

A Conceptual Framework of Capacity Building in Training Contexts

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ABSTRACT

This study focuses on creating a conceptual framework for capacity building, which is believed to be the same as training. The role of capacity building can be applied to individual, organizational and environmental aspects. However, this study only focuses on individuals involved in capacity-building activities. This capacity building can be widely used in empowering values, abilities, and expertise in various fields. There are two variables found in this study that have been stated. In addition, this study will look at how the development of this capacity affects individuals in training. In conclusion, the researcher has released a new conceptual framework produced from the philosophy of previous researchers.

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1. Introduction

In the modern world, every individual needs to upgrade their needs in terms of knowledge and skills, whether in terms of skills, religion, and others. The role of increasing this capacity is to increase a person's ability to facilitate them to carry out tasks smoothly by acquiring knowledge through learning and training. The purpose of this study is to examine how the growth of this capacity impacts people, and the researcher will produce a framework based on the philosophy studied.

2. Literature Review

According to Mahmud and Dirawa (2016), a person's capacity is their ability to carry out an action to accomplish a goal. According to Milen (2006), capacity refers to an individual's ability, skills, understanding, attitudes, values, relationships, conduct, motivation, and resources that allow them to carry out their responsibilities and accomplish their goals. Additionally, the aim of this capacity development is to increase people's resources, knowledge, skills, and confidence so they can complete duties.

Enemark and Denmark (2003) discovered that the idea of training is a part of capacity development. Kumari (2022) defines training as an activity that helps a person grow personally by enhancing their knowledge and skills in a practical area. Most of the time, companies arrange workshops and other types of training to increase skill performance because they believe that by doing so, they will be able to contribute to a variety of ways

(Law, 2012). However, some individuals believe they lack the confidence to participate in training for capacity building because it is thought to be less capable of enhancing performance (Tlapana & Myeki, 2020).

3. Research Framework and Method

A methodology is a methodical approach to problem-solving. In contrast, a framework provides a methodical strategy for tackling issues. The researcher can implement the model using the structural elements provided by the framework. It serves as the foundation upon which something can be created (Think Insights, 2022). The direction and guide for doing the research are provided by the conceptual framework. It is organised logically to help give a summary or visual representation of how the study's concepts are connected (Grant & Osanloo, 2014).

4. Findings

To create a conceptual framework for capacity building, previous studies are discussed in this part. Additionally, developing this study framework might support developing hypothesis research. In this study, two variables are the main emphasis, and each one has a component that can strengthen it. Two independent and dependent variables were discovered by the researcher.

4.1 Perception

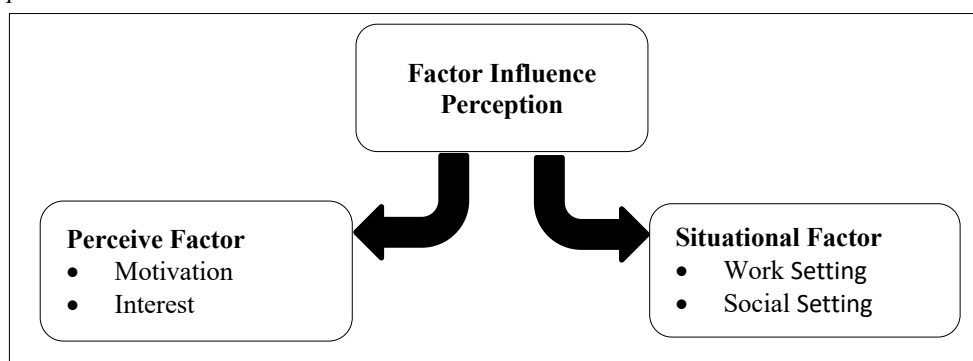


Figure 1. *Factors Influence Perception*

Source: Robbins dan Judge (2019)

According to Saptono (2007), perception is the experience of an object, event, or relationship obtained by drawing conclusions about information and interpreting messages in the form of behavior. Sebli (2020) states that everyone has a different perception based on several factors in terms of experience, level of education, environment, and the influence of circumstances. Hasan and Rahman (2013) argue that the success of training programs depends on human perception. For example, if the training program allows the participants to produce handicrafts skillfully then the participants will try to get the maximum knowledge from the program.

4.1.1 Perceive factor

The receiver factor, according to Robbins and Judge (2019), is when a person is gazing at a target object or a scenario when perception takes place. The motivation, interest, and experience of an individual have an impact on the recipient factor. When a person's behaviour changes in response to a physical or psychological need they have expressed, they are motivated to work toward a goal (Luthan, 2012). Hidi and Harackiewicz (2000) contend that a person's interest is revealed when they are more likely to show up to class, pay attention, enroll in more courses, effectively process knowledge, and ultimately produce quality work.

4.1.2 Situational factor

According to Pride, Hughes, and Kapoor's (2008) theory, situational effects can influence individual actions in making decisions that are influenced by the situation. When there is a social relationship that involves interaction between people, between groups, and between individuals and groups, situational elements are created (Diswantika, 2019). Therefore, social and work contexts make up situational elements. Yusuf and Metiboba (2012) described the workplace as a technical or physical environment. The infrastructure, technological tools, and working circumstances are all included in the technical environment.

Diswantika (2019) also discovered two social setting components in training activities, which included collaboration on tasks and respect for one another. The perception that the trainer expects all participants to respect each other and be able to contribute to a peaceful classroom environment is a necessary component of the practise of mutual respect among training participants. Respect for one another, regardless of one's position or rank, is referred to as mutual respect (Douglass, 2017). The interaction that occurs during task completion

also affects how people are perceived in social settings. Participants in training may engage in this interaction when they exchange ideas and work together during group projects (Diswantika, 2019).

4.2 Behavior

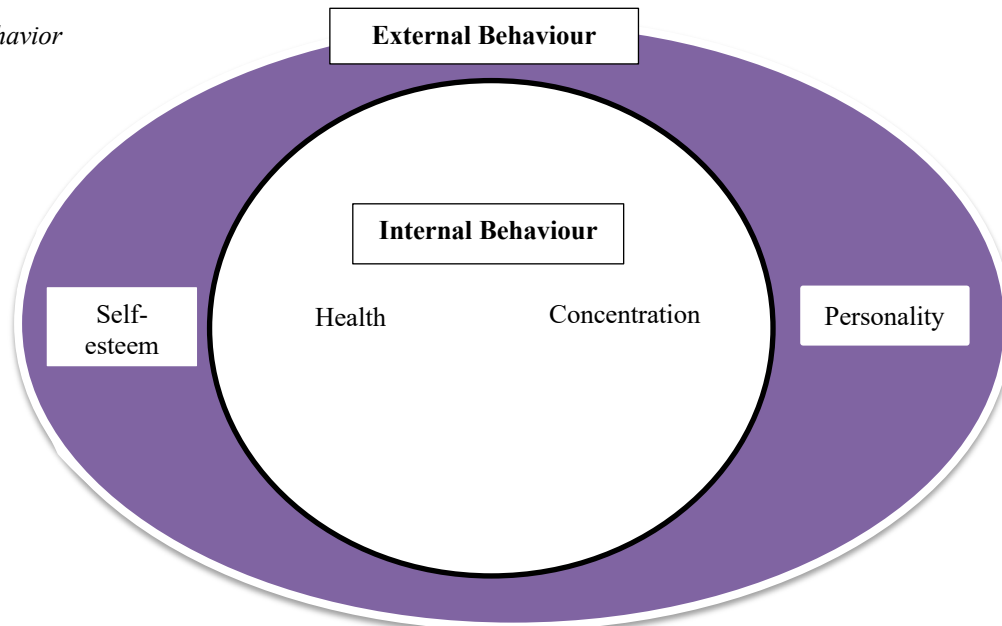


Figure 2. *The External and Internal Behaviour*

Source: Manthur and Gupta (2012), Alharbi (2019), and Lin and Yan (2021)

4.2.1 External behavioral

a. Health

When executing jobs, one's physical and mental well-being are directly correlated with environmental conditions (Manthur and Gupta, 2012). According to Vazquez et al. (2009), for example, having a positive view of life can reduce your risk of getting serious physical diseases like heart attack and stroke. On the other hand, having bad mental health might cause destructive behaviour or make it difficult to stay healthy. People who prioritize their health by looking out for, maintaining, and monitoring their well-being are thought to not have an impact on the caliber of their work (Manthur and Gupta, 2012).

b. Concentration

Strong stress may occur when we focus on the wrong or unimportant things. Rusli and Rahmatullah (2018) argued that concentration is needed in aspects of a person's life, namely cognitive functions such as the learning process, memory, and when doing tasks and social relationships. Slameto (2010) claims that if a person frequently has trouble focusing, it may be because they are uninterested in the subject matter being studied because of being distracted by environmental factors such as chaos-causing issues, noise, health issues, exhaustion, and others.

4.2.2 Internal behavioral

Lin and Yan (2021) explained that internal factors that affect human behavior consist of personality and self-efficacy.

a. Personality

Personality is defined as individual variations in thought, mood, and behaviour patterns (American Psychological Association, 2020). Presented regarding the impact of various personality traits noticed on human behaviour is based on the study of Krasman (2009). Neuroticism, extraversion, thoroughness, adaptability, and openness make up personality (Krasman, 2009). A negative attitude known as neuroticism can leave you feeling emotionally exhausted and will reflect long-term stress and anxiety (Jacob and Dodd, 2003).

Next, extroverted people are incredibly social and energetic. These people enjoy talking, and they frequently take centre stage in gatherings. How well you connect with others is correlated with the agreeableness personality trait. According to Bradley et al. (2013), agreeable individuals frequently exhibit consideration, sympathy, and cooperation. This characteristic is said to enhance productivity at work.

According to Pelgrim et al. (2014), those with conscientious personality qualities are more likely to enjoy making ahead plans and being prepared for anything. To achieve goals, you should also possess a strong sense of self-discipline. Because they have objectives to meet, people with high conscientiousness traits are probably more accountable for training programmes (Yamkovenko and Holton, 2010). Openness to experience, according to Weidlich et al. (2021), depends on personal preferences and life events. For those with limited openness, this feature is curious, creative, flexible, and imaginative; they prefer to simply have commonplace things (McCrae, 1996).

b. Self-esteem

Self-efficacy is defined as people acting morally and responsibly in a workplace (Blegur et al., 2021). According to Potgieter (2012), these people will do their best to carry out their responsibilities and be able to foster a positive relationship between the instructor and the class. According to Sedikides and Gress (2003), an individual's subjective self-evaluation, emotions of self-respect and confidence, and holding personal values—whether positive or negative—about themselves are all indicators of their level of self-esteem.

4.3 Capacity Development

The process of enhancing one's ability to carry out a task and achieve desired goals entails developing one's capacity. This includes society as well as organisations and institutions (UNESCO, 2010). Mahmud and Dirawa (2016) provide insight into initiatives to boost personal value that are intended to improve a person's knowledge, abilities, and sensitivity so that they can function as a productive individual.

4.3.1 Levels of capacity

There are three levels in the literature on capacity development: individual, organisational, and environmental levels. The institutional level is another name for the organisational level. According to the following graphic, three levels of capacity interact with one another and have a mutually dependent connection with one another (United Nations Development Group, 2009).

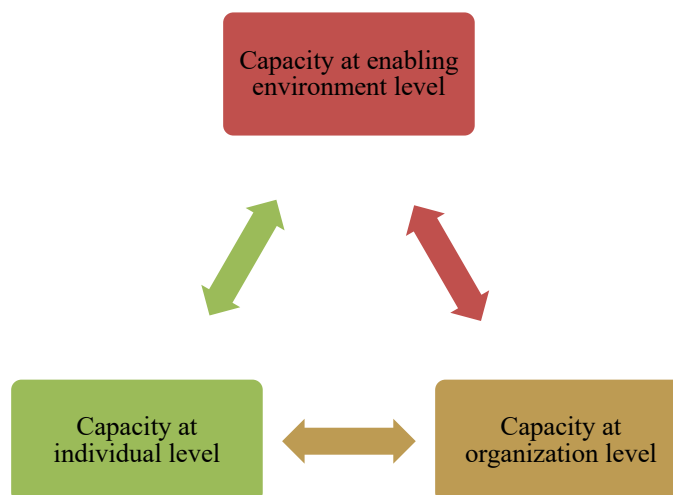


Figure 3. *Three Levels of Capacity*

Source: United Nation Development Group (2009)

a. Capacity At Individual Level

Enhancing individual performance, knowledge, and skills through education, practical experience, encouragement, and the provision of rewards for those who accomplish tasks well (UNDG, 2009). Individuals' capacity employed in group activities can be seen of as a component of the group's capacity when they share their knowledge, abilities, and attitudes with others (Horton et al., 2003).

b. Capacity At Organisation Level

This level aims to improve organisational performance through strategies, plans, rules and regulations, alliances, leadership, organisational politics, and power structures, and strengthening systems, processes, and organisational roles and responsibilities (UNDG, 2009). Thus, according to Horton et al. (2003), organisational members will extensively share individual and group capacities and incorporate them into the organization's culture, strategy, structure, management system, and operating procedures. As a result of the applied capability satisfying the organization's needs, the number of organisations is growing.

c. Capacity At Enabling Environment

At this point, the goal is to develop policies that address economic growth, funding, labour market, political context, policy, and legal environment (UNDG, 2009). This level also includes the economic, social, legal, and regulatory framework that guides how people and organisations operate. Policy, the rule of law, accountability, and transparency are what decide it (OECD, n.d).

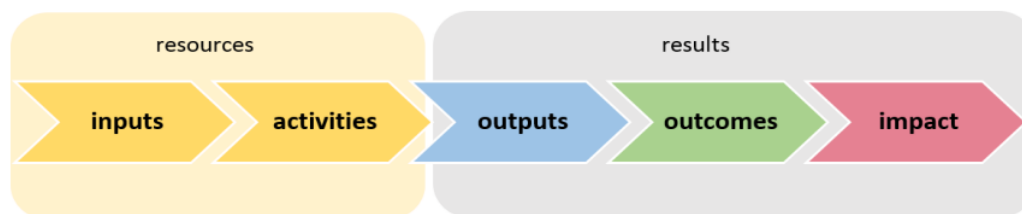


Figure 4. *Result Chain of Capacity Development*

Source: Civil Society Result Manual

Evaluation of the outcomes and procedures used during training is a crucial step in the capacity development process after going through the stages of capacity as shown in Figure 3. Input sources for running a program, such as money, people, materials, technology, and information resources, are shown in Figure 4. An activity is any action or effort that is performed from an input to produce an output. Results are the program's outputs, outcomes, and effects.

The outcomes of training should be considered at the individual level by conducting evaluations such as management and technical abilities, knowledge, attitudes, and values. As a result, the learner should describe how they learned their new skills during the learning session. While the outcomes will depend on how well learners use new information and abilities, such as by using new approaches in a methodical and skilled manner. As a result, the outcomes can contribute to long-term capacity growth.

Due to internal and external influences, people, organisations, or societies periodically change in terms of capacity. It's possible that the inputs and actions taken will result in it's probable that the inputs and actions used will eventually cause obsolescence (Simister & Smith, 2010). As a result, the process of generating, enhancing, or preserving these capacities over time is referred to as capacity building.

4.4 New Conceptual Framework

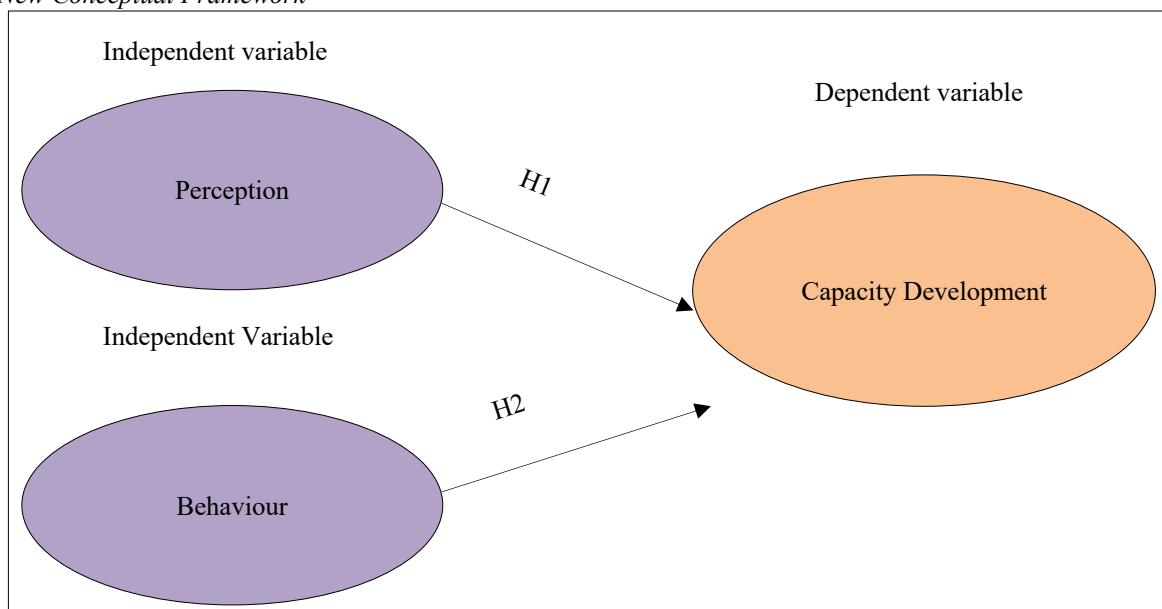


Figure 5. *Conceptual Framework of Capacity Development*

The analysis findings and the sources consulted by prior researchers demonstrate that the researcher developed the framework depicted in figure 5. Next, the creation of this framework can aid in the formulation of a capacity development hypothesis study that comprises two independent and dependent variables. Perception and action

are independent variables. Meanwhile, the idea of capacity development is thought to be identical to training and is used as a dependent variable (Enemark and Denmark, 2003).

In the context of training, perception is essential if management wishes to carry out training programs with learners without errors. Since needs have an impact on trainees' perceptions, management and trainees can learn about the needs that will be identified by using participant perceptions (Daimeilan, n.d). Trainees' perceptions are influenced by motivation, interest, employment, and social aspects, claim Robbins and Judge (2019). An element that serves as motivation for students to work toward their goals. According to Baron and Donn (2020), high-motivation trainees exhibit behaviours including being diligent and active learners, disciplined, and constantly striving for the greatest outcomes. A person's knowledge is influenced by the growth of their interests. According to Heidi and Renninger (2006), they have the capacity to gain a lot of knowledge or abilities.

Hsing and Chia (2021) the interaction between people and their behaviour has an impact on both. Thus, two factors-internal and external-have a significant impact on human behaviour. Although internal elements can be effectively controlled and managed and external factors are related to a person's area of expertise, the company has no control over a person's external environment (Manthur and Gupta, 2019). By offering specialised training or courses, capacity development serves as a dependent variable that benefits people by assisting them in enhancing their capacities.

After going through the training processes, it is necessary to consider modifications to knowledge, competence, attitudes, or values. In other words, this capacity-building will demonstrate how the training has benefited the participants. Each variable that affects participants in capacity-building activities is strongly tied to the others.

5. Conclusion

A model like a figure 5 above has been developed by the researcher and is suitable for use by people, organisations, and communities engaged in training, learning, and guiding activities. As suggested by earlier studies, this study discovered a connection between attitudes and behaviours and capacity development. Furthermore, behaviour reveals that two elements influence a person's behaviour. However, perception leads to corresponding behavior has been stated by several influential researchers such as (Arnold, 1946; Charcot, 1886; James, 1890; Koffka, 1925; Piaget, 1946). The researcher highlights that perception and behaviour have an impact on capacity development under two different hypotheses. To assure the program's efficacy, the researcher advises studying the evaluation of this capacity-building program from an individual perspective in future research.

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