

An Investigation of the Relationship between Career Development; and Organizational Performance (Customer 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 career development with organizational performance (customer perspectives) in context of Public Service of the Ministry of Education of Zambia. The specific objectives were to determine the effect of career development on dynamic capabilities, assess the effect of dynamic capabilities on customer perspective, demonstrate the effect of career development on organizational performance (customer perspective) and validate the role of dynamic capability on the relationship between career development with organizational performance (customer 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 career development positively and significantly affect the dynamic capabilities. Further, dynamic capabilities were found to have positive and significant effect on organizational performance (customer perspective). It was also revealed that sensing and transforming contributed positively and significantly to the relationship of career development with organizational performance in terms of customer 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 career 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 customer performance in relation to career 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.

Key Words: Training and development, dynamic capabilities, Organization performance (customer Perspective), Ministry of Education, Public service.

INTRODUCTION

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 career development and organizational performance (customer perspectives) in context of Public Service of the Ministry of Education of Zambia.

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:

1. ensure that training and development is relevant, systematic, coordinated and evaluated to meet the current and future needs of public services,
2. ensure the efficient and effective utilization of trained staff in the Public Service,
3. support a culture change that focuses attention on development of public officers to continuously learn, innovate; and grow
4. 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 (Customer perspective) with dynamic capabilities in the ten provinces of the Ministry in Zambia.

Research Objectives

The specific research objectives included the following:

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

RELATED LITERATURE AND RESEARCH MODEL

Career Development

Is a generic phrase that refers to a variety of actions intended to improve performance on both an individual and organizational level (Everts, 2001; 13). Because career development benefits both individuals and organizations, it has been thoroughly studied in the literature (Banks & Nafukho 2008; 47). CD is defined as "an ongoing process by which individuals’ progress through a number of stages, each of which has a distinct set of problems, themes, and activities." Career planning and career management are two different procedures that are involved in professional development. In order to create a practical career plan, career planning entails actions taken by an individual, frequently with the aid of counselors and others, to evaluate his or her talents and competencies. Career management entails doing what it takes to succeed.

Career development and training and development initiatives are closely related. Training programs offered by an organization can facilitate the implementation of career plans, at least partially (Werner & Desimone, 2012; 12). Accordingly, services addressing individual needs are called career management (e.g., performance appraisals, management succession and replacement planning), while services addressing organizational needs are called career planning (e.g., career planning workshops, teaching of advancement strategies) (Bernes, 2000; 11). The statement "Career development has both personal and organizational dimensions" was made by Agba et al. (2010) on page 106. Furthermore, the business uses career development as a formal strategy to guarantee that individuals with the necessary training and expertise are accessible when needed. Organizational needs and individual careers are not distinct from one another.

In order to meet the needs of both parties, employers should support employees in their career planning (Mondy & Martocchio, 2016; 27). Career planning is therefore a procedure to enhance HR and business performance. There are numerous approaches to career growth, including exit, promotion, transfer, and demotion. In the case of individual career planning, it is a continuous process that involves self-evaluation of skills, knowledge, and ability in order to determine the first career ladder to be started until retirement age. Workshops and teaching are two ways in which this can be accomplished. Conversely, career management at the organizational level considers the demands of employees both now and in the future.

Career Development and Organizational Performance

Career development is widely regarded as an important human resource development function in organizations. According to Prince (2005), career development is a component of human resource development, which focuses

on developing and improving the organization's workforce in light of the needs of both the business and the individual. Amah (2006) describes career development as the process of increasing organizational employees' knowledge, talents, and skills in order to prepare them for new chances and challenges. Career development is defined as the negotiable values, expectations, and ambitions of employees for their career advancement, along with the demands and goals of the business in order to build an efficient working relationship between them (Orpen, 1994). According to Rhoades and Cameron (1999), career options and promotion improve organizational support. Career development has a favorable impact on career success and satisfaction.

According to Chetana and Mohapatra (2016), career growth requires individual and organizational initiatives. The organization must be aware of its employees' career needs. To pursue a job, individuals should first determine their knowledge, talents, skills, and interests. So, when developing a strategic career development program, employers should consider the competencies that can help employees advance in their careers. Thus, Mohanad A. K. (2019) described career development as a lifelong process of finding individual interests, competences, activities, and job assignments necessary to enhance individual employee abilities for future organizational demands.

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).

Career Development Effect on Dynamic Capability and Organization Performance

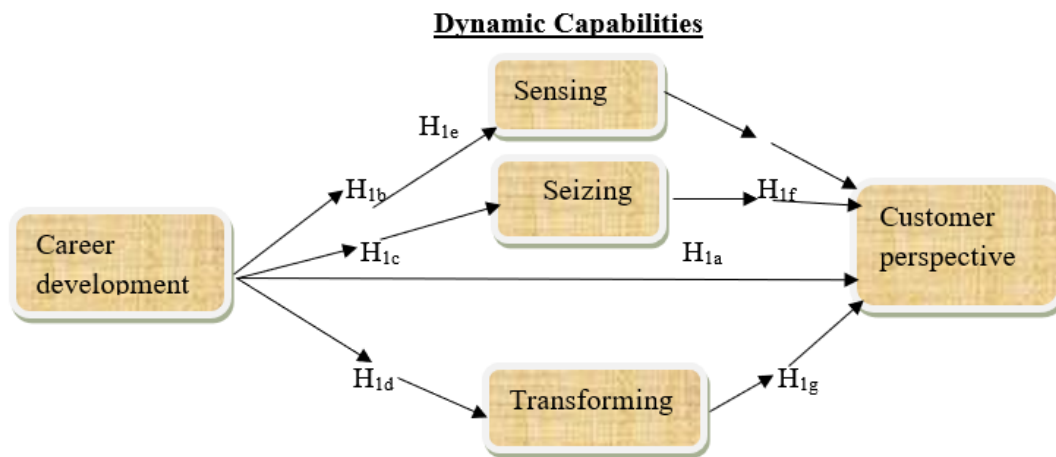
This study proposes that career development has a direct impact on customer satisfaction in the face of environmental changes. According to Prince (2005), career development is a component of human resource development, which focuses on developing and improving the organization's workforce in light of the needs of both the business and the individual. Amah (2006) describes career development as the process of increasing organizational employees' knowledge, talents, and skills in order to prepare them for new chances and challenges. Several researchers, including Mohammed (2006), Alagaraja et al. (2015), and Shoo (2016), have discussed this topic. According to Mohammed (2006), an organization's success and advancement are dependent on its ability to investigate and attract its workforce's skill and potential, which may be accomplished through HRD practices. Career development has a favorable impact on career success and satisfaction. According to Chetana and Mohapatra (2016), career growth requires individual and organizational initiatives.

The organization must be aware of its employees' career needs. To pursue a job, individuals should first determine their knowledge, talents, skills, and interests. According to Riordan et al. (2005), proper, ongoing training and development, as well as career development, allow individuals to gain the skills, abilities, and knowledge needed for effective performance, which improves organizational effectiveness. Alagaraja, Cumberland, and Choi (2015) evaluated the impact of HRD contributions on organizational performance. Both forms of HRD contributions increased strategic value and transaction effectiveness, which improved organizational performance significantly. According to Alagaraja (2014), both HRD and HRM play an important role in the development, advancement of knowledge, and application of theories for improving HR service delivery and its impact on organizational performance.

Research Model and Hypotheses

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

Research Model for Career Development, Dynamic Capabilities, and Customer Perspective



- H_{1a}: There is positive significant relationship between career development, and customer perspective
- H_{1b}: There is positive significant relationship career development, and sensing capability
- H_{1c}: There is positive significant relationship between career development, and Seizing capability
- H_{1d}: There is positive significant relationship between career development, and transforming capability
- H_{1e}: There is positive significant relationship between sensing capability and customer perspective
- H_{1f}: There is positive significant relationship between seizing capability and customer perspective
- H_{1g}: There is positive significant relationship between transforming capability and customer perspective
- H_{1h}: Sensing capability will mediate between career development, and customer perspective
- H_{1i}: Seizing capability will mediate between career development, and customer perspective
- H_{1j}: Transforming capability will mediate between career development, and customer perspective

METHODOLOGY

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).

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

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%.

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).

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.

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).

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.

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).

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 (0.758 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	CD	Sensing	Seizing	Transforming	CP
CD	0.758	0.611	0.782				
Sensing	0.819	0.694	0.655***	0.833			
Seizing	0.911	0.672	0.695***	0.852***	0.820		
Transforming	0.846	0.648	0.690***	0.758***	0.905***	0.805	
CP	0.835	0.630	0.417	0.591	0.621	0.631	0.793

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

	CD	Sensing	Seizing	Transforming	CP
CD					
Sensing	0.648				
Seizing	0.697	0.853			
Transforming	0.714	0.759	0.916		
CP	0.410	0.596	0.616	0.633	

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 (.948) was almost equal or above the cut-off point of $\geq .90$. Both TLI (.979) and CFI (.984) values were above the cut-off of $> .90$. The RMSEA value of .043 was below the suggested value of $\leq .08$. The SRMR value (.0268) 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-square/df)	2-5	Less than 2(Ullman, 2001) to 5 (Schumaker and Lomax, 2004)	1.560
GFI	>0.9	Bentler 1990	.948
CFI	>0.9	Bentler 1990	.984
TLI	>0.9	Hu and Bentler 1998	.979
RAMSEA	<.08	Hu and Bentler 1998	.043
SRMR	<.05	Diamantopoulos & Siguaw, 2000	.0268

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 career development and organizational performance (Customer Perspective).

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 = 2.234, TLI=.955, CFI=.964 and RMSEA =.064. The squared multiple correlation was .505 for the customer perspective. The connection between career development, and customer perspective was negative and insignificant (b= -1.391, t= -1.041, p= .298), not supporting H_{2a}. Career development, and sensing relationship was positive and significant (b= .861, t= 10.284, p = 0.000), supporting H_{2b}. Career development, and seizing linkage was positive and significant (b=.970, t =11.196, p = 0.000), supporting H_{2c}. Career development, and transforming connection was positive and

significant ($b=.919, t=11.179, p = 0.000$), supporting H_{2d} . The relationship between sensing and customer perspective was positive and insignificant ($b=.406, t=1.866, p = .062$), not supporting H_{2e} . The relationship between seizing and customer perspective was positive and insignificant ($b= .995, t=1.055, p = .292$), not supporting H_{2f} . The relationship between transforming and customer perspective was positive and insignificant ($b=.705, t=1.934, p = .053$), not supporting H_{2g} . Model fit indices and hypotheses results are presented in Table 4.4.

Table 4.4 Direct effects for Model

Hypothesized relationship	Standardized Estimates	t-value	p-value	Decision
Career development, and customer perspective (H_{2a})	-1.391	-1.041	0.298	Not supported
Career development, and sensing capability (H_{2b})	.861	10.284	0.000	Supported
Career development, and Seizing capability (H_{2c})	.970	11.196	0.000	Supported
Career development, and transforming capability (H_{2d})	.919	11.179	0.000	Supported
Sensing capability and Customer perspective (H_{2e})	.406	1.866	0.062	Not Supported
Seizing capability and Customer perspective (H_{2f})	.995	1.055	0.292	Not Supported
Transforming capability and Customer perspective (H_{2g})	.705	1.934	0.053	Not Supported
R-Squared for Customer Perspective (R^2)	.505			
Model Fit Indices				
Df=83, CMIN=185.386, CMIN/df=2.234, TLI=.955, CFI=.964 and RMSEA= .064				

The mediating effects for the Model

The study investigated the mediating function of dynamic capabilities in the relationship between career development and organizational performance (Customer 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 the mediating of Sensing, Seizing and Transforming on the relationship between Career developments (CD) and Customer perspective (CP) in model 2. The results revealed significant indirect effect of CD on CP through Sensing ($b= .310, t=1.703, p=0.048$), supporting hypothesis H_{1h} . Analyzing the mediating role of Seizing, the study found insignificant mediating role of Seizing on the linkage between CD and CP ($b= .855, t=.435, p= 0.162$), not supporting hypothesis H_{1i} . Also, the results indicated insignificant indirect effect of CD on CP through Transforming ($b= .574, t=1.007, p= 0.059$), not supporting hypothesis H_{1j} . Furthermore, the direct effect of CD on CP in presence of mediators was also found insignificant ($b= -1.232, t=-1.041, p=0.298$). Hence, Sensing, mediated the connection between CD and CP while seizing and transforming 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_{2h}	-1.232	.310	1.703	.002	.735	0.048	Supported (Full Mediation)

H _{2i}	(.298)	.855	.435	-.525	8.210	0.162	Not supported
H _{2j}		.574	1.007	-.021	2.016	0.059	Not supported

DISCUSSION OF FINDINGS

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

Research Objective First: Determine the Effect of Career Development on Dynamic Capabilities.

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

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

Research Objective Second: Assess the Effect of dynamic capabilities on Customer Perspective.

The second objective was to assess the effect of dynamic capabilities on organizational performance (Customer 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 (Customer perspectives), yielding three (3) hypotheses. The results in tables 4.4 show that all the three (3) hypotheses were not supported and consequently, there is no significant relationship between dynamic capabilities and organization performance (Customer perspective) in the Ministry of Education in Zambia. The findings do not support the 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 makes us understand that dynamic capacities for integrating, building, and reconfiguring internal and external competences do not help in handling quickly changing contexts for organizational success. Hence, the Ministry of Education should explore other dynamic capabilities mechanisms in improving organizational performance.

Research Objective Third: Demonstrate Career Development Effect on Organization Performance (Customer Perspective).

The study examined the hypothesis that career development has a favorable and significant impact on organizational performance (Customer Perspective). Career development was tested in the model with organization's performance (Customer perspective), and one (1) hypothesis was tested. The results in tables 4.4, show that the hypothesis was not supported and consequently, the relationship between career development practice and organization performance (Customer 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 (Career 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 (Career development) and organizational performance.

Research Objective Four: To Validate the Mediation Function of Dynamic Capability in the Relationship between Career Development and Organizational Performance (Customer Perspective) at Zambia's Ministry of Education.

The study set out to explore the hypothesis that dynamic capabilities influence the relationship between career development and organizational performance (Customer perspective). Dynamic capability (Sensing, Seizing, and Transforming) was mediated in the model with Career development and organization performance (Customer 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 one (1) out of three (3) hypotheses had full mediation, while two (2) had no mediation, resulting less than 50% supported hypotheses. As a result, there is no significant mediating effect of the relationship between career development practice and organizational performance (Customer) 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 contradict 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 (Career development) and organizational performance (organizational effectiveness).

CONCLUSION AND RECOMMENDATION

Conclusion

The study's findings reveal a substantial association between career development 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 career development. The study also indicated a significant linkage between dynamic capabilities and organizational customer 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 career development had no meaningful link with organizational customer performance; and that dynamic capability, particularly sensing, which is precious, rare, and imitable, can assist organizations in achieving high levels of performance in terms of customer perspective.

Recommendations

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

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 model 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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