

The Factors that Influence Line Managers' Involvement in Human Resources Management

Suthan Dalinayodo

Faculty of Business and Management, Southern University College

To Link this Article: <http://dx.doi.org/10.6007/IJARBSS/v13-i9/18620> DOI:10.6007/IJARBSS/v13-i9/18620

Published Date: 23 September 2023

Abstract

Line managers have an important role in implementing human resource initiatives, as they are managers who are responsible for implementing human resource practices at the product or service delivery stage. Human resource activities, including training have always been part of the line manager's role. The purpose of this research is study the relationship of line manager's engagement in Human Resource Management. A total of three factors have been identified as the drivers of line manager involvement in line managers namely desire, self-efficacy and human resource support. A total of 152 line managers from one Private Institution Southern University College (SUC) in Johor were chosen to be respondents for this study and the data collected for analysis purposes. The data of this research has been collected through study. This study will be conducted using quantitative approach by using SPSS (Statistical Package for the Social Sciences). Data analysis for this study was using descriptive methods such as simple linear regression analysis. The findings of this study show that there is a significant relationship between the desires of LM to engage in HRM. The findings also emphasize that there does not significant relationship between self-efficacy and HR support among LM in HRM. In conclusion, self-efficiency and HR support can implies productive development in such administrative motives and boost the quality of line managers job performance.

Introduction

It has been debated since more than twenty years ago why Line Managers (LMs) should be involved in HR initiatives (Martins, 2009). Employees no longer report to middle managers who control them; instead, they report to them who lead them to deliver better results or productivity. The result was that terms like team leader and front-line manager were preferred to supervisor, even though the term 'supervisor' continues to be widely used (Qadeer et. al., 2011).

A significant role is played by LMs in the implementation of HR initiatives, since they are managers who implement HR practices at the product or service delivery stage (Qadeer et. al., 2011; Watson et. al., 2006). The LM's role has always included HR activities, including training (Papalexandris and Panayotopoulou, 2005). Furthermore, LMs are required to

coordinate financial, physical, and human assets and to devote time, resources, and effort to the advancement of their subordinates (Larsen and Brewster, 2003). Contrary to this, LM is unable to avoid some directly related issues, such as their involvement in numerous HR positions.

It is imperative for a modern organization to have skilled and trained workers. The justification behind this is that prepared labourers are positively more proficient and powerful at their positions. There are businesses who will burn through a lot of cash to prepare their workers. A concentrate on 50 assembling organizations in Malaysia viewed that as 20.4% of them had spent multiple percent (2.5%) of their yearly spending plan on preparing programs (Faizuniah et al., 2002). The contextual analysis of the Southern University College explicitly found that among the central point ailing being developed in Johor was because of less mastery and abilities among the labour force (Abdulai et al., 2012).

This study is expected measuring the role of HR as an intermediary for the relationship between the factors of LM involvement in HRM. According to Choi (2014) there is a need to see the function of an organizational manager to implement a strategic HR role. This will then equip themselves with the knowledge required by the organization. These knowledge will in turn assist in the improvement of their career (Jamshidi et al., 2012b). Ironically, although there are many studies on the changing role of managers in implementing the role of HR, in reality the implementation of this idea is not supported by empirical studies and data, especially studies involving public institutions of higher learning (Ahmadi, 2010).

As a knowledge-based organization, university staff are billed to carry out their duties effectively and efficiently in line with the university's strategic mission (Zaidi, 2014). It is therefore important to evaluate the skills, knowledge and capabilities of the staff especially those who are managers. Therefore, university administrators, LM (in the context of this study) need to be equipped with appropriate knowledge to achieve organizational goals (Salim, 2006). As a result of the above statement, this study is significant to the university's top management to re-evaluate the degree of involvement of LM in HR activities, as the executor of HR roles. The results of this study can then be used as the basis for the process of developing among LM 10 at the university level. Additionally, the results of this study can also help LM in universities to identify weaknesses in implementing the role of HR. The framework of the study as a result of this study can also be a guide to future researchers who intend to research in the scope of the same study.

As an outcome of the above mentioned, the review's goal is to recognize the variables that impact line supervisors' contribution in HR the executives.

Literature Review

Elinger and Bostrom (2002) have examined the manager's worldview on their function as a learning facilitator. This study has significant ramifications since it aims to determine how a manager's worldview may influence or support an employee's development. The elements being examined fall into three categories; beliefs about roles and capabilities, faith in education and educational processes, and belief in students. Despite the fact that this study did not result in HR, its findings are quite important. According to the study, among the three categories, "beliefs about roles and capabilities" had the greatest proportion (62.06 percent). This demonstrates that LM self-efficacy, or views about their function and ability can be one of the key factors in reducing the functioning or power of HR to occur successfully (Anubama et al., 2011; Bos-Nehles, 2010). Knowledge and involvement of LM in carrying out HR activities (Ramlall, 2006).

Harris et al (2002) identifies three major challenges and lists them involving LM and HR experts. The issues in question are ability, the decision-making process, fairness, and stability. Capabilities are one of these three challenges that may either prevent or accelerate the downfall of HR function towards LM. As a result of this qualitative examination, the researcher discovered that LM had adequate skill. This is different from LM who do not believe they have enough ability to implement HR initiatives. Watson et al (2007) in their study have studied elements that encourage the decline of HR function to LM. A triad of elements that are evaluate namely the interconnection with HR experts, organization assistance from HR management and adherence of line managers. The study also discovered that the highest average factor was related to work relations with HR experts. This finding is not recent as several earlier studies; have cited assistance from HRD. It is essential to make sure that the procedure of reducing HR function is more effective. This decision clearly supports HR and LM's significance (Larsen and Brewster, 2003; Hutchison and Purcell, 2007; Hunter and Renwick, 2008; Bos-Nehles, 2010; Anubama et. al., 2011).

Along with the positive interactions between LM and HR specialists; Another key issue that is thought to contribute to the demise of the HR function is organisational support. The developmental aspect (training and development) and the provision of supporting materials are also considered to be the main issues associated with organizational support. Finally, the LM commitment and desire. Although, it has the lowest percentage among these three factors, the desire of LM to engage with HR managers is actually an important force until there is a decline in HR function to LM (Qadeer et. al., 2011 and Gilbert et. al., 2011). This is because when LM have the desire and ownership of HR initiatives, they will feel more likely to carry out HR activities (Singh, 2010; Dick & Hyde, 2006).

Martins (2007) states that the influence of personal perceptions and attitude of LM has a strong influence on the involvement of LM in activities or HR initiatives. For example, when LM are too comfortable doing management tasks, reducing human resource function can be a factor that changes the status quo and adds value to the organization (Martin, 2007; Kulik & Bainbridge, 2006). In addition, McGuire et. al (2008) point out that some HR initiatives can be regard as detrimental if the LM themselves are neither devoted or driven and unwilling to engage in HR activities such as performance management processes, disciplinary and complaint resolving, and employee absenteeism management. Again, this proves that when their involvement in HR initiatives is appreciated, this LM will be more committed to reducing HR function. Hunter and Renwick (2008) believe that if an organization does not have a formal HR unit or department, LM are usually more likely to take responsibility for engaging in HR initiatives. Moreover, 24 LM are motivated by their top management, when informal guidance is provided on HR tasks (Bos-Nehles, 2010).

While Bos-Nehles (2010) has identified five elements that prevent the involvement of LM in HR activities. Even though this research looks at hurdles; some of these elements included are commonly used as drivers and obstacles. For instance, 'support' can imply steadfast backing received by LM from departments and HR professionals that lead to constructive results while insufficiency on support can be a barrier to the decline of HR function. The five factors are, the first desire of the LM desire to implement HR initiatives at work is due to personal drive and regardless of rewards they obtain for accomplishing this goal. The second factor is that LM's capacity implies their position is high; as a result, they might not have had sufficient time to complete HR duties because of capacity issues. While the third factor is efficiency, the researchers use the scale of effectiveness (Bandura, 1994) to measure this construction. The definition of self-efficacy is the ability to succeed when a

person in carrying out the responsibility (attitude) that is expected to produce a result (Bandura, 1994). The fourth factor in HR support is conceptualizing support that measures the effectiveness of assistance provided by HR specialists to line managers or top management. The last factor is the basis and procedure that researchers use role conflicts to measure the degree of pleasure in using HR documents provided by the organization. This is due to line managers' lack of clarity regarding about their responsibilities and the jurisdiction of their HR.

Nevertheless, 'self-efficacy' may be a better phrase to use in comparison to 'efficiency' in the use of explanation as a driving factor. Efficiency is also a skill and knowledge that allows LM to perform their work. However, the Model of Workers and Performance Purcell et. al (2003) explains in detail that having discretionary behaviour and ability 25 (skills and knowledge) is simply insufficient. There are other significant factors to performance such as motivation and opportunity. This corresponds to Bandura's (1994) notion of self-efficacy. Experience, aptitude, social support, and self-worth are the foundations of self-esteem. Andi Audrayanah (2007) also defines self-efficacy as a person's consideration of his capacity to direct and carry out the essential steps in order to produce a desired performance. It also refers to a person's thoughts or beliefs that guide their behaviours to accomplish something worthwhile. In addition, there are many studies that confirm that higher self-efficacy will result in more positive work. Anubama et. al (2011) uses self-efficacy terms to convey more effective means of utilizing the use of the terms of efficiency, the word "self-efficacy" rather than "efficiency" is therefore more relevant for this study. Three of these five criteria are similar to those found in earlier research. These include 'desires' Watson et. al (2007); Martins (2007); McGuire (2008); Anubama et. al (2011); Self-Efficiency Elinger and Bostrom (2002); Harris et. al (2002); Ramlall (2006); Bos-Nehles (2010); Anubama et. al (2011), and 'support' (Larsen and Brewster, 2003; Watson et. al., 2007; Hunter and Renwick, 2008; Anubama et. al., 2011).

Research Hypothesis

The research hypothesis was constructed to answer:

H₁: There is a considerable correlation between LM's desire, sense of self-efficacy, and HR support for HRM.

Research Design

According to Cooper and Schindler (2006), the study's design is an approach to doing research and a plan for putting those approaches into practise. While Ray (2008) states that the design of the study is an optional chain in the decision-making process which covers the time and extent of data is analysed. This study assesses the relationship of line managerial involvement factors in human resources. For this reason, researchers must describe the study's findings and select the most effective technique for collecting the intended study's findings (Babbie, 2007). The technique and design of the study, whose design was informed by its objective, both had an impact on the study's findings (Chua, 2011).

In the interest of this study, the researcher uses quantitative methods, namely data collection through questionnaire. Babbie (2002) states that structured questionnaires are easily managed and coded. He added that the analysis using statistics had a significant impact on structured questionnaires. The researchers will analyse the data collected in the Forms of regression analysis include basic linear regression, multiple regression, frequency, percentage, mean, and standard deviation. Refer the figure 1.1 design process review.

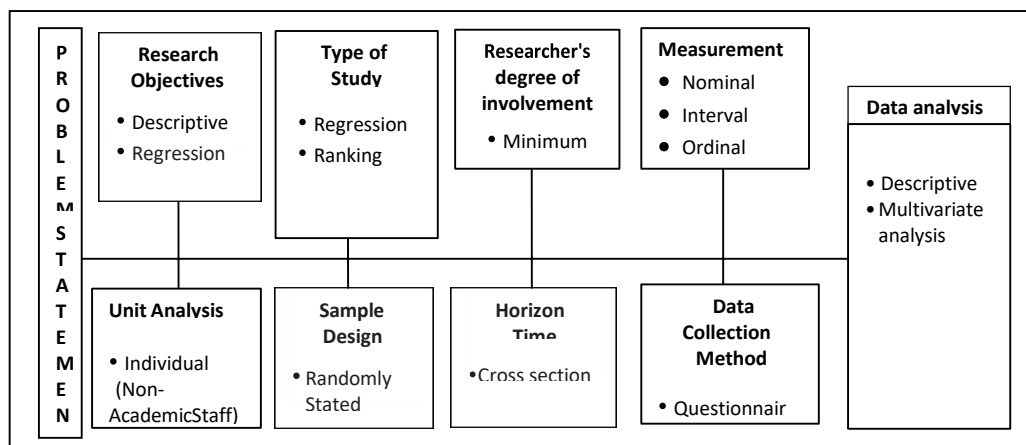


Figure 1.1: Design Process Review (Source: Sekaran dan Bougie, 2014: 95)

Methodology

The sampling framework for this study involves all non-academic officers with certificate and above (various qualifications). The list of names supplied is sourced from Human Resource Management Division of Southern University College. Hence, it is assumed that the list of administered names is current and reliable. Based on the statistics given the number of sampling frame of the study is like the table 1.1 below.

Table 1.1
Population

| Institute | Total Staffs | Job Scheme / Grade |
|-----------------------------|--------------|--|
| Southern University College | 247 | Certificate and above (various qualifications) (Nonacademic staff) |
| Total | 247 | |

Sourced: Human Resource Management Division of Southern University College (2017)

Sample size determination can be performed based on several methods and justification. Based on the sample size table suggested by Krejcie and Morgan (1970), for a sample of 250, the N number can be referenced is N = 250 and then S is the appropriate sample size is 152. The probability of error is 5% because of the sample size formula used by Krejcie and Morgan (1970) were developed using a 95% confidence level.

Quantitative approaches are used in data collection methods. This approach is appropriate when the researcher uses a clear theoretical model based on theoretical and thorough previous studies (Jusoh, 2008). This theoretical model needs to undergo validation tests using quantitative data obtained from a large-scale questionnaire survey (Hair et al., 2003). Given the theoretical model used by the researcher is based on previous studies, the questionnaire method is used. In terms of the administration of the questionnaire, there are one option is all questionnaires give to HR in charge person via-email and the HR in charge person will be sent to LM via-email. In view of the large sample size, and access to the larger 53 respondents, the administrative method of post questionnaire was chosen over other methods although (generally) the return rate of the questionnaire was low compared to face-to-face and electronic (e- mail) (Forza, 2002; Hair et al., 2003 and Sekaran and Bougie, 2010). Sekaran and Bougie (2010) also stated that 30% return of questionnaires by respondents is sufficient to carry out the analysis of a study.

Findings

Based on table 1.2, from the total of 88 respondents, 37.5% or 33 were male and the remaining 62.5% or 55 were female. Respondents were varying in terms of age and five age group were created to facilitate the data analysis. 58% of the respondents were aged between 25 – 35 years old, 89.8% of the respondents were Chinese, 53.4% of the respondents were qualified bachelor of degree, 43.2% of the respondents were assistant executive and 69.3% of the respondents had below five years of working experience.

Table 1.2

Summary of Respondents' Profile

| Item | | Frequency | Percentage (%) |
|-------------------------|---------------------|-----------|----------------|
| Gender | Male | 33 | 37.5 |
| | Female | 55 | 62.5 |
| Total | | 88 | 100 |
| Age | below 25 | 9 | 10.2 |
| | 25 - 35 | 51 | 58.0 |
| | 36 - 45 | 19 | 21.6 |
| | 46 - 56 | 5 | 5.7 |
| | 56 above | 4 | 4.5 |
| Total | | 88 | 100 |
| Races | Malay | 4 | 4.5 |
| | Chinese | 79 | 89.8 |
| | Indian | 5 | 5.7 |
| | Other races | - | - |
| Total | | 88 | 100 |
| Academic qualifications | Certificate | 7 | 8.0 |
| | STPM/ Diploma | 13 | 14.8 |
| | Bachelor of degree | 47 | 53.4 |
| | Master | 19 | 21.6 |
| | PhD / Doctorate | 2 | 2.3 |
| Total | | | 100 |
| Level of Management | Assistant executive | 38 | 43.2 |
| | Executive | 32 | 36.4 |
| | Senior executive | 9 | 10.2 |
| | Assistant director | 6 | 6.8 |
| | Deputy director | 2 | 2.3 |
| | Director | 1 | 1.1 |
| | | 88 | 100 |
| Working Experience(s) | below 5 | 61 | 69.3 |
| | 6 – 10 | 23 | 26.1 |
| | 11 – 15 | 1 | 1.1 |
| | 16 – 20 | 3 | 3.4 |
| | 21 – 25 | - | - |
| | 26 – 30 | - | - |
| | 30 above | - | - |
| Total | | 88 | 100 |

The descriptive analysis of the questions related to the "desire" element is as set out in Table 1.3. Based on the display in Table 1.3 shows the mean score for the average of five items in the questionnaire is 4.20. Where item B3 records the highest mean score of 4.35 and the

standard deviation value of 0.607. Descriptive statistical analysis on item B3 also showed a total of 82 (93.1%) respondents replied to agree or strongly agree on the statement "Human resource activities help to improve and develop the staff under my supervision". The second highest item from the min value aspect is the B2 and B4 item with the mean score 4.28. This is followed by items B5 and B1 with their mean score of 4.06 and 4.03. While the lowest mean score is for item B1 which is 4.03 with the standard deviation value 0.651. This item refers to the statement "HR activities in the university motivate me to carry out the responsibilities". It can be concluded that the average mean score of 4.20 for the "desire" element is at a high level.

Table 1.3
Descriptive Analysis of "Desire"

| Desire | Strongly disagree | Disagree | Neither Agree Nor Disagree | Agree | Strongly agree | Mean | Standard Deviation |
|--|-------------------|----------|----------------------------|---------------|----------------|-------------|--------------------|
| B1 Human resource activities in the university motivate me to carry out my responsibilities. | - | - | 19.3% (17) | 58.0% (51) | 22.7% (20) | 4.03 | .651 |
| B2 Human resource activities in the university are very important to me. | - | - | 4.5% (4) | 62.5% (55) | 33.0% (29) | 4.28 | .546 |
| B3 Human resource activities help to improve and develop the staff under my supervision. | - | - | 6.8% (6) | 51.1% (45) | 42.0% (37) | 4.35 | .607 |
| B4 Human resource activities help me to oversee my supervised units /departments. | - | - | 15.9% (14) | 39.8% (35) | 44.3% (39) | 4.28 | .726 |
| B5 Human resource activities help me to achieve the target work set. | - | - | 15.90% (14) | 62.5% (55) | 21.6% (19) | 4.06 | .613 |
| Average Mean | | | | | | 4.20 | |

The analysis of the inquiries pertaining to the "self-efficacy" component is shown in Table 1.4. The average mean score for the five questionnaire items, as displayed in Table 1.4, is 4.30. Where is item B9 recording the highest mean score of 4.80 and the standard deviation value of 0.406. The descriptive statistical analysis of item B9 also shows that all respondents who responded to a total of 88 respondents agreed or strongly agreed to the statement "despite the lack of time and energy, I still have to carry out responsible human resource activities". The item B8 has the second-highest mean value, with a mean score of 4.50. This is followed by items B10 and B6 with the same mean score of 4.20 and 4.01. While the lowest mean score is for item B7 which is 3.98 with the standard deviation value of 0.546. This item refers to the statement "I can handle the obstacles (problem) well when carrying out human resource activities". It can be concluded that the average mean score of 4.30 for the "self-efficacy" element is at a high level.

Table 1.4

Descriptive Analysis of "Self-efficacy"

| Desire | Strongly Disagree | Disagree | Neither Agree Nor | Agree | Strongly agree | Mean | Standard |
|---|-------------------|----------|-------------------|------------|----------------|-------------|----------|
| B6 I always feel calm when face with difficulties in carrying out human resource activities because I believe in the abilities that I have. | - | - | 5.7% (5) | 87.5% (77) | 6.82% (6) | 4.01 | .355 |
| B7 I can handle the obstacles (problem) well when carrying out human resource activities. | - | - | 15.9% (14) | 70.5% (62) | 13.64% (12) | 3.98 | .546 |
| B8 Past experiences help me to carry out human resource activities in a good way. | - | - | - | 50% (44) | 50% (44) | 4.50 | .503 |
| B9 Despite the lack of time and energy, I still have to carry out human resource activities as it is my responsibilities. | - | - | - | 20.5% (18) | 79.5% (70) | 4.80 | .406 |
| B10 I am efficient in managing the time when carrying out human resource activities. | - | - | 5.7% (5) | 68.2% (60) | 26.1% (23) | 4.20 | .529 |
| Average Mean | | | | | | 4.30 | |

Descriptive analysis of the questions related to the element "HR support" is as presented in Table 1.5. Based on the views in Table 1.5 shows the average mean score for the five items in the questionnaire is 4.12. Where item B13 records the highest mean score of 4.15 and the standard deviation value of 0.416. Descriptive analysis of item B13 also shows that a total of 86 (97.7%) respondents replied agree or strongly agreed to the statement "Human Resources Department Officer has sufficient knowledge to answer my queries on human resource activity". The second highest item in terms of mean value is B14 item with a mean score of 4.08. This is followed by item B12 with a mean score of 4.05. While the lowest mean score is for item B11 which is 4.01 with standard deviation value 0.386. This item refers to the statement "the human resources department has done their job well". It can be concluded that the average mean score of 4.12 for "HR support" elements is at a high level.

Table 1.5

Descriptive Analysis of "Human Resource Support"

| Human Resource Support | Strongly Disagree | Disagree | Neither Agree | Agree | Strongly agree | Mean | Standard |
|--|-------------------|----------|---------------|---------------|----------------|-------------|----------|
| B11 Human resource department has done their job well. | - | - | 6.8% (6) | 85.2% (75) | 8.0% (7) | 4.01 | .386 |
| B12 Human resource department always helps when I have difficulty in carrying out human resource activities. | - | - | 9.1% (8) | 77.3% (68) | 13.6% (12) | 4.05 | .477 |
| B13 Human Resources Department Officer has sufficient knowledge to answer my queries on human resource activity. | - | - | 2.3% (2) | 80.7% (71) | 17.0% (15) | 4.15 | .416 |
| B14 Human Resource Department always offers help in carrying out human resource activities. | - | - | 9.1% (8) | 73.9% (65) | 17.0% (15) | 4.08 | .508 |
| Average Mean | | | | | | 4.07 | |

The independent variable of this study was SUC involvement of LM in HRM. The objective of this study was to identify the level of line manager's involvement in Desire. Table 1.6 utilised the descriptive statistical approach to provide the total mean values and standard deviation analysis on the SUC participation of LM in HRM. The mean score compensation factor was 4.19, which was at a high level. Additionally, the mean score for self-efficiency was also 4.30, which was at a high level. Meanwhile, the mean score for human resource support was 4.07, which was at a high level.

Table 1.6

Level of Involvement of LM in HRM (Desire, Self-efficiency and Human Recourse Support)

| Variables/Dimension (s) | S.D | Mean | Level |
|-------------------------|-------|------|-------|
| Desire | 0.629 | 4.19 | High |
| Self-efficacy | 0.468 | 4.30 | High |
| Human Resource Support | 0.447 | 4.07 | High |

Discussion

This goal prompts a study of line managers' engagement in the College's implementation of human resource management. The instrument was adapted based on the questionnaire by

(Anubama et al., 2011; Bos-Nehles, 2010). Factors used as independent variables for this study are desire, self-efficacy and human resource support. These factors were then analysed using descriptive analysis to answer the questionnaire presented. Overall, the three factors studied provide a high mean value. The self-efficacy factor has the highest average mean score compared to other factors of 4.30. This shows that line managers in Southern University College have a strong self-efficacy to implement human resource management. This is followed by desire factor (mean score = 4.19) and ultimately human resource support factor with mean score 4.07. Despite having a fairly good score, most respondents feel that the support of human resources acquired to enable line managers to implement human resource management is still limited. This limited support also causes line managers to use self-efficacy and desire to enable them to implement human resource management.

The outcomes of this investigation corroborate those of the Bos-Nehles (2010) study. Stating that the line manager's involvement factor in implementing the most dominant human resource management is the desire factor and follows by self-efficacy factors and ultimately the human resource support factor. However, the mean value of the mean score for the desire factor and the self-efficacy factor is very small at only 0.11. On the other hand, the results of this study differ from the findings of the study by (Anubama et al., 2011). Through its study, Anubama et al., states that the most dominant factor in implementing HRM is a human resource support factor. This is followed by self-efficacy factors and desire factor. The mean score for the three factors was moderate between 4.07 and 4.19. Although carried out in Malaysia, the differences in findings from the authors' have a look at and those of Anubama et al (2011) may additionally be because of the organization selected at some point of the study. The take a look at changed into performed at the country IPTA/IPTS of Johor that's a statutory body corporation, whilst the take a look at by Anubama et al., Was finished at several private organization. According to Mahoney (2000), the findings of the look at might also differ based on several factors which includes culture, research zone and geographical boundaries.

Conclusion

The study results show that line managers at the State Private Institution of Higher Learning in Johor have high aspirations in implementing human resource management. In addition, when a line manager can perform the role of a strategic partner, the human resource support factor is no longer relevant as a factor that motivates the line manager to engage in human resource management. Similarly, when a line manager becomes an administrative expert, the human resource support factor is no longer relevant as the factor that drives the line manager to engage in human resource management. Meanwhile, the role of self-efficacy is the dominant human resource among the line managers at the State Private Institution of Higher Education in Johor. This proves that the line managers at the State University of Johor are managers who support reform and transformation at the institutions where they serve. Several suggestions have also been submitted by the authors to future researchers to improve this study

References

Ahmadi, G. (2010). The Impact of Human Resource Management Practices on Operational Performance. *Journal of Operational Management*, 21(1): 19-43.

- Anubama R., Abu Mansor N. N., and Idris, N. (2011). Line Managers' Role in Continuous Professional Development and Human Resources. *International Journal of Social Sciences and Humanity Studies*. Vol. 3, No.1.
- Anubama, R., Abu Mansor, N. N., and Mohamed, A. (2011). Calling line managers in employee continuous professional development in South East Asia. *Intangible Capital*. 7(2): 356-374.
- Babbie, E. (2007). *The Practice of Social Research* (11th Edition), Belmont, California: Thomson Wadsworth
- Babbie, E. R. (2002). *The basics of social research*. Wadsworth Thomson Learning Publications.
- Bandura, A. (1986). *Social Foundations of Thought and Active: A Social Cognitive Theory*. New Jersey: Prentice Hall, Inc.
- Bandura, A. (1994). Self-efficacy. In V. S. Ramachandran (Ed.), *Encyclopedia of human behavior* (Vol.4, pp. 71-81). New York: Academic Press.
- Bos-Nehles, A. (2010). *The Line makes the difference: LMs as effective HR partners*. PhD dissertation. University of Twente.
- Bos-Nehles, A. C. (2010). *The line makes the difference: Line managers as effective HR partners*. Zutphen, The Netherlands: CPI Wöhrmann Print Service
- Chua, Y. P. (2008), *Kaedah dan Statistik Penyelidikan* (Buku 3). McGraw Hill. Kuala Lumpur.
- Chua, Y. P. (2009a), *Kaedah dan Statistik Penyelidikan* (Buku 4). McGraw Hill. Kuala Lumpur.
- Chua, Y. P. (2009b), *Kaedah dan Statistik Penyelidikan* (Buku 5). McGraw Hill. Kuala Lumpur.
- Chua, Y. P. (2011), *Kaedah dan Statistik Penyelidikan* (Buku 1). McGraw Hill. Kuala Lumpur.
- Chua, Y. P. (2012), *Kaedah dan Statistik Penyelidikan* (Buku 2). McGraw Hill. Kuala Lumpur.
- Chua, Y.P. (2006). *Kaedah penyelidikan: Kaedah dan Statistik Penyelidikan – Buku 1*. Malaysia: McGraw-Hill (Malaysia) Sdn. Bhd.
- Chua, Y. P. (2006). *Kaedah penyelidikan: Kaedah dan Statistik Penyelidikan – Buku 2*. Malaysia: McGraw-Hill (Malaysia) Sdn. Bhd.
- Choi, Y., Lee, D. (2014). Psychological Capital, Big Five traits and employee outcomes. *Journal of Managerial Psychology*, 29(2), 122-140
- Cooper, D. R., and Schindler, P. S. (2001). *Business research methods*. Irwin/McGraw Hill Publications.
- Cooper, D. R., and Schindler, P. S. (2006). *Business Research Methods*. Irwin/McGraw Hill Publications.
- Elinger, A. D., dan Bostrom, R. P. (2002). An examination of manager's beliefs about their roles as facilitators of learning. *Management Learning*, 33 (2), 147-179.
- Forza, C. (2002). Survey research in operations management: a process-based perspective. *International Journal of Operations & Production Management*, 22(2), 152-194.
- Hair, J. F. Jr., Money, A. H., Samouel, P., and Page, M. (2007) *Research Methods for Business*, The UK: John Wiley & Son Ltd.
- Hair, J. F., Money, A. H., Samouel, P. (2003). *Essentials of business research methods*. Wiley Publications.
- Hunter, I., and Saunders, J. (2006). *HR business partners*. Gower Publishing, Ltd.

- Hunter, W., and Renwick, D. (2008). Involving British LMs in HRM in a small non profit work organisation. *Employee Relations*, 31 (4), 398-411. Emerald Group Publishing Limited.
- Hutchison, S., and Purcell, J. (2003) Bringing policies to life: The vital role of front line managers in people management. Executive briefing. London: Chartered Institute of Personnel and Development.
- Hutchison, S., and Purcell, J. (2007), Learning and the line, The role of LMs in training, learning and development, *Change Agenda*. London: Chartered Institute of Personnel and Development. Dirujuk melalui laman sesawang <http://www.cipd.co.uk/> onlineinfodocuments (Dirujuk pada 12 Disember 2011)
- Jamshidi. (2012). Heritability of the big five personality dimensions and their facets: A twin study. *Journal of Personality*, 64, 577-591.
- Jusoh, A. (2008) Hubungan Pengurusan Kualiti Menyeluruh Dengan Tahap Pemindahan Teknologi : Suatu Kajian Empirikal Mengikut Perspektif Penyelidik Universiti. PhD thesis, Universiti Utara Malaysia
- Kulik, C. T., and Bainbridge, H. T. J. (2006). HR and the line: The distribution of HR activities in Australian organisations. *Asia Pacific Journal of HRs*, 44(2). 240-256.
- Mahoney, J. (2000). Strategies of Causal Inference In Small-N Research. *Sociological Methods and Research*. 28:387–424.
- Martins, L. P. (2009). The nature of the changing role of first-tier managers: A long-cycle approach. *Journal Organizational Change Management*, 22(1): 92-123.
- McGuire, P., Stoner, L., and Mylona, S. (2008). The Role of LMs as Human Resource Agents in Fostering Organizational Change in Public Services. *Journal of Change Management*, 8 (1), 73-84.
- Papalexandris, N., and Panayotopoulou, L. (2005). Exploring the Partnership between LMs and HRM in Greece. *Journal of European Industrial Training*, 29(4), 281-291
- Qadeer, F.; Shafique, M.; Rehman, R. (2011). An overview of HR-line relationship and its future directions. *African Journal of Business Management*, 5(7): 2512-2523.
- Ramlall, S. J. (2006). HR competencies and their relationship to organizational practices. *Performance Improvement*, 45, 32–43.
- Salim, G. (2006). Knowledge based structures and organizational commitment. *Management Decision* 40(6), 566- 573.
- Sekaran, U., & Bougie, R. (2010). *Research Methods for Business: A Skill Building Approach* (5 ed.): Wiley