-sectional research design to determine the relationship among variables. The cross-sectional survey design combines qualitative and quantitative methods (Mann, 2003). This was employed mostly because it aids in selecting a small sample of people from a larger population to function as an inference, and surveys are designed to provide a snapshot of how things are at a specific time, allowing the use of several variables at once (Levin, 2007). In this study, survey methodology will help in measuring variables and examining relationships among variables as recommended by Fowler (1993).

3.2 Study Population

This study included Ministry of Education 1288 secondary schools in all Ten (10) provinces namely North-Western, Luapula, Copperbelt, Western, Eastern, Southern, Muchinga, Lusaka, Central and Northern of Zambia. The headteachers and deputy headteachers were used as respondents

3.3 Sample Size

The sample size formula (Taro Yamane's formula) was used to find the sample size for the finite or known population, which was determined using Israel (1992), adopted from Yamane 1967 simplified formula, as shown below:

The Yaro-Yamane's expression or formula

$$n = N / 1 + N (e^2)$$

Where:

n= Sample size

N= Total population (1288)

e= Margin of error disturbance or level of precision (0.05)

$$n = 1288 / 1 + 1288(0.05^2)$$

$$= 305$$

As a result, the aforementioned formula produced a sample size of 305 respondents. Out of the 305 administrators that took part in the research, 301 responded. This indicated the response percentage of 98.7%.

3.4. Sampling Techniques

The institutions were selected using stratified sampling. Then simple random sampling was applied. Simple random sampling is a probability sampling whereby all members in the population have equal chance of being selected to form a sample (Adam & Kamuzora, 2008). This method ensured that each employee had an equal and independent chance of being selected. Since the study also relied on quantitative sampling, the researcher used random sampling stratified method as well which was the best method to achieve a representative sample with the systematic sampling technique (Lavrakas, 2008).

3.5 Data Collection

Both primary and secondary sources of data was utilized for the study. Primary data was acquired through administered questionnaires. Secondary data was also collected from different literature related to the topic under study. The instrument consisted of many Likert-type scale items. The Likert-type scale contained options for (1) strongly disagree and (7) strongly agree. In order to ensure reliability of the questionnaires, a pilot study was conducted in Luapula province, Zambia.

3.6 Data Analysis

Data analysis was carried out to answer the research objectives and hypotheses. SPSS version 23 with Analysis of Moment Structures (AMOS) software version 26 were used for analyzing data.

The reliability and validity of measurement scales were verified using confirmatory factor analysis (CFA) prior to testing the hypotheses. AMOS 26 was used to assess composite reliability, convergent validity, and discriminant validity. The study's discriminant validity was examined using the Heterotrait-Monotrait (HTMT) Ratio rather than the Fornell and Larcker (1981) Criterion. According to the Fornell and Larcker (1981) criterion, discriminant validity is proven when the square root AVE of a concept exceeds the correlation with the other constructs in the study. However, the Fornell and Larcker criterion has lately been criticized for its sensitivity in detecting discriminant validity difficulties between conceptions. HTMT, a new method of testing discriminant validity, is increasingly used in variance-based structural equation modeling (Henseler et al., 2015).

The model's fit was evaluated using five goodness-of-fit indices: chi-square/degree of freedom (χ^2/df) ratio, comparative fit index (CFI), Tucker-Lewis index (TLI), goodness of fit index (GFI), and root means square error of approximation (RMSEA). Furthermore, squares structural equation modeling (SEM) was employed to empirically assess the presented hypotheses. SEM is widely utilized in the social sciences because it can explain the links between unobserved constructs (latent variables) and observable variables (Henson & Roberts, 2006).

4. RESEARCH FINDINGS

The data analysis was conducted by looking at preliminary analyses that included sample profiles, non-response bias, common variance, descriptive statistics and multi -collinearity analyses. The researcher proceeded to conduct measurement of instruments by purifying the scales and measurement of model. The pre-analyses were within the range and model fit was found to be fit.

4.1. Construct Validity and Reliability

The study used two methods to evaluate internal consistency. The first method, known as coefficient α (Bagozzi and Yi, 1988; Fornell and Larcker, 1981), and the second way, known as average variance extracted (EVA), assess the amount of variation collected by a construct's measure relative to random measurement error. Estimates of α above 0.70 and EVA above 0.50 suggest internal consistency (Bagozzi and Yi, 1988:76).

The average variance extracted was also used to measure convergent validity. Discriminant validity in the study was tested. The Heterotrait-Monotrait (HTMT) Ratio is increasingly being

used in variance-based structural equation modeling (Henseler et al. 2015). The HTMT ratio should be less than the permitted limit of 1.0 (Henseler et al., 2015).

4.1.1 Reliability and Convergent validity

Construct reliability was assessed using Cronbach’s alpha and composite Reliability (CR). The investigation demonstrated dependability if the CR for each construct above the needed threshold of 0.7 (Nunnally and Bernstein, 1994; Hair et al., 2010). The investigation also confirmed whether Average Variance Extracted (AVE) was greater than 0.5 (Fornell and Larcker, 1981; Gaskin, J., James, M., & Lim, J., 2019).

Composite Reliability (CR) for the model varied from 0.890 to 0.911 above the benchmark, indicating that reliability was established for each component in the study. The Average Variance Extracted was greater than the threshold value of 0.5, indicating that the scales employed in the study had convergent validity. See Table 4.1 for the results.

Table 4.1 Model Validity Measures for the Model

| | CR | AVE | OD | Sensing | Seizing | Transforming | IPP |
|---------------------|-------|-------|--------------|--------------|--------------|--------------|--------------|
| OD | 0.890 | 0.620 | 0.787 | | | | |
| Sensing | 0.819 | 0.694 | 0.712*** | 0.833 | | | |
| Seizing | 0.911 | 0.672 | 0.692*** | 0.853*** | 0.820 | | |
| Transforming | 0.813 | 0.592 | 0.649*** | 0.795*** | 0.952*** | 0.769 | |
| IPP | 0.882 | 0.600 | 0.729 | 0.607 | 0.642 | 0.641 | 0.774 |

4.1.2 Discriminant validity

The discriminant validity is demonstrated when the HTMT Ratio is smaller than the acceptable limit of 1.0 (Henseler et al., 2015). The study in the model demonstrated discriminant validity because all ratios were less than the acceptable limit of 1.0 (Henseler et al. 2015). Table 4.2 shows the results.

Table 4.2: Heterotrait-monotrait (HTMT) Ratio for the Model

| | OD | Sensing | Seizing | Transforming | IPP |
|----------------|-------|---------|---------|--------------|-----|
| OD | | | | | |
| Sensing | 0.713 | | | | |

| | | | | | |
|---------------------|-------|-------|-------|-------|--|
| Seizing | 0.695 | 0.853 | | | |
| Transforming | 0.635 | 0.759 | 0.916 | | |
| IPP | 0.730 | 0.608 | 0.639 | 0.616 | |

4.2 Measurement model

Confirmatory analysis was computed using AMOS 26 to test measurement models. As part of confirmatory analysis, factor loadings were assessed for each item and all factors loaded (>0.5). Model fit metrics (CMIN/df, GFI, CFI, TLI, RAMSEA, and SRMR) were employed to test model fit using standard acceptable thresholds (Ullman, 2001; Hu & Bentler, 1999; Tanaka, 1993; Bentler, 1990, Diamantopoulos & Siguaw, 2000; Jacob et al, 2003).

The model had 2.049 CMIN/df below the suggested cut off value of 5. The GFI (.903) was above the cut-off point of $\geq .90$. Both TLI (.952) and CFI (.960) values were above the cut-off of $> .90$. The RMSEA value of .059 was below the suggested value of $\leq .08$. The SRMR value (.0497) was below the suggested cut-off point of $< .05$. Thus, the results from Table 4.3 suggested that the model fit the data acceptably.

Table 4.3 Model Fit Indices

| Fit indices | Recommended value | Source(s) | Obtained values |
|---------------------|--------------------------|--|------------------------|
| CMIN(Chi-square/df) | 2-5 | Less than 2(Ullman, 2001) to 5 (Schumaker and Lomax, 2004) | 2.049 |
| GFI | >0.9 | Bentler 1990 | .903 |
| CFI | >0.9 | Bentler 1990 | .960 |
| TLI | >0.9 | Hu and Bentler 1998 | .952 |
| RAMSEA | <.08 | Hu and Bentler 1998 | .059 |
| SRMR | <.05 | Diamantopoulos & Siguaw, 2000 | .0497 |

4.3 The Structural Models Assessment: Test of Hypotheses

The study evaluated the structural models by examining their direct effects and the mediating function of dynamic capabilities in the relationship between training and development and organizational performance (Financial Perspective).

4.3.1 The Direct Effects for Models

A structural model created with Amos was utilized to test the linkages. The fit indices for the model shown in 4.4 below fell within acceptable range: CMIN/df =2.812, TLI=.918, CFI=.932 and RMSEA =.078. The squared multiple correlation was .704 for the internal processes perspective. Relationship between organization development, and internal processes perspective was positive and significant (b= 2.092, t=2.927, p= .003), supporting H_{3a}. Linkage between organization development, and sensing was positive and significant (b=.884, t=10.842, p = 0.000), supporting H_{3b}. Organization development, and seizing relationship was positive and significant (b=.942, t =11.508, p = 0.000), supporting H_{3c}. The relationship between organization development, and transforming was positive and significant (b=.930, t=11.059, p = 0.000), supporting H_{3d}. The relationship between sensing and internal processes perspective was negative and insignificant (b= -.348, t= -1.692, p = .091), not supporting H_{3e}. The relationship between seizing and internal processes perspective was negative and insignificant (b= -.643, t= -1.693, p = .091), not supporting H_{3f}. The relationship between transforming and internal processes perspective was negative and insignificant (b= -.431, t= -1.215, p= .224), not supporting H_{3g}. Model fit indices and hypotheses results are presented Table 4.4.

Table 4.4 Direct effects for the Model

| Hypothesized relationship | Standardized Estimates | t-value | p-value | Decision |
|---|------------------------|---------|---------|---------------|
| Organization development, and internal processes perspective (H _{3a}) | 2.092 | 2.927 | 0.003 | Supported |
| Organization development, and sensing capability (H _{3b}) | .884 | 10.842 | 0.000 | Supported |
| Organization development, and Seizing capability (H _{3c}) | .942 | 11.508 | 0.000 | Supported |
| Organization development, and transforming capability (H _{3d}) | .930 | 11.059 | 0.000 | Supported |
| Sensing capability and Internal processes perspective (H _{3e}) | -.348 | -1.692 | 0.091 | Not supported |
| Seizing capability and Internal processes perspective (H _{3f}) | -.643 | -1.693 | 0.091 | Not supported |
| Transforming capability and internal processes perspective (H _{3g}) | -.431 | -1.215 | 0.224 | Not supported |
| R-Squared for Internal processes Perspective (R ²) | .704 | | | |
| Model Fit Indices | | | | |
| Df=158, CMIN=444.301, CMIN/df=2.812, TLI=.918, CFI=.932 and RMSEA= .078 | | | | |

4.3.2 The mediating effects for Models

The study investigated the mediating function of dynamic capabilities in the relationship between Organization development and organizational performance (Internal processes Perspective). Also, bootstrapping was utilized to calculate the indirect 95% confidence interval. When the findings indicated no zero between the lower and higher bounds, it was clear that the hypothesis was supported (Collins 2020).

The study assessed if Sensing, Seizing and Transforming did mediate the relationship between Organization development (OD) and internal processes perspective (IPP). The results revealed insignificant indirect effect of OD on IPP through Sensing ($b = -.376, t = -1.071, p = 0.166$), not supporting hypothesis H_{1h} . Analyzing the mediating role of Seizing, the study found insignificant mediating role of Seizing on the linkage between OD and IPP ($b = -.741, t = -.409, p = 0.143$), not supporting hypothesis H_{1i} . Also, the results indicated insignificant indirect effect of OD on IPP through Transforming ($b = -.491, t = -.378, p = 0.355$), not supporting hypothesis H_{1j} . Furthermore, the direct effect of OD on IPP in presence of mediators was found significant ($b = 2.560, t = 2.927, p = 0.003$). Hence, Sensing, seizing and transforming never mediated the relationship between OD and IPP.

Table 4.5 Mediation Analysis for the Model

| Hypothesis | Direct Effect | Indirect Effect | T-Value | Confidence Interval | | P-Value | Conclusion |
|------------|-----------------|-----------------|---------|---------------------|-------------|---------|---------------|
| | | | | Lower Bound | Upper Bound | | |
| H_{3h} | 2.560 (.003) | -.376 | -1.071 | -1.326 | .182 | 0.166 | Not supported |
| H_{3i} | | -.741 | -.409 | -6.055 | .163 | 0.143 | Not supported |
| H_{3j} | | -.491 | -.378 | -4.576 | .416 | 0.0355 | Not supported |

5. DISCUSSION OF FINDINGS

The study sought to determine the effect of organization development on dynamic capabilities, assess the effect of dynamic capabilities on organizational performance (Internal process) and demonstrate the effect of organization development on internal processes. Apart from these, the study sought to validate the mediating role of dynamic capability on the relationship between organization development with internal processes in the Ministry of education. The decision criteria were to reject the hypothesis if $t < 1.96$ and $P > 0.05$.

5.1 Research Objective First: Determine the effect of organization development on dynamic capabilities.

The First objective was to determine the effect of organization development on dynamic capabilities in the Ministry of Education in Zambia. The study sought to test the hypotheses that the organization development practice has positive and significant relationship with dynamic capabilities. Organization development was tested in the model with dynamic capabilities (Sensing, seizing and transforming) and in total of three (3) hypotheses were tested. The results in tables 4.4, indicate that all the three (3) hypotheses were supported and consequently, there is positive and significant relationship between organization development practice and dynamic capabilities in the Ministry. The findings support the empirical studies of Mohanad Ali Kareem1 and Hayder Abdulmohsin (MIJBAS 2019, Hsu and Wang, 2012), Garavan et al. (2016), and Garavan (2007), who discovered a substantial association between human resource development and dynamic capabilities.

The results of a structural equation modeling approach indicated a favorable and significant association between organization development practice and dynamic capabilities in Zambia's Ministry of Education.

5.2 Research Objective Second: Assess the effect of dynamic capabilities on organizational performance (Internal processes).

The second objective was to assess the effect of dynamic capabilities on internal processes in the Ministry. The study thus evaluated the hypothesis that dynamic talents have a positive and substantial association with organizational success. Each dynamic skill (Sensing, Seizing, and Transforming) were tested in the model with organization's internal processes, yielding three (3) hypotheses. The results in tables 4.4 show that all three (3) hypotheses were not supported and consequently, there is no significant relationship between dynamic capabilities and internal processes in the Ministry of Education in Zambia. The findings do not support empirical studies by Mohanad Ali Kareem1 and Hayder Abdulmohsin MIJBAS (2019), Teece et al. (1997), Gudergan et al. (2012), Chmielewskin and Paladino (2007), Protogerou, Caloghirous, and Liouka (2011), and Helfat et al. (2007), which found a significant relationship between dynamic capabilities and organizational performance (organizational effectiveness).

5.3 Research Objective Third: Demonstrate organization development effect on organization performance (Internal processes Perspective).

The study examined the hypothesis that organization development has a favorable and significant impact on organizational performance (Internal processes Perspective). Organization development was tested in the model with internal processes, and one (1) hypothesis was tested. The results in tables 4.4, show that the hypothesis was supported and consequently, the relationship between organization development practice and internal processes in the Ministry of Education in Zambia was significant. The results show some consistency with the theory that when one provides human resource development (organization development), the practice translates into organizational performance. The finding also support and is consistent with the empirical studies by Mohanad Ali Kareem1 and Hayder Abdulmohsin MIJBAS (2019), Sanwel (2018), Neo et al (2000), Aragan et al (2003), Malaola and Ogbuobor (2013), Omayan (2005), Tessema and Soeters (2006), Guest, D.E, Michic, J, Conway, N and Sheehan, M (2003), Dobrai and Farllas (2015), Al-aldaejja (2016), and Azari (2014) who found that there was a significant relationship between human resource development (organization development) and organizational performance.

5.4 Research Objective Four: To validate the mediation function of dynamic capability in the relationship between organization development and organizational performance (Internal processes perspective) at Zambia's Ministry of Education.

The study set out to explore the hypothesis that dynamic capabilities influence the relationship between organization development and organizational performance (Internal processes perspective). Dynamic capability (Sensing, Seizing, and Transforming) was mediated in the model with organization development and internal processes, and three (3) hypotheses being tested. The judgment criteria were to reject the hypothesis if there was zero difference between the lower and upper bounds and $P > 0.05$. Table 4.5 shows that all the three (3) hypotheses had no mediation. As a result, there is no significant mediating effect of the relationship between organization development practice and internal processes in Zambia's Ministry of Education. The findings do not support the dynamic capabilities theory, which states that in the face of shifts and turbulences in business environments, organizations must develop not only human resources but also dynamic capabilities for sensing environmental conditions, learning response patterns, and reconfiguring operating routines in order to achieve superior organizational performance or effectiveness. The findings also do not support the empirical studies by Mohanad Ali Kareem¹ and Hayder Abdulmohsin MIJBAS (2019), Wilden et al. (2013), Takahashi et al. (2016), and Zhou and Zhou (2017), who discovered that dynamic capabilities played a mediating role in the relationship between human resource development (organization development) and organizational performance (organizational effectiveness).

6. CONCLUSION AND RECOMMENDATION

6.1 Conclusion

- i. The study's findings reveal a substantial association between organization development and dynamic capabilities in Zambia's Ministry of Education.
- ii. The study concludes that management in the Ministry of Education can assist in adapting to a rapidly changing environment by using practice of organization development.
- iii. There is the link between organization development practice and internal process perspective. The study concludes that using organizational development practices in the Ministry of Education can improve their performance in terms of internal processes.
- iv. The study concluded that the impact of organization development on organizational internal processes is favorable and considerable, regardless of the presence of dynamic capabilities. As a result, any firm can improve its performance by employing organization development practice.

6.2 Recommendations

- i. The study recommends that the Ministry of Education should intensify organization development practice in rapid changing environment within the available resources.
- ii. The Ministry of Education should also take affirmative steps to help develop other dynamic capabilities that will improve performance in a rapidly changing environment.

6.3 Further Research Suggestions

- i. Future research may investigate this phenomenon in other public sector and economic context in Zambia and others countries.
- ii. Future research should also aim to use longitudinal data which could explain the highlighted relationships more insights. The study gives a foundation for further studies which might use this study as a foundation to retest the research models in a couple of years to compare the results.
- iii. There is also need to consider the moderation role with a view to having insight and demonstrate the strength and directional relationships.

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