

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

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ABSTRACT

This study sought to investigate the mediating role of dynamic capabilities on the relationship of training and development with organizational performance (Financial perspectives) in context of Public Service of the Ministry of Education of Zambia. The specific objectives were to determine the effect of training and development on dynamic capabilities, assess the effect of dynamic capabilities on financial perspective, demonstrate the effect of training and development on organizational performance (Financial perspective) and validate the role of dynamic capability on the relationship between training and development with organizational performance (Financial perspective) 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 training and development positively and significantly affect the dynamic capabilities. Further, dynamic capabilities were found to have positive and significant effect on organizational performance (Financial perspective). It was also revealed that sensing and transforming contributed positively and significantly to the relationship of training and development with organizational performance in terms of financial perspectives. The results were also found to be consistent with the previous research on these constructs. The study recommended that the Ministry of Education should develop training and development practices that could be implemented in rapid changing environment within the available resources. The Ministry of Education should also be aware of every change in the environment and develop deliberate policies to do with environmental scanning for organizational financial performance in relation to training and development. The Ministry of Education should also take affirmative actions to help develop the other dynamic capabilities that would help in enhancing performance in the rapid changing environment.

Keywords: Training And Development, Dynamic Capabilities, Organization Performance (Financial 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 and development and organizational performance (Financial perspectives) 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 training and development and organizational performance (Financial perspective) with dynamic capabilities in the ten provinces of the Ministry in Zambia.

1.3 Research Objectives

The specific research objectives included the following:

- a. To determine the effect of training and development on dynamic capabilities
- b. To assess the effect of dynamic capabilities on organizational performance (Financial Perspective)
- c. To demonstrate the effect of training and development on organization performance (Financial Perspective)
- d. To validate the role of dynamic capability on the relationship between training and development with organizational performance (Financial Perspective) in the Ministry of General Education in Zambia

2. RELATED LITERATURE AND RESEARCH MODEL

2.1 Training and development and organizational performance

Training and development play an important role in achieving an organizational objective by merging the interests of the business and its staff. Nowadays, training and development are extremely important in the corporate sector since they improve the efficiency and effectiveness of both individuals and organizations (Ghafoor Khan, Khan, & Khan, 2011. According to Noe (2001), organizations that implement training and development practices are able to retain their customers, suppliers, employees, shareholders, and other stakeholders in the long run because they are perceived as more trustworthy and better custodians of the interests of the stakeholders. Biswas

(2012) contends that training and development are critical for employees' superior performance, improving their ability to adapt to a changing and challenging business environment and technology for better performance, and increasing employees' knowledge and ability to develop creative and problem-solving skills.

Training and development are part of the human resource development process. Training and development have an essential role in closing the gap between employees' current performance and their predicted future performance (Weil & Woodall, 2005). According to Sims (2002), training is focused on present work, whereas development prepares employees for potential future careers. Essentially, the training and development program seeks to improve the organization's ultimate goal. Training is the systematic process of changing employees' habits and attitudes to improve both individual and organizational performance. According to Fanibuyan (2001), it can also be an organized activity aimed at importing knowledge that will assist individuals in achieving the required level of knowledge or skill (Dabale, Jagero, & Nyauchi, 2014), whereas development involves preparing employees for future roles (Obi-Anike & Ekwe, 2014). According to Hafeez and Akbar (2015), each industry must deal with activities that meet their standards. According to Antonacopoulou (2000), employee development must be acknowledged by employees who want to learn, are willing to learn, and demonstrate an interest in learning.

Mohanad A. K. (2019) defined training and development as a systematic process of increasing an employee's performance through learning, changing the employee's attitude and behavior, and improving their skills and knowledge in order for the organization to achieve its strategic goals. Human resources departments should prioritize training and development initiatives to ensure corporate performance. Furthermore, training programs may result in increased profitability, good attitudes toward profit orientation, enhanced job knowledge, aptitude, and skills at all levels of the business, motivation of employees, and engagement with organizational goals.

Olaniyan and Lucas (2008) stated that training and development resulted in capacity growth, which maximized organizational performance. According to Afshan, Sobia, Kamran, and Nasir (2012), human resources are critical to achieving organizational goals and serving as a means of long-term, effective production. The manager must guarantee that there is appropriate workforce available at all times, with both technical and social competence, as well as the capacity to specialize in a department or specialty managerial position. Malaolu and Ogbuabor (2013) argue that labor-force development is critical for manpower efficiency and organizational performance because formal schooling does not provide sufficient staff skills to employers. They also point out that few people may have the necessary abilities, skills, competencies, and knowledge for a certain job task, which can have a significant impact on organizational performance.

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 Training and development effect on Dynamic Capability and Organization Performance

Training and deployment play an important role in achieving an organizational goal by merging the interests of the organization and its staff. Training and development, in particular, are becoming increasingly important in the corporate sector since they improve the efficiency and effectiveness of both employees and organizations. According to Noe (2001), firms that use training and development strategies are more likely to retain customers, suppliers, employees, shareholders, and other stakeholders in the long run because they are perceived as more trustworthy and better guardians of the various stakeholders' interests.

According to the suggestion of this study, training and development have a substantial impact on both the development of dynamic capabilities and the financial success of organizations. However, the relationship between HRD and dynamic competences is still being developed (Wright and Snell, 2009). Only a few studies on the relationship between HRD and dynamic capabilities (Teece et al., 1997; Eisenhardt and Martin, 2000; Zahra & George, 2002; Teece, 2007; Hsu and Wang, 2012) have confirmed that the organization's learning, sensing, integrating, and reconfiguration capabilities are heavily reliant on employees' knowledge, skills, abilities, and experience, which are the result of human resource development practices.

Similarly, Garavan et al. (2016) suggested that HRD techniques enable workers to perform effectively in a variety of environmental settings while also improving knowledge, skill, behavioral, and attitudinal results, giving employees the flexibility to adjust to environmental changes. When businesses utilize human resource development techniques to create and harness human capital, they may benefit from complementarities and co-specialization to generate dynamic skills (Barney 1991; Grant 1996). In changing environmental conditions, HRD methods can improve organizational flexibility, learning, resource integration, and environmental perception (Chengcheng, 2010). Teece et al. (1997) describe dynamic capabilities as a firm's ability to integrate, build, and reconfigure internal and external skills to respond to quickly changing circumstances. According to Garavan (2007), human resource development promotes the development of dynamic talents that are crucial in establishing and maintaining a prolonged competitive advantage.

According to Noe (2001), firms that use training and development strategies are more likely to retain customers, suppliers, employees, shareholders, and other stakeholders in the long run because they are perceived as more trustworthy and better guardians of the various stakeholders' interests. Biswas (2012) contends that training and development are critical for employees' superior performance, improving their ability to adapt to a changing and challenging business environment and technology for better performance, and increasing employees' knowledge and ability to develop creative and problem-solving skills.

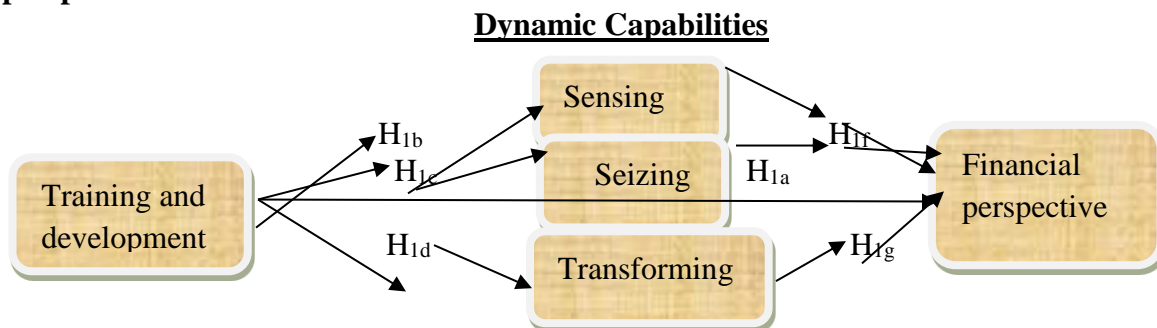
A study was carried out in Nigeria by Malaola and ogbuabor (2013) on the effects of training and manpower development in employees' productivity and organizational performance, using First

Bank of Nigeria PLC as a case study. The study applied structured questionnaires to a sample size of 75 drawn by simple random sampling. The data generated was analysed using descriptive statistics. The study's findings demonstrate that the vast majority (70%) of respondents agreed that training and personnel development improved their efficiency and job productivity. Second, the majority (80%) of respondents agreed that people development improved organizational performance. A research gap exists in the aforesaid study because the researcher only discovered that training and development boosts effectiveness and productivity. Thus, the purpose of this study is to determine whether training and development have an impact on the financial perspective (activity efficacy and value created with dynamic capacities in place).

2.4 Research Model and Hypotheses

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

Research model for training and development, dynamic capabilities, and financial perspective



H1a: There is positive significant relationship between training and development, and financial perspective

H1b: There is positive significant relationship training and development, and sensing capability

H1c: There is positive significant relationship between training and development, and Seizing capability

H1d: There is positive significant relationship between training and development, and transforming capability

H1e: There is positive significant relationship between sensing capability and financial perspective

H1f: There is positive significant relationship between seizing capability and financial perspective

- H_{1g}: There is positive significant relationship between transforming capability and financial perspective
- H_{1h}: Sensing capability will mediate between training and development, and financial perspective
- H_{1i}: Seizing capability will mediate between training and development, and financial perspective
- H_{1j}: Transforming capability will mediate between training and development, and financial perspective

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, 2006). In this study, survey methodology will help in measuring variables and examining relationships among variables as recommended by Fowler (2013).

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 Taro-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 ranged between (0.819 to 0.911) above the benchmark, indicating reliability for each construct 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 Model

| | CR | AVE | TD | Sensing | Seizing | Transforming | FP |
|--------------|-------|-------|--------------|--------------|--------------|--------------|----|
| TD | 0.850 | 0.532 | 0.729 | | | | |
| Sensing | 0.819 | 0.694 | 0.587*** | 0.833 | | | |
| Seizing | 0.911 | 0.672 | 0.669*** | 0.852*** | 0.820 | | |
| Transforming | 0.846 | 0.648 | 0.647*** | 0.758*** | 0.904*** | 0.805 | |

| | | | | | | | |
|-----------|-------|-------|-------|-------|-------|-------|--------------|
| FP | 0.882 | 0.651 | 0.585 | 0.812 | 0.837 | 0.833 | 0.807 |
|-----------|-------|-------|-------|-------|-------|-------|--------------|

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 model 1 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 Model

| | TD | Sensing | Seizing | Transforming | FP |
|---------------------|-----------|----------------|----------------|---------------------|-----------|
| TD | | | | | |
| Sensing | 0.585 | | | | |
| Seizing | 0.670 | 0.853 | | | |
| Transforming | 0.661 | 0.759 | 0.916 | | |
| FP | 0.591 | 0.806 | 0.837 | 0.839 | |

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; Bentler, 1990, Diamantopoulos & Siguaw, 2000; Jacob et al, 2003).

The model had 2.468 CMIN/df below the suggested cut off value of 5. The GFI (.889) was almost equal or above the cut-off point of $\geq .90$. Both TLI (.936) and CFI (.947) values were above the cut-off of $> .90$. The RMSEA value of .070 was below the suggested value of $\leq .08$. The SRMR value (.0383) 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 Fit Indices for the Model

| Fit indices | Recommended value | Source(s) | Obtained values |
|--------------------|--------------------------|--------------------------------|------------------------|
| CMIN(Chi- | 2-5 | Less than 2(Ullman, 2001) to 5 | 2.468 |

| | | | |
|-----------|------|-------------------------------|------|
| square/df | | (Schumaker and Lomax, 2004) | |
| GFI | >0.9 | Bentler 1990 | .889 |
| CFI | >0.9 | Bentler 1990 | .947 |
| TLI | >0.9 | Hu and Bentler 1998 | .936 |
| RAMSEA | <.08 | Hu and Bentler 1998 | .070 |
| SRMR | <.05 | Diamantopoulos & Siguaw, 2000 | 0383 |

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 Table 4.4 below fell within acceptable range: CMIN/df =2.508, TLI=.934, CFI=.945 and RMSEA =.071. In terms of financial perspective, the squared multiple correlation was.775. The connection between training and development; and financial perspective was negative and insignificant (b= -.328, t= -.438, p =.661), which contradicted H1a. The linkage between training and development, and sensing was positive and significant (b= .853, t= 9.226, p =0.000), supporting H1b. The relationship on training and development on seizing was positive and significant (b= .966, t= 9.907, p = 0.000), supporting H1c. Also, between training and development, and transforming, the relationship was positive and significant (b= .916, t= 9.880, p = 0.000), supporting H1d. The relationship between sensing and financial perspective was positive and significant (b= .392, t= 2.785, p= 0.005), supporting H1e. The relationship between seizing and financial perspective was positive and insignificant (b= .402, t= .807, p =0.420), not supporting H1f. The relationship between transforming and financial perspective was positive and significant (b= .475, t= 2.105, p = .035), supporting H1g. Hypotheses results are presented in Table 4.4.

Table 4.4 Direct effects for Model

| Hypothesized relationship | Standardized Estimates | t-value | p-value | Decision |
|---|------------------------|---------|---------|---------------|
| Training and development, and financial perspective (H1a) | -.328 | -.438 | 0.661 | Not supported |
| Training and development, and sensing capability (H1b) | .853 | 9.226 | 0.000 | Supported |
| Training and development, and Seizing capability (H1c) | .966 | 9.907 | 0.000 | Supported |
| Training and development, and | .916 | 9.880 | 0.000 | Supported |

| | | | | |
|--|------|-------|-------|---------------|
| transforming capability (H _{1d}) | | | | |
| Sensing capability and financial perspective (H _{1e}) | .392 | 2.785 | 0.005 | Supported |
| Seizing capability and financial perspective (H _{1f}) | .402 | .807 | 0.420 | Not supported |
| Transforming capability and financial perspective (H _{1g}) | .475 | 2.105 | 0.035 | Supported |
| R-Squared for Financial Perspective (R ²) | .775 | | | |
| Model Fit Indices | | | | |
| Df=142, CMIN=356.168, CMIN/df=2.508, TLI=.934, CFI=.945 and RMSEA= .071. | | | | |

4.3.2 The mediating effects for the Model

The study investigated the mediating function of dynamic capabilities in the relationship between Training and development and organizational performance (Financial 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).

Model examined the mediating function of Sensing, Seizing, and Transforming in the link between Training and Development (TD) and Financial Perspective (FP). The findings demonstrated a substantial indirect influence of TD on FP via Sensing (b=.349, t=2.424, p=.007), which supports hypothesis H_{1h}. The study found insignificant mediating role of Seizing on the linkage between TD and FP (b= .406, t= .290, p= 0.453), not supporting hypothesis H_{1i}. Also, the results indicated significant indirect effect of TD on FP through Transforming (b= .455, t=1.296, p= 0.029), supporting hypothesis H_{1j}. Furthermore, the direct effect of TD on FP in presence of mediators was also found insignificant (b= -.343, t= -.438, p= 0.661). Hence, Sensing and transforming mediated the linkage between TD and FP while seizing did not play mediating role.

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 _{1h} | -.343 (.661) | .349 | 2.424 | .123 | .710 | 0.007 | Supported(Full Mediation) |
| H _{1i} | | .406 | .290 | -1.827 | 3.105 | 0.453 | Not supported |
| H _{1j} | | .455 | 1.296 | .061 | 1.464 | 0.029 | Supported(Full Mediation) |

5. DISCUSSION OF FINDINGS

The study sought to determine the effect of training and development on dynamic capabilities, assess the effect of dynamic capabilities on organizational performance (Financial Perspective) and demonstrate the effect of training and development on organization performance (Financial Perspective). Apart from these, the study sought to validate the mediating role of dynamic capability on the relationship between training and development with organizational performance (Financial Perspective) 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 training and development on dynamic capabilities.

The First objective was to determine the effect of training and development on dynamic capabilities in the Ministry of Education in Zambia. The study sought to test the hypotheses that the training and development practice has positive and significant relationship with dynamic capabilities. Training and 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 training and 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 (Training) and dynamic capabilities.

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

5.2 Research Objective Second: Assess the effect of dynamic capabilities on F.

The second objective was to assess the effect of dynamic capabilities on organizational performance (Financial Perspective) 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 performance (Financial perspectives), yielding three (3) hypotheses. The results in tables 4.4 show that two (2) out of three (3) hypotheses were supported translating into more than 50% and consequently, there is significant relationship between dynamic capabilities and organization performance(Financial perspective) in the Ministry of Education in Zambia. The findings support

and 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).

The study takes us closer to understanding how dynamic capacities for integrating, building, and reconfiguring internal and external competences to handle quickly changing contexts affect organizational success. Hence, this will help the Ministry of Education to adopt even other dynamic capabilities mechanisms to improve organizational performance.

5.3 Research Objective Third: Demonstrate training and development effect on organization performance (Financial Perspective).

The study examined the hypothesis that training and development has a favorable and significant impact on organizational performance (Financial Perspective). Training and development was tested in the model with organization's performance (financial perspective), and one (1) hypothesis was tested. The results in tables 4.4, show that the hypothesis was supported and consequently, the relationship between training and development practice and organization performance (Financial perspective) in the Ministry of Education in Zambia was insignificant. The results show some inconsistency with the theory that when one provides human resource development (Training and development), the practice translates into organizational performance. The findings also does not support and is inconsistent 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 (training and development) and organizational performance.

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

The study set out to explore the hypothesis that dynamic capabilities influence the relationship between training and development and organizational performance (Financial perspective). Dynamic capability (Sensing, Seizing, and Transforming) was mediated in the model with Training and development and organization performance (Financial perspectives), 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 two (2) out of fifteen (2) hypotheses had full mediation, while one (1) had no mediation, resulting in more than 50% supported hypotheses. As a result, there is significant mediating effect of the relationship between training and development practice and organizational performance (Financial perspective) in Zambia's Ministry of Education. The findings 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 partially

support and 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 (Training and development) and organizational performance (organizational effectiveness).

6. CONCLUSION AND RECOMMENDATION

6.1 Conclusion

The study's findings reveal a substantial association between training and dynamic capabilities in Zambia's Ministry of Education. The study concludes that management in the Ministry of Education can assist in adapting to a rapidly changing environment by using practice of training and development. The study also indicated a significant linkage between dynamic capabilities and organizational financial performance in Zambia's Ministry of Education. The study suggests that management in the Ministry of Education can help improve performance in a rapidly changing environment. Study's findings also suggested that training and development had no meaningful link with organizational financial performance; and that dynamic capabilities, particularly sensing and transforming, which are precious, rare, and imitable, can assist organizations in achieving high levels of financial performance.

6.2 Recommendations

The study recommends that the Ministry of Education should intensify training and development practice in rapid changing environment within the available resources. The Ministry ought to have deliberate policy to do environmental scanning for organization financial performance in relation to training and development. The Ministry of Education should also take affirmative steps to help develop additional dynamic capabilities that will improve performance in a rapidly changing environment.

6.3 Further Research Suggestions

Future research may investigate this phenomenon in other public sector and economic context in Zambia and others countries. 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. 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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