Available online athttp://cusitjournals.com/index.php/CURJ(e-ISSN:2409-0441)
(ISSN-P: 2220-9174)

CITY UNIVERSITY RESEARCH JOURNAL
Vol (11), No. (3), September, 2021

The Effect of Capacity Building Interventions towards Employee Development: Study on Disaster Management Authorities

Dr. Bushra Shafi[1], Hassan Matiullah Jan[2] &Dr. Sheikh Raheel Manzoor[3]

Keywords:

Capacity Building, Employee Development

ABSTRACT

This research study analyses the effect of capacity building interventions on employee development. The self-administered questionnaires were distributed on the cross-sectional basis among the employees of disaster management authorities of Pakistan. The researcher used a multiple regression to analyse the effect of capacity building facets i.e. (training, technical education, skills & transfer of information) on employee development. The result shows that the capacity building facets have a significant positive effect on the employee development. The study recommends that capacity building practices are very necessary for the development of employees and these practices further enhancing the organizational performance. The study concluded that the capacity building practices ensure adequate supply of properly trained employees, make employees more productive and fully equipped with the knowledge and skills.

[1]Associate Professor (Tenured), University of Agriculture, Peshawar, hmjan50@gmail.com
[2]PhD. Scholar Management Sciences, Islamia College University, Peshawar
[3]Lecturer, University of Agriculture, Peshawar

INTRODUCTION

Employee development (ED) exercises help in the development and improvement of personnel, who are the vital resources of an association. ED is basically about consistently learning. Training interventions are the methods whereby worker advancement is composed and accomplished (Dachner, Ellingson, Noe & Saxton, 2021; Reid & Barrington, 2004). Advanced training programs intend to increase productivity and employee development (Niati, Siregar & Prayoga, 2021; Cascio, 2008). During the ED process, objectives, needs, problems, opportunities, options, preferences, and priorities related to learning are very important and organize suitable intercessions to conquer this gap (Ali & Anwar, 2021).

The term Capacity Building (CB) is sometimes used interchangeably with institution building or institutional and organizational development and institutional capacity building (Albright & Crow, 2021; Awan, 2009). In whatever context it is used, CB enables individuals, organizations, institutions and societies develop abilities to perform functions, solve problems, and set and achieve objectives (Lepore, Hall & Tandon, 2021). Capacity Building (CB) demands a radically new form of practice and thinking (Datnow, Lockton & Weddle, 2021; Kaplan, 2010). Capacity Building focuses on the development of skills, knowledge, transfer of information and training in general and aims at performing tasks that could not be previously performed. The concepts of education, training and CB are different in nature as training is an arrangement of exercises that are particularly intended to enhance abilities went for upgrading expanded execution or efficiency, whereas education is the procedure of general data or information exchange that need not be identified with expanded execution and profitability (Maharajj, Moodley & Reddy, 2010).

Human Resources Development (HRD) interventions are aimed at employee development. HRD is an arrangement of methodical and arranged exercises outlined by an association to confer its part's vital abilities to meet present and future employment requests. HRD exercises start when a representative joins an association and proceed all through his/her vocation, paying little heed to the worker's status (Desimone, Werner & Harris, 2012). Employee development through abilities preparing and advancement programs started by associations perceive the need to keep workers side by side of innovation and social changes to support a skilled and beneficial workforce (Farrell et al., 2021; Jinabhai, 2005).

Disasters in Khyber Pakhtunkhwa (KPK) Province experiencing the largest catastrophic events in the province’s history. Earthquakes, floods, thunderstorms, rain, fire, etc. incurred huge cost on government. Employee development via capacity building practices is the contemporary need of the time in disaster management authorities. Employee development by government and non- government organizations are also very necessary for disaster management. In Pakistan, the concept of capacity building intervention is overlooked (Awan, 2009). In addition to that research study reported that the studies in the context of capacity building in Pakistan were very limited (Ahmad, Farrukh & Nazir, 2014; Gul, Akbar & Jan, 2012). To the best of author knowledge, none of the study has found in Pakistan so far that measure the role of capacity building practices on employee development in the field of disaster management authorities. So, this study measures the effect of significant capacity building practices suggested by (Madsen & Adriansen, 2021; Awan, 2009) i.e. (technical education, skills, transfer of information, training in general) on employee development of disaster management authorities of KP, Pakistan. The objectives of the study are to find out the effect of capacity building practices, i.e. (training, education, skills and transfer of information) on employee development about the staff members working in the disaster management departments. This study is important to the Community / Government Agencies because the results of this study help stakeholders to make

training, education, skills, and transfer of information to motivate employees and develop a sense of devotion and affection towards the institution. Secondly, the study is important to the research scholars of management sciences regarding the capacity building intervention and techniques help to improve the whole process of disaster management organizations for the preparedness of disasters.

2. Literature Review

2.1 Employee Development

Employee development is not characterized with a set of terms and varies from situation to situation (Diah, Hasiara & Irwan, 2020). There is a need to manage ED in a situation specific way. ED is essentially about making learning happen. It usually involves ways of abandoning random learning routes in favor of more productive and planned routes. Training interventions are the means whereby employee development is designed and achieved (McCarthy & Ford, 2020; Reid and Barrington, 2004). Advanced training programs intend to increase productivity and employee development (Cascio, 2008).

During the ED process, objectives, needs, problems, opportunities, options, preferences, and priorities related to learning are very important. The inconsistency model of necessities appraisal is a standout among the most usually used to distinguish learning and execution needs in associations. It has likewise served as a vital heuristic for diagnosing execution issues in associations. Needs evaluation utilizing the inconsistency model expects to characterize the gap between a wanted "perfect" state and the "present" state and try to distinguish and organize fitting meditations to defeat this gap (Bates, Holton III & Naquin, 2010).

Observation and judgements skills are additional beneficial than memory to the employee development. An inspired impulse is required alongside a admiration for the analytical analysis and well-organized thinking. Learning within the framework of employee development must produce the capability to do something that was not formerly within the learner's ability. Learning is a procedure whereby a new capability is achieved (Reid & Barrington, 2004) and the creativity prevails at the heart of Capacity Building (D'Souza & Peretiatko, 2002).

According to Gilley and Maycunich (2010), worker knowledge and skills can depreciate quickly, employee morale can be negatively affected by deficiency of opportunity or challenges accessible within the institute and new workforces may need additional improvement to maximize their performance and efficiency. An effective conviction in any organization's yearly report is a declaration of how important employees are to the critical achievement of the business. Most of the organizations claim that their workforces are their number one importance.

It is basically critical to start the ED needs evaluation process with a guarantee to make a move on the necessities recognized, and after that to convey on that dedication. Raising desires of new ED intercessions and not conveying them can be more damaging to worker spirit and execution than not actualizing a necessities evaluation procedure regardless. This is even more genuine while actualizing an execution driven necessities evaluation, which is undermining to the current society. In the event that representatives are restless about what the results of the procedure will be, and no results happen, the harm to assurance and execution might be considerably more prominent (Bates et al., 2010).

2.2 Capacity Building

The concepts of capacity and capacity building have been around since the 1960's, when George A. Graham posed the question: "how can capacity to govern be measured?" (Honadle, 2011). The idea of building capacity grew more popular during the 1970's, when it was applied to both business enterprises and the management of public organizations. Since then, there has been a struggle

to construct a definition of what capacity is, and to define what it means to build capacity (Chaskin, 2011; Honadle, 2011). The concepts have been variously defined to focus on specific qualities, ranging from the survival ability of an organization to its ability to deliver services, recognition of an inherent political dimension to the rational perfection of an administration, and to measurement by looking at either processes or outcomes (Honadle, 2011). After searching for a definition of capacity, Honadle (2011) identifies the following characteristics: "Capacity is well-defined by the capability to: anticipate and effect change; make well-versed, intellectual decisions about policy; develop curriculums to implement policy; fascinate and captivate resources; manage resources; and appraise current events to guide forthcoming action" (2001, 577). Thus, having a capacity involves a degree of self-sufficiency, knowledge, power and influence, and a mechanism for feedback and adaptation.

The term Capacity Building (CB) is occasionally used interchangeably with organization building, institutional and organizational growth and institutional capacity building. In whatever context it is used, CB permits individuals, organizations, societies, and institutions to develop capabilities to accomplish functions, resolve problems, established, and succeed objectives. It includes the creation of a permitting environment, with suitable policy and permissible frameworks, HRD and the establishment of managerial structures. It alludes to a general capacity of the individual or gathering to really play out the duties and relies on upon general size of the assignments, the assets accessible to perform them, the system inside which they are released and the individual or gathering abilities, for example, learning, aptitudes and states of mind (Manyena, 2006).

2.3 Capacity Building Interventions

According to Awan (2009) the most vital and vibrant capacity building interventions are Training (T), Technical Education (TE), Skills (S), Transfer of Information (ToI) in the organizational context.

2.3.1 Training and Employee Development

There is a growing concern among organizations regarding knowledge as a product and they question whether training should be treated as capital expenditure or as corporate overheads (Psarras, 2006). The majority of the abilities learned in preparing are helpful in the present work setting and somewhere else and bosses frequently separate a portion of the profits from the general training they give. The businesses and the labourers trust that the interest all in all training and the abilities learned raised a specialist's efficiency at different managers to the same degree as at the business that gave the preparation. This gives and improves the exposure towards employee development and devotion towards the work. However, investment in completely specific training increased productivity only at the employers that provided the training. The outcomes reinforced that preparation expanded odds of expanded salary from the present and future occupations and prompted CB and representative improvement. On the off chance that the labourer who got preparing could utilize the abilities learned at the present and future businesses, it demonstrated worker improvement had happened (Loewenstein & Spletzer, 2009).

Goulden (2005) concludes that spending on training plans is regularly the main thing to be crushed when money related assets are tight. As indicated by him "in the event that one supposes preparing is costly, think about the expense of overlooking it". An insufficiently prepared and unpractised staff can adversely effect on the general business. O'Donovan (2005) highlights those participants in Training & Development programs must trust that the aptitudes and information gave are predictable their capacities and association's needs and that these will prompt wanted results, e.g. to higher execution. This will probably happen if the aptitudes and information obtained are practiced at work and administration and different representatives serve as a wellspring of backing and reinforcement.

Mann (2005) maintains that training is no magic wand that can transform on its own the effectiveness of an organization or those who work within it. It cannot compensate for a lack of broad education, knowledge, and experience in trainees. Training must be matched by effective management and a supportive learning process which must find space for itself in the workplace. Sending workers back from training into an untrained and unresponsive work environment can produce frustration and even negative results.

Interest in training components is expected to encourage the move from a preparation pay to a creation wage. Other exploration has indicated the decrease of steadfastness and responsibility amongst representatives when firms under-put resources into preparing, important ability securing and profession advancement (Taplin & Winterton, 2007). The business professed e-learning as a strategy to pass on agent get ready without the utilization or time-impediments of travel. Training and development in organizations plays an important role in the employee performance and motivation, which leads to positive impacts on employee development (Awan, 2009).

2.3.2 Technical Education and Employee Development

Capacity Building encompasses the concept of education (Maharajj et al., 2010). Education is required for effective acclimations to changing monetary open doors and is along these lines' determinative of whether individuals of employments have an enhanced personal satisfaction (Hassan, 2001). Education is for life while training is for work (Reid and Barrington, 2004). Education is fundamental to overall HRD. While essential basic education creates fundamental aptitudes identified with proficiency and numeracy, advanced education particularly at the tertiary level includes specialization in fields of study and occupation important to creating innovative capacity ("Pakistan Economic Survey," 2012-13). Clark (2000) sets out that the role of Tertiary Education Institutions (TEI) in HRD or CB rests on particular set of standards concerning how knowledge would be required, authenticated and distributed to the broader society to manage with the challenges of the modern world.

An organization is simply as good as its individuals. An important and effective part of its organizational strategy is to participate with the challenges existing by a fast-paced, extremely dynamic and progressively global economy. To accomplish this end, institutes of all categories and scopes must employ experienced and interested workers. Their organizational policy must comprise training and development (TandD) and employee education (Desimone et al., 2002).

Clark (2000) is of the perspective that in the Tertiary Education area, the issues are overproduction of low-quality graduates having abilities of questionable significance by establishments whose expenses are too high and whose subsidizing structures are progressively wasteful. There is lack of prepared experts and scientists who are vital for the critical thinking capacity. Capacity building enhances problem solving capabilities of individuals, groups and organizations, and provides a new focus for outcomes and workforce development (Rowling & Jeffreys, 2000).

Training and education reforms can be achieved through several proven policy instruments including tax reductions on capacity building intervention practices. This comprises labour and inducements to encourage even higher levels of foreign direct investment in the area of technical education and development.The foundation of a solitary national preparing power, a tripartite body containing government, businesses and specialists, is required to enhance the large scale level business sector introduction of the tertiary and further training framework and that as an outcome will be fit for reacting completely to the rising information and ability level prerequisites (Chappell, 2010). Training and education procedure requires collaborative engagement between the investigator and the instructor in the construction of "new knowledge" and "new solutions" to challenges (Ribbins, Bates and Gunter, 2003).

2.3.3 Skills and Employee Development

Knowles, Mughani and Lloyd-Reasoni (2006) refer to the Cambridge Advanced Learner's Dictionary to define a skill as "an ability to do an activity or job well, especially because one has practiced it". Robbins (2009) takes skills as an individual's capacity to accomplish different assignments in an occupation. Skills were classified in four general categories by him, i.e. fundamental education covering perusing and math abilities; specialized coordinated at overhauling and enhancing a representative's specialized aptitudes; interpersonal went for associating, listening and conveying thoughts obviously and; critical thinking for examining and selecting arrangements.

Ngowi (2007) maintains that conventional advancements are basic, and work concentrated yet low in profitability, though cutting edge innovations are beneficial, however capital escalated and works sparing. Whether the innovations are work or capital escalated, they are vigorously reliant on aptitudes of the people. In most creating nations, ordinarily depicted with a lack of capital and surplus work, it is essential to utilize more work raised systems. That emphatically will require working of basic capacities of the open workforce.

The limit deficiencies confronted by remote organizations in the creating nations are deficiencies of gifted, educated, and experienced individuals. A large number of the abilities required are accessible however they should be created and adjusted to empower people to add to the compelling operations. There is a requirement for these talented people to pick up information of developing issues keeping in mind the end goal to procure the vital experience. Much of the time the expectation to learn and adapt must be steep even with quickly advancing specialized and business situations (Goulden, 2005).

Jurie (2000) observes that a high level of enthusiastic and interpersonal improvement empowers people to pick productive, hypothetically educated reactions to troublesome hierarchical substances rather than just responding. This implies not just does singular fitness give the premise to interpersonal capability, additionally significant connection with others is a crucial part of individual ability. Without interpersonal skill, there can be no individual fitness. Associations along these lines assume a crucial part in the help and advancement of individual and interpersonal ability.

2.3.4 Transfer of Information and Employee Development

Mutula and Brakel (2006) review that information has long been regarded as a very important aspect of informed decision-making process. This data is required for different purposes. For instance, the worldwide economy depends on delivering high-innovation products and administrations inside a data society. In such a general public, ventures change human exertion, materials and other financial assets into items and administrations that take care of shopper demand. In addition, directors use these assets to arrange, sort out, staff, regulate and control exercises in ways that best accomplish the undertaking's goals. Exchange of data at work environment is a wellspring of learning for representatives (Chiavenato, 2001). An organization's ability to process data can run from being foolish and considering aimless information sources to being arranged data frameworks upheld by designated assets. On one compelling of the continuum, natural information is minimum sure and slightest pertinent to basic leadership needs. Climbing the continuum, information is gathered and dissected to help basic leadership and decision making (Brazil, 2009).

Taplin and Winterton (2007) argue that HR administration practices are portrayed by the utilization of data spread, critical thinking bunches, negligible status differentials, work adaptability and group working combined with an origination of representatives as assets to be created as opposed to as dispensable variables of generation. Perpetually, responsibility is found in helpful associations

where administrators offer data with specialists and make a feeling of proprietorship amongst workers. But such high responsibility work associations are not the standard, particularly in the business and most firms work under essential work standards in which pay, and passable work conditions give adequate inspiration to the normal specialist to stay at his/her employment.

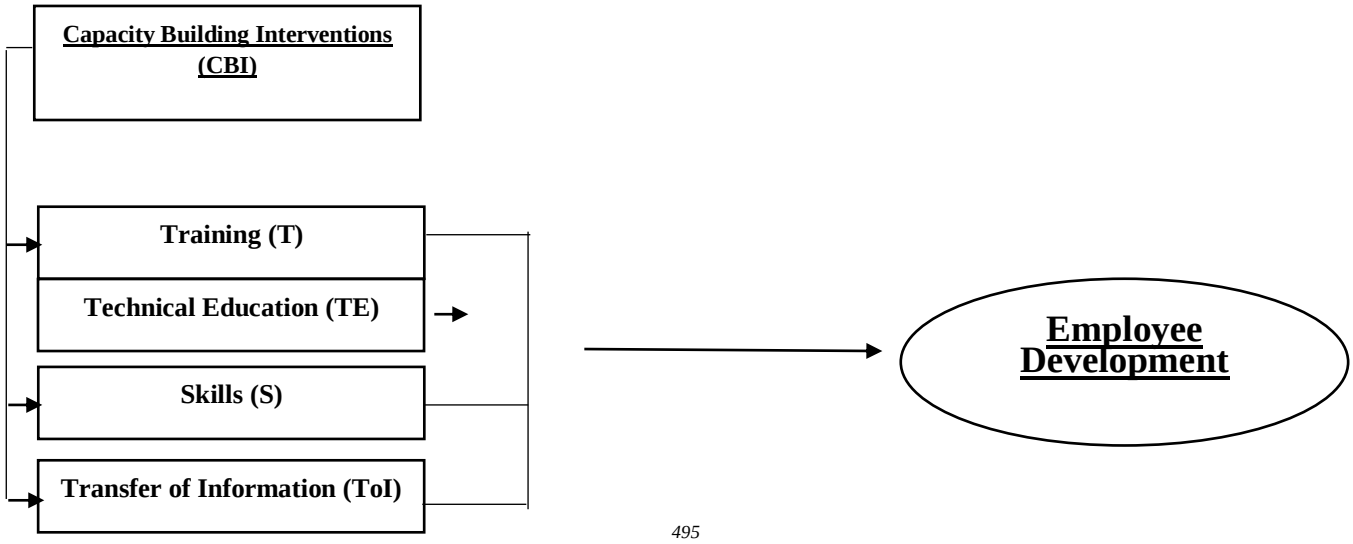
Information and communication have constantly shaped the premise for human nearness from time immemorial and this has driven man to endlessly search for ways to deal with improve the treatment of information and passing on such information to each different paying little mind to partition and on a continuous reason. Making do in the information age in this new world request which is driven by learning, trade of data and thoughts depend along these lines on access to national and worldwide data systems. Data innovation can assume an enormous part in data accumulation, handling and spread in the lives of people and corporate bodies (Adomi, Obarakpor & Akparobore, 2005).

Theoretical Framework

Douglas McGregor originated the Theory 'X' and theory 'Y'. According to McGregor, there are two types of assumptions to manage people in organization. Theory 'X' describes the employee having negative views whereas the 'Y' represents employee in a positive manner. Considering the above connotation especially of theory 'Y', it can be inferred that the positive, encouraging, and egalitarian dealings of any organization motivate human resources to become more productive and capable. This indicates that capacity building interventions can be an efficient approach to motivate and encourage human resources or employees to be more effective and result oriented, which leads to employee development. The system theory school related to organization and management appeared around 1960s. As per this theory, organizations are open, organic, or living systems, as they must satisfy their conditions for their continuing survival. Most of the social science and management related theories are partly or fully related with various concepts of social and management studies. Similarly, the essence of the system theory coincides with this study human resources capacity building interventions approaches in achieving developmental goals and employee development. Moreover, as the system theory denotes, both human resource capacity building process is based on a living and dynamic human system.

Conceptual Framework

Following is the conceptual framework of the study, namely, CBI- ED model.



Hypotheses

The following are the hypotheses of this study:
H1: There is a significant effect of training on employee development.
H2: There is a significant effect of education on employee development.
H3: There is a significant effect of employee skills on employee development
H4: There is a significant effect of transfer of information on employee development.

3 Research Methodology

This study based on quantitative in nature. Primary data was collected via distribution of questionnaire in this study. Researcher interference was minimal, study type was cross sectional and analysis units were individuals. Questionnaires were distributed among the male and female staff members of different departments of Disaster Management Authority Islamabad and Khyber Pakhtunkhwa (KPK), province of Pakistan and their views were taken regarding role of capacity building practices and employee development in disaster management authorities. The research, analysis tools were used in this study. Analytical software was used for data analysis, i.e., Statistical Package for Social Sciences (SPSS).

3.1 Population of the study

The population of the study were male and female staff members of National Disaster Management Authority (NDMA) Islamabad, Provincial Disaster Management Authority (PDMA) Peshawar, Provincial Reconstruction, Rehabilitation and Settlement Authority (PaRRSA), Center for Disaster Preparedness and Management (CDPM), University of Peshawar. The total population of the study was comprised of lower, middle and upper-level management of the aforementioned departments of Disaster Management Authorities. In NDMA 109 male and female officers were working, in PDMA there exists 63 designated male and female officers, in PaRRSA there were 56 officers and in CDPM there were 09 faculty members. The total population of the study was 237 working staff members of the departments of Disaster Management Islamabad and KPK, Pakistan.

3.2 Sampling design

Sampling design provides information about the number of units to be taken from a given population and how it would be selected. Selection of appropriate sample size depends upon the experimenter expertise and availability of time and financial resources. Alam (2012) conducted a research study to investigate the “Human resource management policies and organizational performance in the industrial sector, Hayatabad” by taking a sample of 121 employees to achieve the required objectives. Similarly, Ali (2012) investigated the “effect of distributive and procedural justices on job satisfaction in the industrial sector” by using a sample of 120 respondents. In the same way, Alamgir (2012) considered 150 respondents to study the perception of employees regarding the capacity building studies. Keeping in view the time and financial constraints, an arbitrary approach was used to select a sample of 150 employees working in the selected public sector disaster management organizations. All these employees were selected randomly in order to minimize the bias. It is important to mention that a sample of 150 members was taken from the selected public sector organizations by using a proportional allocation method (Cochran, 1977). For convenience, the proportional allocation method is defined as:

$$n_i = \frac{n}{N} \times N_i$$

The detail of employees to be interviewed from each of the public sector organizations are provided in Table 3.1.

Table 3.1
Distribution of sample size in the selected organizations

Departments	Employees in Substratum (Ni)	Sample (ni)
Provincial Disaster Management	63	40
National Disaster Management	109	69
Provincial Reconstruction,	54	35
Center for Disaster Preparedness	9	6
Total Participants	237	150

Where

ni =Sample size of substratum
Ni = Total Number of participants in the sub-Stratum
n = Sample Size (150)
N =Total Number of Participants

3.3 Data collection

Primary data was used in this study and data was collected from members of disaster management agencies. Responses for the study variables (capacity building, employee development) were rated on five-point Likert scale where 1 represented strongly disagree and 5 represented strongly agree. There were two sections in the questionnaire form. In the first section demographic variables like age, education level, level of management, gender and experience were measured while the second section contained items for measuring variables.

3.4 Description of Variables and Measures

This section provides an explanation of the variables and their measurement. All variables were measured using standardized scales adopted from prior studies.

3.4.1 Independent Variables

Capacity Building

Capacity building is defined as the "process of creating and fortifying the aptitudes, impulses, capacities, procedures and assets that associations and groups need to survive, adjust, and flourish in the quickly changing world "(Awan, 2009). A 25-item scale was used to measure facets of capacity building anchored using the 5-point Likert Scale (1- Strongly disagree with 5- Strongly agree).

Training

To measure the training total 6 items was used adopted from (Awan, 2009) based on the 5-point Likert Scale.

Technical Education

To measure the technical education total 8 items was used adopted from (Awan, 2009) based onthe 5-point Likert Scale.

Transfer of Information

To measure the transfer of information total 5 items were used adopted from (Awan, 2009) based on the 5-point Likert Scale.

Skills

To measure the skills total 6 items were used adopted from (Awan, 2009) based on the 5-point Likert Scale.

3.4.2 Dependent Variable

Employee Development

Employee Development is one of the most important functions of Human Resource Management. The employee developer intends to build up the capacities of an individual worker and association all in all so; henceforth representative improvement comprises of individual or worker general development of the association as when representatives of the association would build up the association to be more prospered and the worker execution would increment (Elena, 2000). A 12-item scale was used to measure employee development, which is developed by Awan, 2009) and responses were anchored using the 5-point Likert Scale (1- Strongly disagree with 5- Strongly agree).

3.5 Econometric Model

Subsequent is the econometric model.

$ED=\alpha+\beta_1 X_{Trg}+ \beta_2 X_{TE}+ \beta_3 X_{ToI}+ \beta_4 X_S+e$

Where

α=Constant

ED=Employee-Development (Dependent-Variable)

Trg= Training (Independet-Variable)

TE= Technical-Education (Independet-Variable)

ToI= Transfer-of-Information (Independet-Variable)

S= Skills (Independet-Variable)

β=Regression-Coefficient

e=Error

4. Results and Discussion

4.1 Demographic Variables

Following is the demographic detail of the respondents.

Table 4.1

Gender

Gender	Frequency	Percent

Male	115	76.7
Female	35	23.3
Total	150	100.0

Table 4.1 represents the demographics of the respondents. The total strength of Male respondents were 115 out of 150 members that represent 77% of the total, whereas; female represents 35 out of 150 participants that depict 23% of the total sample.

Table 4.2
Ages

Ages (years)	Frequency	Percent
21-30	54	36.0
31-40	84	56.0
41 and above	12	8.0
Total	150	100.0

Table 4.2 represents the ages of the participants. The participants with the ages of 21-30 years represent 54 out of 150 members that depict 36.0% of the total sample 150. From 31-40 and 41 and above years of ages group members represents 84 and 12 respectively out of 150 members that portray 56.0% and 8.0% each of the total sample 150.

Table 4.3
Designation

Designation	Frequency	Percent
Lower BPS (9-12)	81	54.0
Middle BPS (13-16)	49	32.7
Higher BPS (17–21)	20	13.3
Total	150	100.0

Table 4.3 represents the designation of the participants. The lower management cadre, BPS (9-12) were found 81 of the total sample 150 and represents 54%. Middle management cadre BPS (13-16) and higher management cadre BPS (17-21) were found 49 and 20 of the total sample 150 that demonstrates 32.7% and 13.3% of the total sample 150.

Table 4.4
Designation

Qualification	Frequency	Percent
Graduates	84	56.0
Masters	66	44.0
Total	150	100.0

Table 4.4 represents the qualification of the participants. The graduates and master's degree holders, participants were 84 and 66 respectively out of 150 members. Furthermore, it represents the percentage of graduates and Master's degree holder were i.e. 56.0% and 44% respectively.

4.2 Reliability Analysis

Inter-item reliability coefficient i.e. Cronbach's alpha for different variables are mentioned below. To delete an item from questionnaires, Cronbach's alphas ranged less than 0.70 (Sekaran, 2003). So therefore, the above captioned reliability statistics value of five variables shows that there is no any problem of deletion of questionnaire items.

Table 4.5

Reliability Statistics

Variables	Cronbach's α	N of Items
Training (T)	.799	6
Technical Education (TE)	.896	8
Skills (S)	.781	6
Transfer of Information (ToI)	.747	5
Employee Development (ED)	.839	12

4.3 Regression Analysis Capacity Building & Employee Development

Table 4.6

Regression Capacity Building & Employee Development

Model	Unstandardized Coefficients		Std Coefficient	t	Sig.
	B	Std. Error	Beta		
(Constant)	.195	.213		.916	.361
Training	.564	.082	.555	6.839	.000
Transfer of Information	.140	.064	.137	2.200	.029
Technical Education	.106	.053	.105	2.015	.046
Skills	.156	.077	.156	2.018	.045

Note.R square:.662,F-value:70.919, p<.05DV : ED

Table 4.6 shows the regression analysis result. The analysis was conducted to examine the effect of training as a capacity building function on employee development. ANOVA results of the regression analysis are shown in table 4.6 the F-value was found 70.91 and the p-value was found significant which implies that the overall regression model was valid and fit. The value of the coefficient of determination, i.e. R-square depicts that 66.2% of variation in employee development has been explained by capacity building practices i.e. training, transfer of information, technical education and skills. The value of the regression coefficients of independent variable, i.e. training was found .555 which implies that a one percent increase in training will bring increase 55.5% in employee development positively, if other variables are kept controlled. Moreover, a unit change of training as a capacity building intervention will increase .564 units in the employee development. The T value was found 6.83 which also depicts the significant level i.e. P<.05. This implies that the training has a significant positive effect on employee development. So, in the organization training is necessary for the enhancement of employee learning, knowledge, development, loyalty, decision making, empowerment and effective management. The result of the study is consistent with the previous study of (Awan, 2009).

The value of the regression coefficients of independent variable, i.e. transfer of information was found .137 which implies that one percent increase in transfer of information will bring increase 13.7% in employee development positively. Moreover, a unit change of transfer of information as capacity building intervention will increase the employee development by an amount of .140. The T

value was found 2.20 which also depicts the significant level i.e. P<.05. This implies that the transfer of information has significant positive effect on employee development. So, in the organization transfer of information is necessary for the enhancement of employee leaning, knowledge, development, loyalty, decision making, empowerment and effective management. The result of the study is consistent with the previous study of (Awan, 2009).

The value of regression coefficients of independent variable i.e. technical education was found .105 which implies that one percent increase in technical education will bring increase 10.5% in employee development positively. Moreover, a unit change of technical education as capacity building intervention will increase the employee development by an amount of .106. The T value was found 2.01 which also depicts the significant level i.e. P<.05. This implies that the technical education has significant positive effect on employee development. So, in the organization technical education is necessary for the enhancement of employee leaning, knowledge, development, loyalty, decision making, empowerment and effective management. The result of the study is consistent with the previous study of (Awan, 2009).

The value of regression coefficients of independent variable i.e. skills was found .156 which implies that one percent increase in skills will bring increase 15.6% in employee development positively. Moreover, a unit change of technical education as a capacity building intervention will increase the employee development by an amount of. 156. The T value was found 2.01 which also depicts the significant level i.e. P<.05. This implies that the technical education has significant positive effect on employee development. So, in the organization skills development is necessary for the enhancement of employee leaning, knowledge, development, loyalty, decision making, empowerment and effective management. The result of the study is consistent with the previous study (Awan, 2009).

5. Discussion, Conclusion and Recommendation

5.1 Discussion

The objective of the study was to examine the effect of capacity building interventions (training, technical education, skills, and transfer of information) on employee development in disaster management authorities. The collected data were analysed by multiple regression analysis. The present values of alpha Cronbach for each and independent variables were found reliable as all the values of variable are above than 0.7. The method for regression analysis purses the following sequence: the dependent variable is regressed. There are four independent variables in this study, which comes under the umbrella of capacity building practices, namely employed (skills, technical education, training, and transfer of information) and all are regressed upon the dependent variable namely (employee development). The findings of the multiple regression analysis were found that capacity building practices (training, skills, technical education, and transfer of information) were the significant predictors of employee development in disaster management authorities of KPK, Pakistan. In stepwise procedure of multiple regression, step 1 revealed fitness of CBIs-ED model showing significant relationship between independent variable of Training (T) and dependent variable of Employee Development (ED). Likewise, step 2 of stepwise procedure of multiple regression revealed the fitness of the CBIs-ED model showing significant relationship between independent variable of Skills (S) and dependent variable of Employee Development (ED). In step 3 of stepwise procedure of multiple regression revealed the fitness of the CBIs-ED model showing significant relationship between independent variable of technical education (TE) and dependent variable of Employee Development (ED). In step 4 of stepwise procedure of multiple regression revealed the fitness of the CBIs-ED model showing significant relationship between independent variable of transfer of information (ToI) and dependent variable of Employee Development (ED). The results of the research confirmed that the perceptions disaster management authorities support capacity building interventions of Training,

Technical Education, Skills and Transfer of Information, not only for employee development but also to augment their levels of productivity and enhance their competitiveness in the international organizations. The results also correspond to the concepts of Clark (2000), who emphasizes on desperate need for skills, competences, and capacities in management sector for useful employment.

The overall impact of capacity building interventions was found approximately 25.3% significant, that means if disaster management authorities adopt a holistic approach towards capacity building interventions of their workforce, they are likely to reap benefits of increased disaster preparedness plan, disaster mitigation, disaster recovery planning, and disaster response. The findings of this research correspond to the study referred by Adhikari and Yamamoto (2006) that reveals similar results as a consequence of a training program which was carried out at disaster management authorities in Nagasaki, Japan to achieve sustainable increases (i.e. 25%) in disaster recovery and mitigation planning. The study also confirms the statement concerning the authorities' response time (25% to 50%) during disaster phase to increase with the existing infrastructure, but to achieve this target, the provision of more trained and skilled human resource is compulsory.

The results of this research have confirmed that the disaster management authorities are aware of the benefits of investment in training and the appropriate support mechanisms that enhance the loyalty and commitment of the employees towards their organization. Other research has pointed to the decline of loyalty and commitment amongst employees when organizations under-invest in training, necessary skills acquisition and career development e.g., Taplin and Winterton (2007).

5.2 Conclusion

On the basis of the theory 'X' and theory 'Y' the motivation occurs at all levels of employee-needs, whether it is biological, social, security, psychological or spiritual. It can be stated that theory 'X' is more applicable into traditional organizations, whereas the theory 'Y' is appropriate for modern, open, decentralized, and egalitarian organizations (Adhikari, 2003). Moreover, the system theory should be stable in the sense that its various parts (subsystems) should be in balance with one another, and it should grow and mature like all other living entities with dynamic environmental changes (Agrawal, 2009). Kaplan (2007) states that "capacity building demands a radical new form of practice, such a radical new form of thinking that our current approaches are doomed to fail not because we lack adequate models or "technologies" but because our very approach to this issue is inadequate". This study shows the facts that capacity building interventions positively related to employee development in disaster management authorities. The results of this research support that technical education as a radical educational approach develops capabilities /skills / up-Skilling and helps reshapes a person's professional capability. It helps to utilize traditional technologies in intensive environment. It helps to utilize modern technologies in disaster management. Technical education was also endorsed as employee enabler. The results confirmed that technical education transforms everyday know-how into workplace learning, enables skills acquisition in order to set and achieve objectives, and helps meet the challenges of rapidly changing environmental and natural disasters requirements. The results also show support for the studies which contend that technical education as solution provider reduces overproduction of poor-quality graduates, helps avoid skills of ambiguous relevance and overcomes the challenge of lack of skills transfer and problem of lack of local skills.

The results also endorsed that the outcomes of technical education as improved motivation, improved attitudes, improved confidence, improved competitiveness, workforce development, Training and Development, Continuing Professional Development, improved quality of life, creation of new knowledge and new solutions to challenges. The results also endorsed that the outcomes of skills as capacity building interventions imparts technical know-how, problem solving abilities and manual dexterity. It also expresses general agreement that Life skills helped achieve interpersonal proficiency, listening ability, ability to cope with stress and emotion, ability to observe correctly, ability to plan at individual and group level. Furthermore, outcomes of skills enhancement received

general agreement of the respondents who endorsed that skills enhancement resulted in development of employee capabilities, shaping of competitiveness, better educated workers in general and skilled support workers, knowledgeable and experienced workers, improved efficiency, improved managerial skills and improved decision making, flexibility and innovativeness, knowledge creation, organizational and technical capacity building, higher incomes of employees and improved employees' overall standards of living. The analysis results endorsed that the objectives of employee development were to ensure adequate supply of properly trained employees, make employees productive and fully equipped with the knowledge and skills of the individual employees.

5.3 Recommendation

In view of the fast-paced technological developments across the globe, it is imperative that comprehensive capacity building programs be launched at national scale to bridge the skills gap and to improve the employment position in the disaster management organizations of Pakistan. The organizations should incorporate the capacity building interventions of Technical Education, and Transfer of information in addition to Skills and Training in General to get a highly developed, flexible, and productive workforce. The organizations need to pool their resources for opening of training institutes for capacity building of their employees. In this regard, possibilities of collaborative arrangements with the modern technologies of the world should also be explored. The organizations should incorporate capacity building interventions as mandatory part of their organizational strategy. There must be a clear understanding that employee development is important to cope with the rapid changes taking places in the volatile international organizations. Moreover, the organizations should also maintain total quality management standards in HR processes. They must adopt TQM practices to compete in the global organizations, which includes employee development and training. Capacity building interventions should concentrate on modern, computerized and IT based learning techniques to meet the global challenges. The organization needs human resource capacity building at all levels of employees to excel and enhance its competitiveness in the international organizations and to meet the ever-changing requirements of the modern world. The Government of Pakistan must undertake capacity building at national as well as provincial scale to enhance the effectiveness of disaster management. The small non-governmental organizations do not have the capacity, resources, and expertise to initiate capacity building interventions. They are in desperate need of help and support from the government. Success of such organizations greatly depends on provision of incentives, financial assistance, and international technical requirement linkages through a host of activities on short and long-term basis.

5.4 Limitations of the Study

Due to small sample size on the cross sectional basis this study is limited in terms of factual generalizability and the result might be biased. Moreover, this study has also limitation pertaining to the issue of analytical generalizability because the researcher did not used confirmatory strategies in terms of checking all the assumptions of the implemented multiple regression tests.

5.5 Future Research

The researcher ends up this research with the suggestion that the role and impact of capacity building interventions may be investigated further with the mediating role of good governance in disaster management authorities/organization.

References

Adhikari, D. R. (2003) Organizational behavior, buddha academic publishers and distributers Pvt. Ltd., Kathmandu, Nepal.

Adhikari, R. & Yamamoto, Y. (2006). The textile and clothing industry: Adjusting to the post-quota world. *Industrial Development for the 21st Century, UNDP*

Adomi, E. E., Obarakpor, E. F. & Akparobore, D. O. (2005). The use of information technology (IT) by electronic media workers in Delta State, Nigeria. *The Electronic Library, 23*(3), 295-301.

Agrawal, G.R. (2009) Dynamics of human resource management in Nepal, M.K. Publishers, Bhotahity, Kathmandu, Nepal.

Ahmad, T., Farrukh, F., & Nazir, S. (2014). Capacity building boost employee performance in banking sector of Pakistan. *International Journal of Public Administration and Management Research, 2*(3), 67-73.

Alam, H. (2012). Human resource management policies and organizational performance in the industrial sector, Hayatabad, KPK, Pakistan, *In Press.*

Alamgir. K. (2012). The perception of employees regarding the organizational politics and job outcomes. In Press.

Albright, E. A., & Crow, D. A. (2021). Capacity building toward resilience: How communities recover, learn, and change in the aftermath of extreme events. *Policy Studies Journal*, *49*(1), 89-122.

Ali, B. J., & Anwar, G. (2021). The mediation role of change management in employee development. *Ali, BJ, & Anwar, G.(2021). The Mediation Role of Change Management in Employee Development. International Journal of English Literature and Social Sciences*, *6*(2), 361-374.

Ali, S. (2012). Effect of distributive and procedural justices on job satisfaction in the industrial sectors, In Press.

Awan, S. H. (2009). Impact of capacity building interventions towards employee development in the garments and apparel organizations of Pakistan *(Doctoral dissertation, National University of Modern Languages, Islamabad).*

Bates, R. A., Holton III, E. F., & Naquin, S. S. (2010). Large-scale performance-driven training needs assessment: A case study. *Public Personnel Management, 29*(2), 253.

Brazil, K. (2009). A framework for developing evaluation capacity in health care settings. *International Journal of Health Care Quality Assurance incorporating Leadership in Health*

Services, 12(1), vi-xi.

Cascio, W. F. (2008). Managing human resources: Productivity, quality of work life, profits (5th ed.). USA. Irwin/McGraw-Hill.

Chappell, C. (2010). The new vocational education and training professional: Culture, roles and competence. National Centre for Vocational Education Research, Adelaide, Australia.

Chaskin, R. J. (Ed.). (2011). Building community capacity. Transaction Publishers.

Chiavenato , I. (2001). Advances and challenges in human resource management in the new millennium. *Public Personnel Management, 30*(1), 17.

Clark, N. (2010). Public policy and technological change in Africa: Aspects of institutions and management capacity. *Journal of Economic Studies, 27*(1/2), 75-93

D'Souza, C. & Peretiatko, R. (2002). The nexus between industrialization and environment: A case study of Indian enterprises. *Environmental Management and Health 13*(1), 80-97.

Dachner, A. M., Ellingson, J. E., Noe, R. A., & Saxton, B. M. (2021). The future of employee development. *Human Resource Management Review*, *31*(2), 100732.

Datnow, A., Lockton, M., & Weddle, H. (2021). Capacity building to bridge data use and instructional improvement through evidence on student thinking. *Studies in Educational Evaluation*, *69*, 100869.

Desimone, R. L., Werner, J. M., & Harris, D. M. (2012). Human resource development (3rd ed.). USA: Harcourt College.

Diah, A. M., Hasiara, R. L. O., & Irwan, M. (2020). Employee retention of pharmaceutical firms in Indonesia: Taking investment in employee development and social and economic exchange as predictors. *Systematic Reviews in Pharmacy*, *11*(1), 564-572.

Economic Adviser's Wing, Finance Division, Government of Pakistan, Islamabad. (2013). *Pakistan Economic Survey*, 2012-13.

Farrell, K. J., Weathers, K. C., Sparks, S. H., Brentrup, J. A., Carey, C. C., Dietze, M. C., ... & SanClements, M. D. (2021). Training macrosystems scientists requires both interpersonal and technical skills. *Frontiers in Ecology and the Environment*, *19*(1), 39-46.

Gilley, J. W. & Maycunich, A. (2010). Beyond the learning organization: Creating a culture of continuous growth and development through state-of-the-art human resource practices. Cambridge, MA. Perseus Books.

Goulden, B. (2005). Building ICT regulatory capacity in developing economies: A learning framework for regulators. *Inform, 7*(4), 3-7.

Hassan, M. (2001). Transition to sustainability in the twenty-first century: The contribution of science

and technology - Report of the World Conference of Scientific Academies held in Tokyo, Japan, 15-18 May 2000. *International Journal of Sustainability in Higher Education, 2*(1), 70-78.

Honadle, B. W. (2001). A capacity-building framework: A search for concept and purpose. *Public Administration Review, 41*(5), 575-580.

Jinabhai, D. C. (2005). New challenges for South African development and training –linkages to empirical research. *Public Personnel Management, 34* (1), 85

Jurie, J. D. (2005). Building capacity: Organizational competence and critical theory. *Journal of Organizational Change Management, 13*(3), 274-273

Kaplan, A. (2010, August). Capacity building: Shifting the paradigms of practice. Development in Practice, 10 (3/4).

Knowles, D., Mughan, T. & Lloyd-Reason, L. (2006). Foreign language use among decision-makers of successfully internationalised SMEs: Questioning the language-training paradigm. *Journal of Small Business and Enterprise Development, 13*(4), 620-641.

Lepore, W., Hall, B. L., & Tandon, R. (2021). The Knowledge for Change Consortium: a decolonising approach to international collaboration in capacity-building in community-based participatory research. *Canadian Journal of Development Studies/Revue canadienne d'études du développement, 42*(3), 347-370.

Loewenstein, M. A. & Spletzer, J. R. (2009). General and specific training: Evidence and implications. *Journal of Human Resources, 34*(4), 710-733

Madsen, L. M., & Adriansen, H. K. (2021). Transnational research capacity building: Whose standards count?. *Critical African Studies*, *13*(1), 49-55.

Maharajj, S., Moodley, S. & Reddy, P. (2010). Human resources capacity building in local government: A case study of the training and development scheme in Durban. *Public Personnel Management, 29*(2), 301

Mann, P. (2005). Accreditation of OD training in South Africa: A prototype. Part I. *Industrial and Commercial Training, 27*(11), 3-8

Manyena, S. B. (2006). Rural local authorities and disaster resilience in Zimbabwe. *Disaster Prevention and Management, 15*(5), 810-820

McCarthy, M. G., & Ford, D. J. (2020). Integrating evidenced-based counseling interventions into employee development and training: A narrative discussion on counseling professionals and business owners working together to better serve the employee and workplace environment. *TechTrends, 64*(2), 260-264.

Mutula, S. M. & Brakel, P. (2006). E-readiness of SMEs in the ICT sector in Botswana with respect to information access. The Electronic Library, 24(3), 402-417.

Ngowi, A. B. (2007). Community-managed infrastructure facilities. *Facilities,* 15(12/13), 323-330.

Niati, D. R., Siregar, Z. M. E., & Prayoga, Y. (2021). The Effect of Training on Work Performance and Career Development: The Role of Motivation as Intervening Variable. *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences*, *4*(2), 2385-2393.

O'Donovan, I. (2005). Designing effective management education programmes: Issues and concerns with the overseas development administration project framework. *International Journal of Public Sector Management*, 8(3), 39-51.

Psarras, J. (2006). Education and training in the knowledge-based economy. VINE: The *Journal of Information and Knowledge Management Systems*, 36(1), 85-96.

Reid, M. A. & Barrington, H. (2004). Training interventions - Managing employee development. (4th ed.), London, GB. IPD.

Ribbins, P., Bates, R. & Gunter, H. (2003). Reviewing research in education in Australia and the UK: Evaluating the evaluations. *Journal of Educational Administration*, 41(4), 423-444.

Robbins, S. P. (2009). Organizational behavior: Concepts, controversies, application (8th ed.). India: New Delhi, Prentice-Hall.

Rowling, L. & Jeffreys, V. (2010). Challenges in the development and monitoring of Health Promoting Schools. *Health Education,* 100 (3), 117-123.

Taplin, I. M. & Winterton, J. (2007). The importance of management style in labour retention. *International Journal of Sociology and Social Policy*, 27(1/2), 5-18.