THE ROLE OF LINE MANAGERS IN ENHANCING EMPLOYEES TRAINING AND DEVELOPMENT IN TANZANIA: A CASE OF KENYA COMMERCIAL BANK (KCB)

By

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A Dissertation Submitted in Partial Fulfillment of the Requirements for Award of the Degree of Master of Science in Human Resource Management (MSc – HRM) of Mzumbe University

2014
CERTIFICATION

We, the undersigned, certify that have read and hereby recommend for the examination by Mzumbe University, a dissertation entitled **The Role of Line Managers in Enhancing Employees Training and Development: A Case of Kenya Commercial Bank (KCB)**, in partial fulfillment of the Award of the Degree of Master of Science in Human Resource Management (MSc – HRM) of Mzumbe University

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Last but not least, I would like to extend my gratitude to lecturers, librarians, classmates, discussion group members and friends.
DEDICATION

I, dedicate this work to my parents in a way that cannot be forgotten due to their moral and material support.
LIST OF ABBREVIATIONS

CIPP - Context, Input, Process and Product
CIRO - Content, Input, Reaction and Outcome
EFA - Exploratory Factor Analysis
HR - Human Resource
HRM - Human Resource Management
KCB - Kenya Commercial Bank
OJB - On the Job Behavior
ROI - Return on Training Investment
SPSS - Statistical Package for Social Science
TNA - Training Needs Assessment
ABSTRACT

The study assessed the role of line managers in enhancing employees training and development. The study was conducted at Kenya Commercial Bank (KCB). The objectives of the study were: to identify the barriers that impede line managers in identifying training needs; to investigate whether past training programs have been successfully implemented and whether they have improved employee productivity and to examine strategies that can improve training and development programs.

A sample of 80 respondents was used. Purposive sampling technique was used to select all respondents to participate in the study. Primary data were collected by using questionnaire and interview. Data were analyzed by using Microsoft excel. The study found that, there are several barriers that impede line managers in identifying training needs, but personal interests as a major factor impeding line managers in identifying training needs. Also, the study found that employees’ performance has been increases after training and development. Moreover, the study found that SMART training programs as the major strategy in Improving Training and Development Programs at KCB.

The study concludes that there are various barriers that impede line managers in identifying training needs. The major barrier is personal interest; others involve competence, staff turnover, and training mindset. Also, the study noted that there are numerous training programs implemented by the bank. These training programs were implemented successfully and could improve employee productivity. Moreover, the study concluded that there are different strategies that can be used to improve training and development programs. These involve; communication, SMART training objectives and motivation. The study recommended that Training is an essential process which should be cautiously designed and implemented within all firms.
# TABLE OF CONTENTS

CERTIFICATION .............................................................................................................. i
DECLARATION .............................................................................................................. ii
AND ................................................................................................................................. ii
COPYRIGHT .................................................................................................................. ii
ACKNOWLEDGEMENTS ............................................................................................... iii
DEDICATION ................................................................................................................... iv
LIST OF ABBREVIATIONS ............................................................................................ v
ABSTRACT ..................................................................................................................... vi
TABLE OF CONTENTS .................................................................................................... vi
LIST OF TABLES ............................................................................................................ xi
LIST OF FIGURES .......................................................................................................... xii
CHAPTER ONE ............................................................................................................... 1

INTRODUCTION ........................................................................................................... 1

1.1 General Introduction .............................................................................................. 1
1.2 Background to the Problem .................................................................................. 1
1.3 Statement of the Problem ..................................................................................... 3
1.4 Objectives of the Study ......................................................................................... 4
  1.4.1 General Objective ........................................................................................... 4
  1.4.2 Specific Objectives ......................................................................................... 4
1.5 Research Questions ............................................................................................... 4
1.6 Significance of the Study ....................................................................................... 4
1.7 Limitations of Study .............................................................................................. 5
1.8 Delimitations of Study ......................................................................................... 5
1.9 Scope of the Study ............................................................................................... 5
1.10 Conceptual Framework ....................................................................................... 5
1.11 Organization of the Study ................................................................................... 6
1.12 Conclusion ........................................................................................................... 7
# CHAPTER TWO

## LITERATURE REVIEW

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Introduction</td>
<td>8</td>
</tr>
<tr>
<td>2.2 Conceptual Literature Review</td>
<td>8</td>
</tr>
<tr>
<td>2.2.1 Line Manager</td>
<td>8</td>
</tr>
<tr>
<td>2.2.2 Training</td>
<td>8</td>
</tr>
<tr>
<td>2.2.3 Training and Development</td>
<td>9</td>
</tr>
<tr>
<td>2.3 Types of Training</td>
<td>9</td>
</tr>
<tr>
<td>2.4 Empirical Literature Review</td>
<td>11</td>
</tr>
<tr>
<td>2.4.1 Factors Influencing the Effectiveness of Training in Private Companies</td>
<td>15</td>
</tr>
<tr>
<td>2.4.2 Relationship between Line Manager’s Role and Training Transfer</td>
<td>24</td>
</tr>
<tr>
<td>2.5 Line Managers’ Limitations in Implementing HRM</td>
<td>27</td>
</tr>
<tr>
<td>2.6 Theoretical Literature Review</td>
<td>34</td>
</tr>
<tr>
<td>2.6.1 Training Evaluation Models: The Kirkpatrick Training Evaluation Model</td>
<td>34</td>
</tr>
<tr>
<td>2.7 Research Gap</td>
<td>38</td>
</tr>
<tr>
<td>2.8 Conclusion</td>
<td>38</td>
</tr>
</tbody>
</table>

---

# CHAPTER THREE

## RESEARCH METHODOLOGY

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Introduction</td>
<td>39</td>
</tr>
<tr>
<td>3.2 Area of the Study</td>
<td>39</td>
</tr>
<tr>
<td>3.3 Research Design</td>
<td>39</td>
</tr>
<tr>
<td>3.4 Population under the Study</td>
<td>40</td>
</tr>
<tr>
<td>3.5 Sampling Technique</td>
<td>40</td>
</tr>
<tr>
<td>3.6 Sample Size</td>
<td>40</td>
</tr>
<tr>
<td>3.7 Type of Data Collected</td>
<td>41</td>
</tr>
<tr>
<td>3.7.1 Primary Data</td>
<td>41</td>
</tr>
<tr>
<td>3.7.2 Secondary Data</td>
<td>41</td>
</tr>
<tr>
<td>3.8 Methods of Data Collections</td>
<td>41</td>
</tr>
<tr>
<td>3.8.1 Questionnaire</td>
<td>41</td>
</tr>
<tr>
<td>Section</td>
<td>Page</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>3.8.2 Interview</td>
<td>42</td>
</tr>
<tr>
<td>3.9 Data Analysis Method</td>
<td>43</td>
</tr>
<tr>
<td>3.10 Conclusion</td>
<td>43</td>
</tr>
<tr>
<td><strong>CHAPTER FOUR</strong></td>
<td></td>
</tr>
<tr>
<td>PRESENTATION OF RESEARCH FINDINGS</td>
<td>44</td>
</tr>
<tr>
<td>4.1 Introduction</td>
<td>44</td>
</tr>
<tr>
<td>4.2 Respondents Characteristics</td>
<td>44</td>
</tr>
<tr>
<td>4.2.1 Age Group</td>
<td>44</td>
</tr>
<tr>
<td>4.2.2 Gender</td>
<td>45</td>
</tr>
<tr>
<td>4.2.3 Level of Education</td>
<td>45</td>
</tr>
<tr>
<td>4.2.4 Occupation</td>
<td>46</td>
</tr>
<tr>
<td>4.3 Barriers that Impede Line Managers in Identifying Training Needs</td>
<td>47</td>
</tr>
<tr>
<td>4.4 Implementation of Training Program</td>
<td>49</td>
</tr>
<tr>
<td>4.5 Training Programs to Positive Employee Productivity</td>
<td>50</td>
</tr>
<tr>
<td>4.6 Strategies that can Improve Training and Development Programs</td>
<td>52</td>
</tr>
<tr>
<td>4.7 Conclusion</td>
<td>54</td>
</tr>
<tr>
<td><strong>CHAPTER FIVE</strong></td>
<td></td>
</tr>
<tr>
<td>DISCUSSION OF THE RESEARCH FINDINGS</td>
<td>55</td>
</tr>
<tr>
<td>5.1 Introduction</td>
<td>55</td>
</tr>
<tr>
<td>5.2 Barriers that Impede Line Managers in Identifying Training Needs</td>
<td>55</td>
</tr>
<tr>
<td>5.2.1 Competence</td>
<td>55</td>
</tr>
<tr>
<td>5.2.2 Personal Interests</td>
<td>56</td>
</tr>
<tr>
<td>5.2.3 Staff turnover</td>
<td>56</td>
</tr>
<tr>
<td>5.2.4 Training Mindset</td>
<td>57</td>
</tr>
<tr>
<td>5.3 Past Training Programs and Employee Productivity</td>
<td>57</td>
</tr>
<tr>
<td>5.4 Strategies that can Improve Training and Development Programs</td>
<td>57</td>
</tr>
<tr>
<td>5.4.1 Communication</td>
<td>58</td>
</tr>
<tr>
<td>5.4.2 SMART Training Objectives</td>
<td>58</td>
</tr>
<tr>
<td>5.4.3 Motivation</td>
<td>58</td>
</tr>
</tbody>
</table>
5.5 Conclusion ........................................................................................................................................ 59

CHAPTER SIX ...................................................................................................................................... 60

SUMMARY/CONCLUSION AND RECOMMENDATIONS ...................................................... 60

6.1 Introduction ..................................................................................................................................... 60

6.2 Summary ......................................................................................................................................... 60

6.3 Recommendations ......................................................................................................................... 61

6.4 Areas for Further Studies ............................................................................................................... 62

6.5 Conclusion ...................................................................................................................................... 62

REFERENCES ...................................................................................................................................... 63

APPENDICES ...................................................................................................................................... 67

Appendix I: Questionnaire ...................................................................................................................... 67

Appendix II: Interview Guide .................................................................................................................. 69
LIST OF TABLES

Table 4.1: Age Group ........................................................................................................... 44
Table 4.2: Gender .................................................................................................................. 45
Table 4.3: Level of Education ............................................................................................. 46
Table 4.4: Occupation ......................................................................................................... 46
Table 4.5: Barriers that Impede Line Managers in Identifying Training Needs .......... 47
Table 4.6: Implementation of Training Program ................................................................. 49
Table 4.7: Training Programs to Positive Employee Productivity ..................................... 51
Table 4.8: Strategies that can Improve Training and Development Programs .......... 53
LIST OF FIGURES

Figure 4.1: Barriers Impede Line Managers in Identifying Training Needs .............. 48
Figure 4.2: Implementation of Training Program .................................................. 50
Figure 4.3: Training Programs to Positive Employee Productivity .......................... 52
Figure 4.4: Strategies that can Improve Training and Development Programs .......... 53
CHAPTER ONE
INTRODUCTION

1.1 General Introduction
The study assesses the role of line managers in enhancing employees training and development. Line manager provide adequate support (example, supervisory encouragement to attend training and apply the knowledge.

The study is about role of line managers in enhancing employees training and development. Training is concerned with imparting developing specific skills for a particular purpose. Training is the act of increasing the skills of an employee for doing a particular job. Training is the process of learning a sequence of programmed behavior. In earlier practice, training programme focused more on preparation for improved performance in particular job. Most of the trainees used to be from operative levels like mechanics, machines operators and other kinds of skilled workers. When the problems of supervision increased, the steps were taken to train supervisors for better supervision (Sharma, 2005).

Staff training is a significant part as well as the key function of Human Resource Management and Development; it is the crucial path of motivating employees and increasing productivity in the business. Staff training is the key task to help everyone in the company to be more united. An enterprise could hire experienced employees or train employees to be skilled. When the company trains their own staff, by providing and forming a harmonious atmosphere, accurate work specification and the passion of work, team spirit will be built between employees and management team within the process (Lim and Morris, 2006).

1.2 Background to the Problem
Line managers act as a vital link between top management and shop floor employees where they are given important duties and responsibilities to lead and monitor the development of work groups (Elangovan and Karakowsky, 1999). Line managers
often work together with their employers to design, implement and monitor the execution of organizational policies, procedures and plans, including training programs (Robbins and DeCenzo, 2004). In many organizations, the role of Line managers is much affected by managerial perspectives (Ellinger and Keller 2005). From the traditional management perspective, Line managers are given an important responsibility by the employer to identify the daily, routine and short-term employee deficiencies, as well as report such deficiencies to the top management who will then identify the training requirements or training needs to overcome such employee deficiencies (Rodrigues and Gregory, 2005).

Nowadays, due to global competition, organizations have now shifted their paradigms from traditional job-based training to organizational business strategies and cultures (Ismail et al., 2007). Under this approach, a training program is viewed as a strategic function of human capital management, where Line managers are empowered to effectively design and administer training programs for the employees to develop useful competencies not only to overcome daily problems, but also support the development and future growth of the organization (MacNeil, 2004).

In the designing stage of training programs, Line managers often work together with the management and senior employees in conducting training needs analyses (TNA), establishing training objectives, developing effective lesson plans, selecting suitable trainers, determining program methods and techniques, preparing course materials, and scheduling the program (Golemen, 2000). In the course of running the training programs, Line managers would consult the management and experienced employees to ensure that the training activities achieve the set objectives (Elangovan and Karakowsky, 1999). The role of Line managers in administering training programs does not stop at providing support in financial and physical facility, they also have the capabilities to establish realistic and achievable learning expectations, provide positive reinforcements, create positive impetus for the training program, make employees feel comfortable to undergo training to improve and develop their competencies (Golemen, 2000).
Recent studies in this area highlight the ability of line managers to provide sufficient support and use comfortable communication style in training programs having significant impact on employee outcomes, especially motivation to learn (Chiaburu and Tekleab, 2005), and training transfer (Ismail et al., 2007). The ability of Line managers to provide adequate support and practice comfortable communication style in training programs may strongly lead to an enhanced training transfer and motivation to learn. Although this relationship is significant, little is known about the predictive properties of supervisor’s role in training management literature (Ismail et al., 2007).

1.3 Statement of the Problem

Notwithstanding the role played by line managers in identifying and enhancing employees training and development needs (Lim and Morris, 2006; Macneil, 2004), in most of the companies, line managers are not involved in the formulation of the training policy and identify training needs. Training Need Assessment (TNA) is considered as a duty of HR department (Nehles et al., 2006). In fact, line managers encourage employees to attend training programs, helping them before, during and after, in terms of time, budgetary support and resource, they involve employees in decision-making, and guide them in applying competencies that they have learned in the workplace (Ismail et al., 2007).

Line manager’s role has been less emphasized in previous training program studies because of over emphasizes on internal properties and through the use of segmented approach in analyzing line manager’s role, training programs, training transfer and motivation to learn. As a result, they may not be able to highlight the importance of Line manager’s role in developing training program models (Ismail et al., 2007). Therefore, the study intended to assess the role of line managers in enhancing training and development programs. In organizational context, the line managers has a critical role in that they have the capacity and propensity to influence their subordinates whether or not to participate in training programs (Blanchard and Thackers, 2007).
1.4 Objectives of the Study

1.4.1 General Objective
Generally, the study intended to assess the role of line managers in enhancing employees training and development.

1.4.2 Specific Objectives
Specifically, the study intended:

i. To identify the barriers that impede line managers in identifying training needs,

ii. To investigate whether past training programs have been successfully implemented and whether they have improved employee productivity and

iii. To examine strategies that can improve training and development programs

1.5 Research Questions
The study was guided by the following specific questions:

i. What barriers impede line managers in identifying training needs?

ii. Have the past training programs been successful implemented?

iii. Have the past training programs improved employee productivity?

iv. What strategies that can improve training and development programs?

1.6 Significance of the Study
The findings of the study will add to the existing body of knowledge of the same area of the study, the study will identify the role of line managers in achieving better training for employees and will provide recommendations for the future training and development programs that will help private sector to increase productivity.

The knowledge contained here in will be usefully to the policy formulator. This will assist formulation of policy concerning training and development programs in private companies.
1.7 Limitations of Study
Line managers were not in position to fill questionnaire form. Line managers could not return questionnaire on time as they were occupied by other activates. However, the researcher had to increase number of days in the field.

1.8 Delimitations of Study
In addressing on how the line managers were able to complete the research questionnaires. This provides the flexibility in responding to the requirements. Also, the researcher increase the time of data collection.

1.9 Scope of the Study
The study is about role of line managers in enhancing employees training and development. The study was conducted at Kenya Commercial Bank (KCB). A sample of 80 respondents was used. The study provides barriers that impede line managers in identifying training needs. Also, the study investigates whether past training programs have been successfully implemented and whether has improved employee productivity. Finally, the study provides strategies that can improve training and development programs.

1.10 Conceptual Framework
The study has used three variables. Independent, intermediate and dependent variables, the dependent variable is employees training and development. Employee training and development depend on line managers functions.

An independent variable of the study is line managers’ functions. These functions are supervisory, identifying training needs and providing clear feedback. Independent variables of the study play significance role in enhancing employees training and development. Employees training and development increase efficiency and employee satisfaction.
Intermediate variable that influence employee training and development. These are; company policy, organization culture, and financial stability of the company, as presented in Figure 1.1

**Figure 1.1: Conceptual Framework**

<table>
<thead>
<tr>
<th>Independent Variable</th>
<th>Intermediate Variables</th>
<th>Dependent Variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Line Managers Functions</td>
<td>Company Policy</td>
<td>Employee Training and Development</td>
</tr>
<tr>
<td>• Supervisory</td>
<td>Organization Culture</td>
<td>• Increase efficiency</td>
</tr>
<tr>
<td>• Identify Training Need</td>
<td>Financial Stability of the Company</td>
<td>• Employee satisfaction</td>
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<tr>
<td>• Provide Clear Feedback</td>
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</tbody>
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**Source:** Research Own Construct, 2014

1.11 Organization of the Study

The study is organized into six chapters. Chapter one gives introduction of the study, the chapter gives background of the study and problem statement. Also, the chapter presents objectives and research questions. Significance of the study, limitation and delimitation of the study are well discussed in this chapter. The chapter contains conceptual framework and scope of the study.

Chapter two of the study provides literature review of the study in line with research agenda. The chapter provides both theoretical and empirical. The first section of the chapter provides definition of the operational terms
Chapter three of the study gives methodology of the study. The first section of the chapter describes the study area. Section two describes the research design. Section three presents population of the study while sample size and sampling techniques are described in section four. The last section of the chapter explains data presentation techniques.

Chapter four of the study contains findings of the study. The chapter describes the results of the study based on quantitative and qualitative analysis. Quantitative results are presented using tables, charts and narrations respectively. While qualitative results are presented in summary to enhance the understanding of quantitative information.

Chapter five of the study gives discussion of the findings in line with the objectives of the study. This chapter presents discussion of the research findings. The last chapter of the study presents conclusion and recommendations of the study. The first section of the chapter presents conclusion of the study. The second section presents recommendations of the study. The last section of the chapter gives areas for further studies.

1.12 Conclusion
The chapter presents introduction of the study. It’s concluded that line managers play different role in enhancing employees training and development needs. In most of the companies, line managers are not involved in the formulation of the training policy and identifying training needs.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction
This chapter provides literature review of the study in line with research agenda. The chapter provides both theoretical and empirical. The first section of the chapter provides definition of the operational terms.

2.2 Conceptual Literature Review
2.2.1 Line Manager
A line manager at the operational level is one who manages a team of operational employees on a day-to-day basis and is responsible for performing HRM activities (Nehles et al., 2006). Line managers are those who directly supervise employees engaged in the operations of the firm, are closely involved in HRM and almost always accountable for the performance of their team (Boxall and Purcell, 2008). In general, line managers are increasingly responsible for HR tasks like allocating individualized pay awards, appraisal, training and development, motivating teams and on-the-job coaching (Cunningham and Hyman, 1995).

2.2.2 Training
Training is often looked upon as an organized activity for increasing the knowledge and skills of people for a definite purpose. It involves systematic procedures for transferring technical know-how to the employees so as to increase their knowledge and skills for doing specific jobs with proficiency. In other words, the trainees acquire technical knowledge, skills and problem solving ability by undergoing the training programme (Sharma, 2005). Training involves the development of skills that are usually necessary to perform a specific job. Its purpose is to achieve a change in the behavior of those trained and enable them to do their jobs better. Training makes newly appointed employees fully productive in lesser time. Training is equally necessary for the old employees whenever new machines and equipment are introduced and/or there is a change in the techniques of doing the things (Boxall and Purcell, 2008). Training is a continuous process and does not stop anywhere. The
top management should ensure that any training programme should attempt to bring about positive changes in the knowledge, skills, and attitudes of the employees (Udai, 1997).

2.2.3 Training and Development
According to Obisi (1996) the concepts of training and development are used interchangeably. However, they can be differentiated. Training is for specific job purpose while development goes beyond specifics development; it covers not only those activities which improve job performance, but also those which bring about growth of personality. In training, one uses one stone to kill one bird while in development one use one stone to kill two birds.

2.3 Types of Training
There are two major types of training, on-the-job training and off-the-job training as identified by Alo (1999). On-the-job training is normally handled by colleagues, supervisors and managers to help employees adjust to their work and equip them with appropriate job related skills. Armstrong (1995) argues that on-the-job training may consist of teaching or coaching by more experienced people or trainers at the desk or at the bench. It may also consist of individual or group assignment and projects and the use of team leaders and managers.

According to Armstrong (1995), on-the-job training is the only way to develop and practices the specific managerial, team leading, technical, selling, manual, and administrative skills needed by the organization and it has the advantages of actuality and immediacy as the individual works, learns and develops expertise at the same time.

Disadvantages of on-the-job training according to Armstrong (1995) are that the effectiveness of the learning is strongly influenced by the quality of the guidance and coaching provided on the job. Many managers and team leaders are unskilled at training and disinclined to carry it out or to encourage it. Furthermore, relying on
fellow employees in “sit by me” training has obvious disadvantages as instruction may be inadequate and the training may perpetuate bad habits. Again, the learner may be distracted by the same environment and find it difficult to acquire basic skills quickly. To resolve these disadvantages, trainers programme should be regularly embarked upon to sharpen the skills of supervisors and in-house trainers (Obisi, 2011).

Also, according to Ejiogu (2000), off-the-job training would include lecture, vestibule training, role playing, case study, discussion and simulation. Armstrong (1995) listed group exercises, team building, distance learning and outdoor and workshops as part of off-the-job training. Off-the-job training may be provided by members of the training department, external education and training establishments, or training providers, training consultants or guest speakers.

Steinmetz (1996) notes that training is a short-term process, utilizing a systematic and organized procedure by which non-managerial personnel learn technical knowledge and skills for a definite purpose. Development, on the other hand, is a long term educational process utilizing a systematic and organized procedure by which managerial personnel learn conceptual and theoretical knowledge for general purpose.

Obisi (1996), refers to training as to instruction in technical and mechanical operations while development refers to philosophical and theoretical educational concept, Training is designed for non-managers while development involves managerial personnel. Training courses are typically designed for a short term, stated purpose, such as the operation of some piece (s) of machinery while development involves a broader education for long-term purpose. Training is for short-term while development is for long-term. Training is for specific job related purpose while development is for general purpose.
2.4 Empirical Literature Review

This section summarizes other studies with regard to this topic and points out the lapses that still exists that this research intends to cover.

Ismail et al., (2010), conducted a study on “Supervisor’s Role as an Antecedent of Training Transfer and Motivation to Learn in Training Programs” This study has four major objectives: 1) to measure the relationship between supervisor support and motivation to learn, 2) to measure the relationship between supervisor communication and motivation to learn, 3) to measure the relationship between supervisor support and training transfer, and 4) to measure the relationship between supervisor communication and training transfer.

The findings of this study demonstrate that supervisor’s role act as a partial antecedent of motivation to learn and a supervisor’s acts as a full antecedent of training transfer in the training program model of the studied organization. In the context of this study, supervisors have provided adequate support (example, encourage employees to attend training programs and apply newly acquired knowledge and skills they gain from training programs in their jobs), and have practices comfortable communication style (example, provide feedback, encourage discussion and openly deliver information on training) when implementing training programs. The majority of employees perceive that the inability of supervisors to provide an adequate support in training programs may lead to lowering motivation to learn, but the ability of supervisors to use comfortable communication practice in training programs may lead to higher motivation to learn. Conversely, the ability of supervisors to provide adequate support and use comfortable communication style may lead to an enhanced training transfer (Ismail et al, 2010).

In the matter of practical contributions, the findings of this study can be used as a guideline by managers to improve the management of training programs in their organizations. Hence the following suggestions and made training contents and methods should be customized according to organizational expectations and needs. For example, the content of training programs for management employees should
impart advanced human skills that may help them to understand individuals’ cognitive, emotion, psychomotor and superior moral values. In order to realize the training contents, professional trainers should be hired to teach management employees on how to properly implement interpersonal communication skills, manage change, conflict and problem solving techniques in the workplace (Gratton and Truss, 2003).

In this manner, appropriate training modules that would support human resource management’s strategies to meet organizational goal can be properly designed and established. Change the human resource policies from hiring employees merely based on conformance to organizational policies and procedures to hiring employees based on creativity and innovations. This hiring system would hire knowledgeable and experienced employees who can train operational employees to improve attitude and working styles, as well as to handle employees’ demands with better treatments like showing more respect, be honest and accountable. Review monetary and non monetary rewards for supervisors based on current organizational strategy and goals (Ismail, et al, 2010).

Finally the study conclude that, the outcomes of stepwise regression analysis also confirmed that supervisor communication in training programs is an important determinant of motivation to learn, and supervisor’s support and communication are an important determinants of training transfer in the studied organization. This result supports and broadened training research literature mostly published in Western organizational settings. Therefore, current research and practice within training management models need to consider supervisor’s support and communication as a key element to the workplace training system where increasing the capability of supervisors to provide adequate support and use comfortable communication style in training programs may motivate employees to sustain and increase organizational competitiveness in a global economy (Ismail, et al, 2010).
Also, Haslinda, and Mahyuddin, (2009), made a study on “The Effectiveness of Training in the Public Service” the study aim is to examine the effectiveness of training and development in the public sector using training evaluation framework and transfer of training elements.

A quantitative approach was adopted in this study and a survey was chosen as the method of enquiry. The development of the survey instrument, a questionnaire, was guided by the research questions and was based on the literature reviewed. The questionnaire assessed the five level of evaluation, namely, the reaction, learning, behavior change, results and transfer of training levels. A total of 120 questionnaires were distributed to respondents with a response rate of 50%. Respondents were chosen from various, Ministries and departments in the Federal Territories of Kuala Lumpur and Putrajaya using simple random sampling. The data were analyzed through SPSS (Statistical Package for Social Sciences).

Findings of the study show that, reaction level of evaluation shows the reactions of respondents on one of the course they attended during the past one year. The findings revealed that a total of 78.3% of the respondents agree that they enjoy the courses attended. Most of the respondents (78.4%) agree that the objectives of the training program have been fully achieved. About 68.4% agree that their personal objectives for attending the training program have been achieved. Most of the respondents (78.3%) responded that their training program is relevant to their job. In addition, majority of the respondents (81.7%) reported that the training they attended is important to their job. The rest of the respondents (70%) agree that the content of the training was easy to follow. Out of 60 respondents, 56.7% responded that there were sufficient exercises, simulations and role plays in helping them to follow the training program. Most of the respondents (76.6%) responded agree that they have learned what they needed to, and got some new ideas from the training program. Majority of the respondents (80%) agree that the overall rating for the training program is good. This is in line with findings by Sanchez and Medkik (2004) indicate that trainees’ reactions towards training were positive.
A study conducted by Elsbach, (2004) revealed that whenever training is organized according to the employees’ needs and is job-relevant it has a much higher impact on participants. Finally, even if the course contents and methods are adequate, if the organization’s atmosphere is not conducive to implementation, training will have very little impact on the employee and his job performance.

The response in relation to results of the training program they have attended. Most of the respondents (71.6%) think the ideas and information will improve their effectiveness and results. Only 3.3% responded disagree on the ideas and information acquired from the training program will improve their effectiveness and results. Majority of the respondents (66.7%) view on-the-job performance will improve after attending the training program. Out of 60 respondents, 55% respondents think the management will give promotional preference to employees who have received training and transfer of training.

This is true where beliefs about the potential benefits of training such as promotion or increases in pay better predict the likelihood for training success than the training budget (Elsbach, 2004). In addition, a clear link between training and an organization’s career development and reward system signals that training leads to recognition and advancement (Santos and Stuart, 2003). Furthermore, according to a study conducted by Elsbach (2004). Most respondents said that their organization provided some kind of training for their managers, a formal training policy, linking training with planning, recruitment, appraisal or promotion practices. However, only a few organizations would consider promotion possibilities when deciding upon a manager’s training and would take his participation as a positive element when appraising his performance.

The return on investment (ROI) on training program the respondents attended during the past one year. It displays that 75% of the 60 respondents agree that the training program will help them to contribute significantly to their organization’s bottom line.
Out of 60 respondents, 23.3% fairly agree and only 1.7% disagree that the training program will help them to contribute significantly to their organization’s bottom line. Based on the research by Sels (2002) indicates that the size of the training investment has no predictive value in terms of the extent of efforts regarding needs analysis, training design and effect evaluation. Furthermore, the more an organization pay to evaluating the effectiveness of training efforts, the more an organization will be able to separate effective from less effective types of training (Sels, 2002).

Finally, the study concluded that, the findings revealed that on the use of a five level evaluation model for employee training program, most of the respondents were satisfied with the training programs. It shows the appreciation of training by participants, thus gaining insight into the usefulness of training and progress of learning process.

### 2.4.1 Factors Influencing the Effectiveness of Training in Private Companies

There are some other factors that influence the effectiveness of training and development in an organization or firm. One of them that have been identified by Haywood (1992) is the human resource policy of training and development. He mentioned that too many training programs place emphasis on ease and the very purpose behind the design of programs namely, learning, skills development and behavioral change, has defeat the original purpose and goals of training are lost and the means all too readily becomes the end. Furthermore, the human resource policy would determine a clear link between training and an organization’s career development and reward system in which training might leads to recognition and advancement (Cheng and Ho, 1998).

The trainers’ capabilities as a subject matter expert would determine the effectiveness of training and development. Training programs can be trivialize if the organization hiring unqualified trainers that could defect the transfer of learning to the employees. In addition, employees’ attitude and motivation are one of the factors
that might influence the effectiveness of training and development (Haslinda, and Mahyuddin, 2009).

Positive attitude should be foster through the constant emphasis on team building program to enhance the employees’ motivational effort. In relation to this, the employees’ motivation in transfer and transfer climate are crucial to ensure the effectiveness of training and development (Bumpass, 1990).

Finally, the commitment of top management to the training is critical to its success. Organizations whose top management view training as a way to meet organizational goals by making sure that employees take an active part in the delivery of training and in the planning of training objectives; and by maintaining a financial commitment to training (Facteau et al., 1995).

Training both physically, socially, intellectually and mentally is very essential in facilitating not only the level of productivity but also the development of personnel in any organization. Therefore, training can be put in a contact relevant to school administrators. However, knowledge is the ability, the skill, the understanding, the information, which every individual requires acquiring in order to be able to function effectively and perform efficiently. Human resources, are the most valuable assets of any organization, with the machines, materials and even the money, nothing gets done without man-power (Boxall and Purcell, 2008).

Training plays a very important role in human resource development. The major benefits of training for individual and team are as follows: Training helps to increase the knowledge and skills of an employee in the performance of a particular job which helps to increase the productivity. It improves both quality and quantity of output. A well trained employee is self - confident in his work as he knows what to do and how to do the work. Under such situation, there is less need of supervision. Trained employee will be able to make better and economic use of materials and equipment which avoid wastage (Bumpass, 1990). In addition, the rate of accidents and
damages to the machines and equipment will be minimum as they know how to use them. Thus, it helps in economic operation. Training helps the employees in various ways. Employee can acquire knowledge and job skills which provide feeling of confidence. The profession of useful skills enhances their value to their employer, increase earning power. Training may also qualify them for promotion to be more responsible towards their job. Training increases the skill, knowledge and talent in the employees. They can make themselves capable of occupying vacancies at the higher level. In this way the needs for manpower can be fulfilled from the organization (Cheng and Ho, 1998).

Training is a systematic development of the knowledge, skills and attitudes required by employees to perform adequately on a given task or job. It can take place in a number of ways, on the job or off the job; in the organization or outside organization. Eseryel, (2002) observed that staff training and development is a work activity that can make a very significant contribution to the overall effectiveness and profitability of an organization. He, therefore, provides a systematic approach to training which encases the main elements of training. The effectiveness and success of an organization, therefore lies in the people who form and work within the organization. It follows therefore that employees in an organization and able to perform their duties and make meaningful contributions to the success of the organizational goals need to acquire the relevant skills and knowledge. In appreciation of this fact, organization like educational institution, conduct final training and development programmes for the different levels of their manpower (Boxall and Purcell, 2008).

Usually, before training or development programmes are organized, efforts are made through individuals and organizational appraisals to identify the training needs. After the training and development programmes, an evaluation is carried out to ascertain the effectiveness of the programme in line with the need, which had been identified. It is worthy mentioning that organization development follows the development of individuals who form the organization. It follows that no organization becomes
effective and efficient until the individual has and apply the required skills and knowledge (Eseryel, 2002).

Training has been observed as part of human development. Human development is a process of enlarging people’s choices. In principle, these choices can be infinite and change over time. But at all levels of development, the three essential ones are for people to live a long and healthy life, to acquire knowledge through training, and to have access to resources needed for a decent standard of living. If these essential choices are not available, many other opportunities remain inaccessible. According to the concept of human development, income is clearly only one option that people would like to have, albeit an important one. Development must, therefore be more than just the expansion of income and wealth (Elsbach, 2004). Since administering involves the creation and maintenance of an environment for performance, working closely or in isolation towards the accomplishment of common goals, it is obvious that administrators cannot be successful without being well skilled and well trained people.

Today, the highly competitive market, in which business operates, requires a skilful workforce in order to remain a successful player in the competitive game of the industry. One of the main obstacles which occur in the workplace is the lack of training and development. Training is an essential process which should be cautiously designed and implemented within all firms (Sharma, 2005).

People who are responsible for training will find out those employees during training, who are quick learners, who have better knowledge and skills, so that different methods of training can be chosen. Therefore, better results will be acquired so it helps to aid in evaluating employee performance. Within the training, employees will be introduced to the principles and standards of hotel together with the policies and procedures hence hotels can sustain they own system with the help of training (Sharma, 2005).
In general, the advantages of training employees have already been recorded in the literature. The key forces that make training so crucial in any company’s operations are worldwide competition, rapid improvements in technology, future prospects increasing the need for rearranging the formation and function of firms and the need for better skilled labour force. Even further, due to the fact that there is a tendency to make training more realistic and relevant to employees’ jobs, innovative training plans are developed (Donoghue, 1999).

Training is a part of the human resource development, along with the other human resources-activities such as recruitment, selection and compensation. The role of human resource department is to improve the organization’s effectiveness by providing employees with knowledge, skills and attitudes that will improve their current or future job performance. In order to implement the right training methods, the training specialist should be aware of the pros and cons and effectiveness of each training method. Besides, for evaluating training effectiveness, measurement should be done according to the models. “Training” refers to a systematic approach to learning and development to improve individual, team, and organizational effectiveness (Bumpass, 1990).

Alternatively, development refers to activities leading to the acquisition of new knowledge or skills for purposes of personal growth. However, it is often difficult to ascertain whether a specific research study addresses training, development, or both. In the remainder of this review, we use the term “training” to refer to both training and development efforts (Donoghue, 1999).

The importance of incorporating training into organizational or institutional roles the staffing of these roles and the entire process of direction and leading people must be premises on knowledge and skills. The need for improved productivity in organization has become universally accepted and that it depends on efficient and effective training. It has further become necessary in view of advancement in modern world to invest in training. Thus, the role played by staff training and development
can no longer be over-emphasized. However, the need for organizations to embark on staff development programme for employees has become obvious. Absence of these programme often manifest tripartite problems of incompetence, inefficiency and ineffectiveness. Golemen (2000), argues that training and development aim at developing competences such as technical, human, conceptual and managerial for the furtherance of individual and organization growth. Also Isyaku (2000) postulated that the process of training and development is a continuous one.

Man is dynamic in nature, the need to be current and relevant in all spheres of human endeavors make staff development a necessity, to keep track with current event and methods. Haywood, (1992) has drawn the attention of the entire sundry to the inestimable value of training and development. It is an avenue to acquire more and new knowledge and develop further the skills and techniques to function effectively. Scholars, experts, social scientists and school administrators now recognize the fact that training is obviously indispensable not only in the development of the individuals but also facilitate the productive capacity of the workers. Training is not coaxing or persuading people to do what is wanted but rather a process of creating organizational conditions that will cause personnel to strive for better performance.

Among other schools that highlighted the usefulness of training are Macneil (2004) and Lowe (1992). They identified the functions of training as follows: increases productivity, improves the quality of work; improves skills, knowledge, understanding and attitude; enhance the use of tools and machine; reduces waste, accidents, turnover, lateness, absenteeism and other overhead costs, eliminates obsolesce in skills, technologies, methods, products, capital management etc. It brings incumbents to that level of performance which needs the performance for the job; enhance the implementation of new policies and regulations; prepares people for achievement, improves man-power development and ensures the survival and growth of the enterprise. Santos and Stuart, (2003), is of the opinion that the objectives of training are to: provide the skills, knowledge and aptitudes necessary to undertake required job efficiently develop the workers so that if he has the potentials, he may
progress, increase efficiency by reducing spoilt work, misuse of machines and lessening physical risks.

Supervisors act as a vital link between top management and shop floor employees where they are given important duties and responsibilities to lead and monitor the development of work groups and often work together with their employers to design, implement and monitor the execution of organizational policies, procedures and plans, including training programs. In many organizations, the role of a supervisor is much affected by managerial perspectives. From the traditional management perspective, supervisors are given the important responsibility by the employer to identify the daily, routine and short-term employee deficiencies, as well as report such deficiencies to the top management who will then identify the training requirements or training needs to overcome such employee deficiencies (Sels, 2002).

In an era of global competition, organizations have now shifted their paradigms from traditional job-based training to organizational business strategies and cultures. Under this approach, a training program is viewed as a strategic function of human capital management, where supervisors are empowered to effectively design and administer training programs for the employees to develop useful competencies not only to overcome daily problems, but also support the development and future growth of the organization (Obisi, 2011).

In the designing stage of training programs, supervisors often work together with the management and senior employees in conducting training needs analyses (TNA), establishing training objectives, developing effective lesson plans, selecting suitable trainers, determining program methods and techniques, preparing course materials, and scheduling the program. In the course of running the training programs, supervisors would consult the management and experienced employees to ensure that the training activities achieve the set objectives. The role of supervisors in administering training programs does not stop at providing support in financial and physical facility. They also have the capabilities to establish realistic and achievable
learning expectations, provide positive reinforcements, create positive impetus for the training program (Roy and Udai, 2000).

In organizational context, the supervisors have a critical role in that they have the capacity and propensity to influence their subordinates whether or not to participate in training programs. Scholars have identified that support and communication are two salient features of a supervisor’s role that can affect the overall effectiveness of training programs. Obisi (2011), views support as a supervisor who provides encouragement and opportunities to improve employee performance in organizations. In the workplace training, it is often defined as supervisors encouraging the employees to attend training programs, helping them before, during and after, in terms of time, budgetary support and resources, involving employees in decision-making, and guiding them in applying competencies that they have learned in the workplace (Macneil, 2004).

Absorbing its rationales from strategic management, human capital theory and resource-based view (e.g Donoghue, 1999), human resource development (HRD) is a bundle of theories, which initially emerged and developed from the traditional training function and is generally seen as the strategic management of training and learning, so as ultimately to achieve the objectives of organisation and to ensure the full utilisation of the knowledge and skills of individual employees. In compared with traditional training, some of the often-argued features of HRD include: integration with organizational missions and goals; top management support; line manager commitment and involvement; existence of complementary HRM activities; recognition of culture; and emphasis on evaluation (Bumpass, 1990).

However, there is a considerable debate within the training and development literature regarding those distinctions. One of the most noticeable disagreements is about the applicability of HRD's assumptions into the organisational context, since there have hardly been any empirical evidence supporting the successful implementation of a whole set HRD principles (e.g. Alo, 1999). This raises a need
for more empirical research to monitor such strategic changes in workplace training, if it is happening.

Having well-trained and motivated employees cannot be more critical in service industries, such as hotels. As a labour-intensive industry, the hotel industry depends upon employees to deliver service to their customers. It seems obvious that training staff how to deal with people and provide the right service with the required standards is a must for hotels in obtaining satisfied customers and generating profit as a result. Indeed, facing more turbulent market environments, development of human resources has become a critical issue for the hotel industry in recent years with the growing interests of relying on it to achieve competitive advantages (Nolan, 2002).

Also, there is a great deal of literature focusing on and verifying the benefits of offering better training to improve employee productivity, performance, and motivation in the service industry. Yet little research focus has been placed on the strategic aspect of training and development at hotels’ organisational level (e.g. Baum, 1995). On the other hand, due to various reasons, such as the financial constrains (Wood, 1994), high labour turnover (Boella, 2000) and lack of training customs (Mullins, 1998), the management of human resources in hotels is underdeveloped and lacking in sophistication (Lucas, 2004). Given the fact that the hospitality industries are growing globally in a rapid speed, more research attention on strategic training and development is needed to sustain these industries’ prosperous development.

Current changes in the working environment made the Human Resource Development’s role doubly essential in helping businesses being competitive and prepared for any future obstacles that may emerge (Armstrong, 1995). According to Bumpass (1990) due to the technological development the workforce in every company needs training, and being more precise. It needs more improved skills in order to overcome any problems and barriers occurring. The demands of global
competition also modifies the way organizations function and provide quality management and customer service training in an attempt to carry on with increasing customer prospects. Additionally, in order to keep ahead in an extremely competitive atmosphere, it has been recommended that the training role has to promote a continuous learning culture. Additionally, companies offer training in order to guide employees on how to achieve their purpose. In addition they want to advance their employees’ performance, by becoming more productive, and prepare them for upcoming changes in techniques or technology in their job (Donoghue, 1999).

In order to identify what methods are used in the EAC and which one is more appropriate to be used so as to improve the existing training system, an analysis of the training types had to take place (Haywood, 1992).

To increase the commitment level of employees and growth in quality movement senior management team is now increasing the role of training. Such concepts of HRM require careful planning as well as greater emphasis on employee development and long term education. Training is now an important tool of Human Resource Management to control the attrition rate because it helps in motivating employees, achieving their professional and personal goals, increasing the level of job satisfaction, etc. As a result, training is given on a variety of skill development and covers a multitude of courses. Training of work tasks is one of the main aspects of staff training, including principles at work, professional knowledge and skills, by offering employees these essentials, staff training helps personal abilities match with business requirements. Training could be enormously demanding and should be in-depth; lack of training or poor training brings out high employee turnover and the delivery of substandard products and services (Haywood, 1992).

2.4.2 Relationship between Line Manager’s Role and Training Transfer
Line managers provide adequate support (example, supervisory encouragement to attend training and apply the knowledge, skills and attitude acquired onto the job and use comfortable communication (Lim and Morris, 2006).
Skinner’s reinforcement theory, posits that an animal or human behavior is influenced by a combination of positive reinforcer (rewards) and negative reinforcer (punishment). Application of this theory in a training and development program model shows that the ability of line managers to provide adequate support and use of comfortable communication style may positively reinforce employees’ motivation to acquire new knowledge, up to date skills and positive attitudes (Velada et al., 2007). Line managers’ training programs implementation effectiveness is defined as the degree of satisfaction to which training practices are enacted or put into practice as judged by employee experience (Gratton and Truss, 2003). Employees can evaluate line managers’ HR performance utmost, since they experience how line managers implement HRM practices on a daily basis. The following are factors that hinder line managers in implementation of training programs.

**Support.** Effective implementation of training program is not a duty of line managers only, line managers need a support from the management. Line managers need support from HR professionals to perform their HR tasks. Lowe (1992) argues that if line managers were given sole responsibilities for HRM, they cannot perform at acceptable levels without the assistance of HR professionals. “In general are line managers without the support of HRM unlikely to acquire sufficient competences in people management skills to improve organizational effectiveness” HR professionals can coach and encourage line managers to perform their HRM activities. Unfortunately, HR professionals are not always willing to give line managers proper support because they do not want to give away responsibilities to the line managers (Hall and Torrington, 1998).

Nevertheless it is argued that line managers are not capable to perform the HR aspects of their jobs effectively without support from personnel practitioners. Some researchers suggest that the amount of support HR professionals provide to the line will be very important in determining whether a devolution strategy will result in effective people management (Gennard and Kelly, 1997).
**Policies and procedures**, Company policy may limit implementation of training programs. Line managers need to know how they should execute their HRM responsibilities. Therefore, policies and procedures on how to execute HRM practices are important for line managers to perform their HR responsibilities successfully (Gennard and Kelly, 1997). If line managers lack these policies and procedures they might execute HRM practices according to their own understanding which can lead to inadequate and conflicting working methods (Harris et al., 2002). Line manager cannot implement training programs according to their own understanding, implementation should match with the company policy and procedures.

**Desire**, Line managers can have a lack of desire or willingness to execute their HR training responsibilities (McGovern et al., 1997). However, willingness is essential for someone to perform effectively, some line managers are excited to have HR responsibilities as part of their function, but others are not and they express reluctance to execute these responsibilities. This reluctance can be the result of a lack of personal motivation. Line managers feel HR responsibilities are pushed upon them, while beforehand they were the responsibility of the HR department (Harris et al., 2002).

Another reason for line managers’ lack of desire is that they do not feel any motivation in the form of institutional incentives. Their HR responsibilities are often not formally part of their performance objectives or job descriptions (McGovern et al., 1997). Line managers have little motivation to invest in standardized and formal performance appraisals with subordinates because this would have scant influence on managers’ immediate performance goals. While such activity might be beneficial to both the organization and the individual it was not something which line managers considered to be a priority.

**Capacity**, Capacity is another limitation that can hinder line managers in implementing training programs successfully. Organizational restructuring can lead
to higher workloads for line managers that remain in the organization (McGovern et al., 1997). Due to organizational restructuring, line managers often have a wider span of control, resulting in that they have a larger amount of subordinates reporting to them than previously (McGovern et al., 1997). Besides, HR responsibilities are often devolved to line managers without reducing their original responsibilities (Brewster and Larsen, 2000). This places considerable pressure on their capacity to implement HRM next to their operational responsibilities.

**Competences,** Sometimes line managers may lacks competence to understand training need. Many companies tend to promote line managers for their technical and engineering skills regardless of their business and people management competences (Gennard and Kelly, 1997). But when executing HRM responsibilities, line managers need knowledge and skills in HRM. Many line managers lack these competences because they do not get sufficient training in HRM. McGovern et al. (1997) suggests that low HRM competences of line managers are a significant constraint on effective devolution of HR responsibilities to line managers.

Harris et al., (2002) advocate that many line managers feel uncomfortable and ill-prepared when it comes to legal implications of certain issues. “In the light of the increasing legal complexity, line managers challenged the wisdom of increasing their responsibilities in an area where they lacked specialist knowledge”. Therefore, line managers themselves also report concerns about the level of specialist expertise they feel are needed to manage HR issues and that this might decrease their performance.

### 2.5 Line Managers’ Limitations in Implementing HRM

Line managers’ increased involvement in HRM has positive as well as negative sides (Bumpass, 1990). “For example, by pushing HR decision making down to line managers, they should be able to make faster decisions that are more tailored to individual circumstances. Cunningham and Hyman, (1999), examined the effect of devolution of HR tasks to line managers in organizations and they found that this has a positive effect on HRM effectiveness, as perceived by HR professionals. However,
many researchers expressed concern about line managers’ HR performance. Francis & Bumpass, (1990) advocated that “it might be naïve to assume that line managers have the time, the training or the interest to give employee well-being the kind of priority it deserves”. Furthermore, Donoghue, (1999) predicted that the prospects for devolvement to the line are not promising. “Attempts to devolve HRM to the line in any grand sense can only be regarded as quixotic.

The literature on devolution suggests that there are a number of limitations that can limit the performance of line managers in putting HRM policies in to practice (Ejiogu, 2000). Line managers can have a lack of desire or capacity in implementing HRM. Besides, they do not have the right competences for managing people. Furthermore, line managers can experience difficulties because of a lack of support from the HR department or procedures and policies on how to execute their HRM responsibilities (Gratton and Truss, 2003).

Line managers’ limitations in implementing HRM effectively are identified in case study research. In this research is underlined that these limitations are expected to reduce HRM implementation effectiveness of line managers (Hall and Torrington, 1998). Based on these case studies hypothesis will be developed about the effect that line managers’ limitations have on their HRM implementation effectiveness. Line managers’ HRM implementation effectiveness is defined as the degree of satisfaction to which HRM practices are enacted or put into practice as judged by employee experience. Employees can evaluate line managers’ HR performance utmost, since they experience how line managers implement HRM practices on a daily basis. In literature there is emerging growing support for assessing HRM from the employee perspective (Purcell and Hutchinson, 2007).

Line managers can have a lack of desire or willingness to execute their HR responsibilities (McGovern et al., 1997). However, willingness is essential for someone to perform effectively (Golemen, 2000). Some line managers are excited to have HR responsibilities as part of their function, but others are not and they express
reluctance to execute these responsibilities. This reluctance can be the result of a lack of personal motivation. Line managers feel HR responsibilities are pushed upon them, while beforehand they were the responsibility of the HR department. Another reason for line managers’ lack of desire is that they do not feel any motivation in the form of institutional incentives. Their HR responsibilities are often not formally part of their performance objectives or job descriptions (McGovern et al., 1997). Line managers have little motivation to invest in standardised and formal performance appraisals with subordinates because this would have scant influence on managers’ immediate performance goals. While such activity might be beneficial to both the organization and the individual it was not something which line managers considered to be a priority.

Line managers’ desire to perform HR tasks also depends on their understanding that executing HR tasks has added value for themselves, their employees and the organization. Line managers who recognize that executing HR tasks will benefit them are more willing to perform these tasks. However, some line managers feel that certain HR tasks should not be their responsibility (Elsbach, 2004) and do not see the added value of spending time on the development of their employees because they do not understand that this can benefit themselves and their employees.

It is remarkable, however, that more recent research of Gratton and Truss, (2003), indicates that line managers claimed to be satisfied with the HR responsibilities that have been devolved to them and they are keen to take on activities that relate explicitly to the development of their team. When line managers want to perform HR tasks and realize that this gives them certain advantages, it is expected that they will perform their HR tasks more effectively:

Capacity is another limitation that can hinder line managers in implementing HRM successfully. Organizational restructuring can lead to higher workloads for line managers that remain in the organization (McGovern et al., 1997). Due to organizational restructuring, line managers often have a wider span of control,
resulting in that they have a larger amount of subordinates reporting to them than previously (McGovern et al., 1997). Besides, HR responsibilities are often devolved to line managers without reducing their original responsibilities (Haywood, 1992). This places considerable pressure on their capacity to implement HRM next to their operational responsibilities. “Line managers report frustration that they are not able to devote sufficient time to HR issues, because harder priorities tend to dominate (Obisi, 2011). Cunningham and Hyman (1999) also observe in their research that dominance of hard priorities leave little time for line managers to devote to intangible areas, like the HRM aspects of their job.

The pressure of the operational tasks and the increasing HR responsibilities put excessive demands on line managers’ time and energy, and might result in role overload for line managers (McConville, 2006). Line managers perceive HR activities as a “poor second” to their more short term goals and this can result in devoting less attention to HR activities. “This short-range focus may result in people management that is fragmented, inconsistent and generally less effective (Udai, 1997). To implement HRM practices effectively, it is important that line managers have sufficient capacity to implement HRM practices besides their (dominating) operational responsibilities.

Many companies tend to promote line managers for their technical and engineering skills regardless of their business and people management competences (Gennard and Kelly, 1997). But when executing HRM responsibilities, line managers need knowledge and skills in HRM (Hall and Torrington 1998). Many line managers lack these competences because they do not get sufficient training in HRM. Consequently, some authors have suggested that devolution may only be successful when organizations provide line managers with adequate training (Hall and Torrington, 1998). McGovern et al. (1997) suggests that low HRM competences of line managers are a significant constraint on effective devolution of HR responsibilities to line managers.
Roy and Udai (2000), advocate that many line managers feel uncomfortable and ill-prepared when it comes to legal implications of certain issues. “In the light of increasing legal complexity, line managers challenged the wisdom of increasing their responsibilities in an area where they lacked specialist knowledge” Therefore, line managers themselves also report concerns about the level of specialist expertise they feel is needed to manage HR issues and that this might decrease their performance.

Line managers’ skills and competences in HRM practices are limited and a lack of training in this area will undoubtedly affect a line managers’ effectiveness (McGuire et al., 2008). It is argued that line managers cannot execute their HR responsibilities effectively without the right competences or skills and therefore researchers advocate a need for their continual training (McGovern et al., 1997).

Line managers need support from HR professionals to perform their HR tasks. Sels (2002) state that devolution of HR tasks to line managers is not possible without monitoring of HR professionals. Similarly, Lowe (1992) argues that if line managers were given sole responsibilities for HRM, they could not perform at acceptable levels without the assistance of HR professionals. “In general are line managers without the support of HRM and unlikely to acquire sufficient competences in people management skills to improve organizational effectiveness. HR professionals can coach and encourage line managers to perform their HRM activities. Unfortunately, HR professionals are not always willing to give line managers proper support because they do not want to give away responsibilities to the line managers (Hall and Torrington, 1998). The issue of accepting a changed role and using different skills applies to HR professionals as well as to line managers (Hall and Torrington, 1998). Some authors propose a partnership approach between line managers and HR professionals, where HR professionals need to become more involved in supportive, collaborative relationships with line managers. However, Roy and Udai (2000), advocate that a partnership approach is an ideal situation between line managers and HR professionals but that it is not actually happening in practice.
Nevertheless it is argued that line managers are not capable of performing the HR aspects of their jobs effectively without support from personnel practitioners. Some researchers suggest that the amount of support HR professionals provide to the line will be very important in determining whether a devolution strategy will result in effective people management (Lim and Morris, 2006). The research of Haslinda and Mahyuddin, (2009), reports that line managers themselves express their concern that a lack of support from HR professionals during the executing of an HRM practice can detract from their overall effectiveness.

Line managers need to know what their HR role implies. Thus, what are their exact responsibilities? Still, many line managers believe that managing people is HR’s responsibility (McGovern et al., 1997).

Case studies reveal that there is a significant perceptual divergence between line managers and HR professionals on aspects of line manager involvement in HRM (Maxwell and Watson, 2006; Harris et al., 2002). This implies that line managers are unclear about their HR role and responsibilities. According to McConville (2006), line managers can perceive role dissonance and ambiguity when their role is not clearly defined.

There is a widespread drive to give line managers more responsibility for the management of their staff and reduce the extent to which human resource departments control or restrict line management autonomy in this area (Brewster and Larsen, 2000). HR professionals no longer have sole responsibility for the management of people, but share this responsibility with line managers. There is evidence that HR responsibilities are increasingly decentralized and devolved to line managers. Gennardand Kelly (1997), define devolvement as “the degree to which HRM practices involve and give responsibility to line managers rather than personnel specialists”. The HR responsibilities of line managers include day to day operational HR activities like individualized pay awards, appraisal, training and development, motivating teams and on the job training (Cunningham & Hyman, 1995). With this
development, HR professionals focus more on strategic and long term aspects like HR-planning and industrial relations (Kulik & Bainbridge, 2006). Overlapping reasons of why line involvement in HRM is greater in recent years are indicated by Haywood (1992). One of the reasons is that there is a need for a comprehensive approach to HRM. This approach is argued to be best achieved by unifying responsibilities under the manager with the day-to-day responsibility for employees since they are in constant contact with the employees. Another reason is the growing influence of the service industries. The focus is more and more on fast responsiveness to the customer and delivery quality, time and flexibility. Human Resources are a critical factor in cost and efficiency of delivery and their decisions often have to be made literally in front of the customers. Therefore, it is more logical to give management responsibility to the same manager who is responsible for the service to the customers.

Furthermore, the fact that decisions are increasingly made in real time is a rationale for the line involvement in HRM. HR decisions like task allocation and competences are often hard to isolate from other decisions. Besides this, waiting for the decision of a HR professional will slow down the decision-making process. The development of cost-centre or profit-centre approaches in organizations is another reason for the growing HR responsibilities of line managers. These organisations do not want to exclude Human Resources as the most substantial part of operational cost from line managers responsibilities. The final reason for line involvement in HRM is changes in the philosophy and organizational structure. Organizations want to be more competitive by trying to reduce overhead (Haywood, 1992).

HR professionals are responsible for the design and development of HRM practices in an organization, while line managers are responsible for the implementation of these practices on the operational work floor. The way that HRM practices, designed by HR professionals, is implemented by line managers, has become an important determinant of success or failure of those practices. The implementation of HRM practices by line managers is more salient for employee behaviour, motivation and
satisfaction than the design of the HRM practices by HR professionals. Therefore, line managers play a critical role in influencing employee attitudes and behaviours by the way in which they translate the designed HRM practices in to practice, and can be vital in making the difference between low performing and high performing organizations (Hutchinson and Purcell, 2003).

Unfortunately, research has pointed out that, line management involvement in HRM is not without its difficulties (McGovern et al., 1997; Hall and Torrington, 1998,). Line managers express reluctance to accept new responsibilities pushed upon them. Several researchers suggests a number of limitations that explain the reluctance of line managers in implementing HRM, which are expected to decrease the effective implementation of HRM practices (McGovern et al., 1999). Line managers can have a lack of desire or capacity to perform their HR responsibilities. Besides, they sometimes do not have the competences for managing people. Furthermore, line managers can experience difficulties because of a lack of support from the HR department or a lack of procedures and policies on how to perform their HR responsibilities.

2.6 Theoretical Literature Review

2.6.1 Training Evaluation Models: The Kirkpatrick Training Evaluation Model

Donald Kirkpatrick has developed a very popular evaluation model that has been used since the late 1950s by the training community. The focus is on measuring four kinds of outcomes that should result from a highly effective training program. Kirkpatrick’s model includes four levels or steps of outcome evaluation: Level 1 Evaluation-Reaction, Level 2 Evaluation-Learning, Level 3 Evaluation-Behavior and Level 4 Evaluation-Result (Eseryel, 2002).

**Level 1- Reaction:** the goal is to measure participants’ reactions to the training program. Company should measure their reactions immediately after the program. Level one evaluation should not just include reactions toward the overall program (example, Did you like the program?); it should also include measurement of
participants’ reactions or attitudes toward specific components of the program, such as the instructor, the topics, the presentation style, the schedule, audiovisuals, etc. Furthermore, each of these components can be further broken down into sub-components for evaluation (example, one can ask participants to evaluate specific characteristics of the instructor, the presentation etc). In short, level one evaluation is far more than just the measurement of overall customer satisfaction (Kirkpatrick, 1959).

Learning (Level two outcomes) and transfer of learning (Level three outcomes) are unlikely to occur unless participants have positive attitudes toward the training program. Therefore, it is important to determine participants’ reactions to the training program. Also, positive reactions are important because managers are more likely to eliminate unpopular training programs. Finally, the measurement of specific aspects of the training program can provide important information about what aspects of the training program can be improved in the future. Level 1 evaluation relies on the measurement of attitudes, usually through the use of a questionnaire. It is important to include closed-ended items (including rating scales) as well as open-ended items on questionnaire (Donoghue, 1999).

**Level 2 Learning**, the goal is to determine what the training program participants learned during the training event. Because the training instructor should have specific learning objectives, one hopes to find clear learning outcomes. Learning outcomes can include changes in knowledge, skills (Can the participant upload a new operating system to a computer), or attitudes (Have participants’ attitudes toward computers improved?). Some training events will emphasize knowledge, some will emphasize skills, some will emphasize attitudes, and some will emphasize multiple learning outcomes. The evaluation should focus on measuring what was covered in the training event (the learning objectives). Level two evaluation should be done immediately after the training event to determine if participants gained the knowledge, skills, or attitudes. A couple of issues here are (a) how shall one measure
knowledge, skills, and attitudes, and (b) what research design should be used to demonstrate improvement in level two outcomes (Donoghue, 1999).

**Level 3 Behavior,** the goal is to find out if training program participants change their on-the-job-behavior (OJB) as a result of their having attended and participated in the training program. If the behavior change does not occur, one also has to find out why the change did not occur. The level three questions are, did the training have a positive effect on job performance. Level three evaluations specifically involve measuring the transfer of knowledge, skills, and attitudes from the training context to the workplace. Learning is likely to transfer only if the conditions in the work setting are favorable for transfer. In addition, there are obviously many things that trainers can do to increase the likelihood of transfer. In other words, transfer is affected by “training factors” before trainees go back to their workplace as well as “workplace factors” that operate in their workplace when they return (Kirkpatrick, 1959).

**Level 4 Results,** The goal is to find out if the training program led to final results, especially business results that contribute to the “bottom line” (business profits). Level four outcomes are not limited return on training investment (ROI). Level four outcomes can include other major results that contribute to the well functioning of an organization. Level four includes any outcome that most people would agree is good for the business. Level four outcomes are either changes in financial outcomes (such as positive ROI or increased profits) or changes in variables that should have a relatively direct effect on financial outcomes at some point in the future (Donoghue, 1999).

Level four evaluations is difficult in the sense that it is quite difficult to establish firm evidence that a training program was the key or only source that produced the level four outcomes. For example, time has to elapse after the training program in order for these outcomes to occur. Other factors may also occur during that time period. Second, it is hard to isolate the effect of the training program because there are
usually many additional causal variables operating on the level four outcome variables (the training event is just one of many potential causes). Level four outcomes are often more distal outcomes, rather than proximal outcomes of a training program. For these reasons, the evidence obtained from level four evaluations is usually weaker than the evidence obtained from lower level evaluations, especially levels one and two which are relatively easy to document (Harris et al., 2002)

**Context, Input, Process, Product (CIPP) Model**, Primary components include: Context - identify target audience and determine needs to be met, Input - determine available resources, possible alternative strategies, and how best to meet needs identified above, Process - examines how well plan was implemented and Product - examine results obtained, whether needs were met, what planning for future and required (Schmalenbach, 2005).

Interestingly this model explicitly looks at both process and product. It is both formative and summative in focus. Evaluation of the likely outcomes is not included prior to actual delivery of training, and so the model does not lend itself to ready use in an ROI context without further modification. The ‘context’ element further suggests that training is part of the solution and so assumes in part a prior step which makes this determination, Unlike Kirkpatrick models this does require the effectiveness of the process to be looked at this is often referred to in other texts as ‘validation’ in order not to be confused with evaluation, focusing on outcome did it deliver its objectives (Santos and Stuart, 2003).

Also **CIRO** model developed by Bird et al encompasses several of Kirkpatrick’s levels, specifically levels 1 and arguably 4, if the outcomes are expressed in terms of business impact. The main elements are Content, Input, Reaction and Outcome. It is very similar to the CIPP model in most other respects, and, to my mind, shares in a lack of detail and prescription in how to undertake any of these four main elements (Velada et al., 2007).
2.7 Research Gap
By considering the above empirical evidence it is evident that a good number of similar research have been done, but they have not pointed out the role of line managers in administering training and development programs in private companies. Therefore the data to be collected for this study the conclusion and recommendations will cover the gap of the study.

2.8 Conclusion
This chapter has provided literature review of the study. The chapter has presented theoretical and empirical literature review. It is concluded that whenever training is organized according to the employees’ needs and is job-relevant, it has a much higher impact on participants. Finally, even if the course contents and methods are adequate, if the organization’s atmosphere is not conducive to implementation, training will have very little impact on the employee and his job performance.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction
This chapter presents the methodology of the study. The first section of the chapter describes the study area. Section two describes the research design. Section three presents population of the study while sample size and sampling techniques are described in section four. The last section of the chapter explains data presentation techniques.

3.2 Area of the Study
The study was conducted at Kenya Commercial Bank (KCB) in Dar es Salaam. The KCB bank was incorporated in Tanzania in 1997 to provide the banking services and promote cross border trading. The subsidiary has 12 branches. The area is selected because it has sufficient training and development programs. The area was selected because in has sufficient training and development programs.

3.3 Research Design
A case study design was used because participants came from a single case. A case study is mostly associated to qualitative research method (Saunders et al, 2009). A case study was opted because it allows the use of various data collection methods so as to reach the validity and reliability coverage of the study and also it was cheaper and less time consuming due to limited of resources, it also gave a researcher the possibility of having much focused study.

Research design is well understood as a logic plan of how to conduct a research (Kothari, 2004). This study used both a qualitative and quantitative research approaches. Both approaches used so as to complement each other and overcome the weaknesses of a single design, therefore enhance validity.

Qualitative research approach refers to all non-numeric data or data that have not been quantified and can be a product of all research strategies (Saunders and
Thornhill, 2009). While Quantitative approach involves collection of quantifiable data which are normally in-terms of numbers, tables, charts and figures to mention a few. It is the approach which produces findings arrived at by means of statistical procedures or other means of quantification.

3.4 Population under the Study
Population is the large general group of many cases from which a researcher draws a sample for a study. Population is the group of potential participants, objects, or events to whom or to which researchers want to generalize the results of the study derived from a sample drawn from the population. The study population was KCB bank employee and managers.

3.5 Sampling Technique
Respondents were selected by purposive sampling was; this sampling method involves purposive or deliberate selection of particular units of the universe for constituting a sample which represents the universe. This technique was used because some of the respondents were not available at the time of data collection, others used assigned out of the office task, and some of them were very busy. Purposive sampling technique was used since the researcher deliberately selected the relevant respondents in order to save time and cost, and make sure that only relevant data was collected.

3.6 Sample Size
When conducting research, it is often impossible, impractical or too expensive to collect data from all the potential units of analysis including the research problem. Hence a small number of units, a sample are often chosen to represent the relevant attributes of the whole set of units of the population because the sample are not perfectly represented. Therefore, the sample size of the study comprised of 80 respondents. The respondents were categorized according to age, gender, level of education and occupation.
3.7 Type of Data Collected

Both primary and secondary data were used in this study. To obtain accurate data the researcher used interview and questionnaire as primary data collection techniques because these two techniques are sufficient for this study, and documentary analysis was used as a secondary data collection technique.

3.7.1 Primary Data

Primary data refers to the information which is collected afresh and for the first time, and thus happen to be original in character. They are named primary because they are unsullied and have not been manipulated by any other person. Such data provided by the subjects in the sample through the scheduled interactions by using the well preferred tools which is questionnaire and interview.

3.7.2 Secondary Data

Secondary data were obtained from written documents. Secondary data provide second hand information and include both raw data and published ones. Some of data collected and stored by organization included details on company reports, and copies of letters and minutes of meetings, newspaper, journals and textbooks (Saunders et al., 2000). According to Kothari (2004), Secondary data means data that has already been collected and analyzed by someone else. The researcher obtained documents concerning with the role of line managers on training need assessment. The company reports and letters of minutes were specifically used in this study as a secondary source.

3.8 Methods of Data Collections

3.8.1 Questionnaire

A questionnaire refers to questions printed or typed in a definite order on a form or set of forms. Questionnaires were distributed to KCB official. The respondents have to answer the questions on their own (Kothari, 2004). The researcher prepared questionnaire, both structured and unstructured. Structured questionnaires are those questionnaires in which there are definite, concrete and pre-determined questions.
When characteristics are not present in a questionnaire, it can be termed as unstructured (Saunders and Thornhill, 2009). The use of questionnaire is of advantage because of economy, influencing interview’s bias and the possibility of anonymity. Before all, a pilot study was also conducted for pre-test questionnaire. By using this method the researcher distributed self-administered questionnaires to the respondents.

Questionnaires used in data collection, since they are very effective in collecting quantitative data. Also the questionnaires enabled the researcher to collect data from a relatively large sample. This method is chosen because wide data can be obtained and it limits bias on the side of the researcher. However, it also has disadvantages like low response rate, misunderstanding of some questions, no opportunity to ask further questions by the researcher, which are challenges to validity. The respondents were categorized in their age, level of education, gender and occupation.

3.8.2 Interview

Interview method of collecting data involves presentation of oral-verbal stimuli and reply in terms of oral-verbal responses (Kothari, 2004). This involves verbal interaction between the researcher and respondent. The researcher prepared the interview guide questions in connection to research questions. Structured Interviews was administered to the respondents. For the purpose of collecting well detailed information, unstructured interview schedules were used. This is because an interview is essential; for understanding data obtained through quantitative methods (Kothari 2004).

The technique was used because, sample were control more effectively, more information and that too in greater depth can be obtained, also the technique associated with greater flexibility, therefore the researcher had the opportunity to restructure questions so as to reach the research objectives.
3.9 Data Analysis Method
Data were processed through manual sorting by editing, coding, classification and compilation. Finally all data were summarized on data masters sheet for analysis. After processing, quantitative analysis was conducted to get descriptions in percentage and tables, graphs were used as the basis for discussion and comments. The collected data were processed through manual sorting by editing, coding, classification and compilation. Finally all data were summarized on data masters sheet for analysis using Ms Excel.

Data analysis was conducted after editing the collected data. Data editing is generally preferred over statistical imputation, and it is used whenever a missing item can be logically inferred from other data that have been provided. When information exists on the same record from which missing information can logically be inferred, that information is used to replace the missing information. The advantage of data editing is that it avoids the increase in variance that occurs when missing items on one record are imputed with no missing responses from other records.

3.10 Conclusion
The chapter gives methodology of the study. The chapter presents research design and study areas. Also the chapter presents population of the study. Meanwhile sample size and sampling techniques is given in section four. The last section of the chapter explains data presentation techniques. It’s concluded that there various data collection methods were used to collect primary and secondary data. Data were analyzed by using Ms Excel
CHAPTER FOUR
PRESENTATION OF RESEARCH FINDINGS

4.1 Introduction
This chapter describes the results of the study based on quantitative and qualitative analysis. Quantitative results are presented using tables, charts and narrations respectively. While qualitative results are presented in summary to enhance the understanding of quantitative information.

4.2 Respondents Characteristics
A respondents characteristic of respondents were asked in terms of their age, sex, level of education and occupation in order to determine if it has any influence the role of line managers in enhancing employees training and development.

4.2.1 Age Group
The study was interested in finding the age groups of the respondents in order to identify if they were capable of providing responses, and establishing the influence of age on the role of line managers in enhancing employees training and development. Management and employees were asked to identify their Age; in their reply, the study found that majority of the respondents (43.7%) were age between 25 and 34 years, as presented in Table 4.1 below

<table>
<thead>
<tr>
<th>Variables</th>
<th>Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>25-34</td>
<td>35</td>
<td>43.75%</td>
</tr>
<tr>
<td>35-44</td>
<td>28</td>
<td>35%</td>
</tr>
<tr>
<td>45-54</td>
<td>10</td>
<td>12.5%</td>
</tr>
<tr>
<td>55+</td>
<td>7</td>
<td>8.75%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>80</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

*Source: Field Data, (2014)*
Table 4.1 above shows that majority of the respondents (43.75%) were in age between 25 and 34 years. Minorities of the respondents (8.6%) aged 55+; insufficient number of respondents (35%) and (12.5%) respectively were aged between 35-44 years and 45-54 years. This implies that majority of the respondents were capable to providing responses for the study.

4.2.2 Gender
The study examined Gender of the respondents in order to establish its influence on the role of line managers in enhancing employees training and development and employees were required to identify their gender. The study revealed that found that majority of the respondents (51.25%) was female as presented in table 4.2.

Table 4. 2: Gender

<table>
<thead>
<tr>
<th>Variables</th>
<th>Respondents</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>41</td>
<td>51.25</td>
</tr>
<tr>
<td>Male</td>
<td>39</td>
<td>48.75</td>
</tr>
<tr>
<td>Total</td>
<td>80</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Field Data, (2014)

Table 4.2 shows gender that majority of respondents (51.25%) were female while minority of respondents (48.75%) were male. This implies that majority of the KCB employees Respondents were female.

4.2.3 Level of Education
The study examined the level of education of the respondents in order to identify if it has any stimulus on the role of line managers in enhancing employees training and development both management and employees were asked to identify their level of education. The study found that majority of the respondents (62.5%) was first degree holders as shown in Table 4.3
Table 4.3: Level of Education

<table>
<thead>
<tr>
<th>Variables</th>
<th>Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>8</td>
<td>10%</td>
</tr>
<tr>
<td>Diploma</td>
<td>10</td>
<td>12.5%</td>
</tr>
<tr>
<td>First Degree</td>
<td>50</td>
<td>62.5%</td>
</tr>
<tr>
<td>Masters/Postgraduate Degree</td>
<td>12</td>
<td>15%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>80</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: Field Data, (2014)

Table 4.3 shows the level of education of the respondents the study found majority of respondents (62.5%) have a first degree while (15%) of the respondents have Masters or Postgraduate Degree. A few number of respondents (12.5%) and (10%) respectively have Diploma and Certificate. This shows that majority of the respondents were competent enough to give significant information.

4.2.4 Occupation

The study was interested in examining the occupations of the respondents in order to determine the influence of occupation on the role of line managers in enhancing employees training and development. Respondents were asked to identify their occupation; in their reply the study found majority of the respondents (43.75%) are Bank Officers. The results are indicated in Table 4.4

Table 4.4: Occupation

<table>
<thead>
<tr>
<th>Variables</th>
<th>Respondents</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Line Managers</td>
<td>11</td>
<td>13.75</td>
</tr>
<tr>
<td>Bank officers</td>
<td>35</td>
<td>43.75</td>
</tr>
<tr>
<td>Administrators</td>
<td>20</td>
<td>25</td>
</tr>
<tr>
<td>Subordinates</td>
<td>14</td>
<td>17.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>80</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: Field Data, (2014)
The results in Table 4.4 show that majority of the respondents (43.75%) were Bank Officers. A significant numbers of respondents (25%) were administrator. Moreover the study found (17.5%) and (13.75%) of the respondents were subordinates and line managers respectively. Since KCB is in banking industry that’s why the majority of the respondents were Bank Officers.

4.3 Barriers that Impede Line Managers in Identifying Training Needs

The study was interested in assessing the role of line managers in enhancing employees training and development. Respondents were asked to detect barriers that impede line managers in identifying training needs. The findings are indicated in Table 4.5 below

<table>
<thead>
<tr>
<th>S/N</th>
<th>Response</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Competence</td>
<td>11</td>
<td>13.75</td>
</tr>
<tr>
<td>2</td>
<td>Personal interests</td>
<td>30</td>
<td>37.5</td>
</tr>
<tr>
<td>3</td>
<td>Staff turnover</td>
<td>19</td>
<td>23.75</td>
</tr>
<tr>
<td>4</td>
<td>Training Mindset</td>
<td>20</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>80</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

**Source:** Field Data, (2014)

Table 4.5 offers barriers to the identification of training needs by line managers at KCB. The study found out of 80 respondents 30 (37.5%) identified personal interests as a major barrier. A small number of the respondents (23.75%) and (13.75%) sees staff turnover and competence respectively as the barriers to the identification of training needs by line managers. This is similar to responses obtained during interview. One of the interviewed respondents revealed that:

“Staff turnover is one of the major challenges facing the identification of training needs by line managers. If an employer is said to have a high turnover relative to its competitors, it means that employees of that company have a shorter average tenure than those of other
companies in the same industry. High turnover may be harmful to a company's productivity if skilled workers are often leaving and the worker population contains a high percentage of novice workers”

Moreover, the study found significant number of respondents (25%) suggested that training mindset, as illustrated in Figure 4.1

**Figure 4.1: Barriers Impede Line Managers in Identifying Training Needs**

<table>
<thead>
<tr>
<th>Training Mindset</th>
<th>Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>25%</td>
<td>14%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Staff turnover</th>
<th>Personal interests</th>
<th>Identified by Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>24%</td>
<td>37%</td>
<td></td>
</tr>
</tbody>
</table>

**Source:** Field Data, (2014)

Figure 4.1 illustrates barriers to that obstruct line managers in identifying training needs. The study found the large number of the respondents (37.5%) (23.75%) (25%) identified personal interests, staff turnover and training mindset respectively as the major blockades to line managers on identifying training needs. The study also identified competence which is 13.75% as one of the major barriers also to the identification of training needs by line managers.

Blanchard and Thackers, (2007) advocate that line managers’ skills and competences in HRM practices are limited and a lack of training in this area will undoubtedly affect a line managers’ effectiveness. It is argued that line managers cannot execute their HR responsibilities effectively without the right competences or skills and therefore researchers advocate a need for their continual training. When line managers consider themselves more competent to execute HR responsibilities, for example because of training courses they followed. Many line managers feel
uncomfortable and ill-prepared when it comes to legal implications of certain issues. In the light of the increasing legal complexity, line managers challenged the wisdom of increasing their responsibilities in an area where they lacked specialist knowledge (Harris et al., 2002). Therefore, line managers themselves also report concerns about the level of specialist expertise they feel are needed to manage HR issues and that this might decrease their performance.

4.4 Implementation of Training Program

The study was interested in identifying whether past training programs have been successfully implemented. Respondents were asked to recognize the Basic facts on the implementation of training programs at KCB Tanzania. The finding are summarized in Table 4.6

<table>
<thead>
<tr>
<th>S/N</th>
<th>Response</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Successful</td>
<td>47</td>
<td>58.75</td>
</tr>
<tr>
<td>2</td>
<td>Moderate</td>
<td>26</td>
<td>32.5</td>
</tr>
<tr>
<td>3</td>
<td>Not successful</td>
<td>7</td>
<td>8.75</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>80</td>
<td>100</td>
</tr>
</tbody>
</table>


Table 4.6 presents the information whether implementation of training program is successfully. The study found out of 80 respondents, 47 (58.75%) identified the implementation of training program is successful. This implies Training programs plays a major role in influencing performance at KCB. The study observed that, some respondents looks this at different view as 26 out of 80 that’s (32.5%) stated that the implementation of training program is moderate and not that enough. Meanwhile (8.75%) of the respondents that the training programs implementation has not been successfully, as illustrated in Figure 4.2
Figure 4. 2: Implementation of Training Program

Source: Field Data, (2014)

Figure 4.2 illustrates the implementations of training programs at KCB. The study found out that about most of the respondents identified training program to be successfully implemented. This relates to the responses obtained during interview. One of the interviewed respondents revealed that;

“Training programs are successful implemented in our company. The company implements an employee training program within the company to engage employees. The company often needs training programs specifically targeted to employee development and changing technologies”

4.5 Training Programs to Positive Employee Productivity

The study was interested in finding out if the training programs have improved employee productivity at Kenya Commercial Bank Tanzania (KCB). Respondents were asked to recognize their performance from the past to what is currently and the future expectations. Table 4.4 presents the findings
Table 4.7: Training Programs to Positive Employee Productivity

<table>
<thead>
<tr>
<th>S/N</th>
<th>Response</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Very Much</td>
<td>55</td>
<td>68.75</td>
</tr>
<tr>
<td>2</td>
<td>Enough</td>
<td>20</td>
<td>25</td>
</tr>
<tr>
<td>3</td>
<td>Did not contribute</td>
<td>5</td>
<td>6.25</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>80</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

*Source: Field Data, (2014)*

The study found majority of the respondents 55 out of 80 that is (68.75%), these respondents identified their performance has been increases after training and development. They responded that training has helped them to understand their work better and also love what they do by understanding the work. After systemized training, employees now understand what important role their jobs play, and with the information, knowledge and experiences obtained during the training, they are more confident with their and thus positive attitude toward productivity for KCB Tanzania, respondents were asked how much does training programs contributed to their positive productivity.

Also the study found smaller number of respondents about 5(6.25%) that did not see any contribution of training program toward their productivity. Furthermore out of 80 respondents 20 of them (25%) argued that the training programs at KCB has been enough for them to perform their work at their level best they suggested that training program was very effective in fulfilling their objectives. Figure 4.3 illustrates the findings.
Figure 4.3: Training Programs lead to Positive Employee Productivity

<table>
<thead>
<tr>
<th>Did not contribute</th>
<th>Enough</th>
<th>Very Much</th>
</tr>
</thead>
<tbody>
<tr>
<td>6%</td>
<td>25%</td>
<td>69%</td>
</tr>
</tbody>
</table>

Source: Field Data, (2014)

Figure 4.3 illustrates how training programs has improved employee productivity at KCB Tanzania. The study found the large number of the respondents (69%) (25%) identified Training Programs as a positive way toward their career as well as reaching organizational objectives. The study also identified a few number of respondents about 5 out of 80 which is (6%) argued that training programs did not contribute to their performance. This was supported by the study of Lee (2000), due to the technological development the workforce in every company needs training, and being more precise, it needs more improved skills in order to overcome any problems and barriers occurring. The demands of global competition also modifies the way organizations function and provide quality management and customer service training in an attempt to carry on with increasing customer prospects. Additionally, in order to keep ahead in an extremely competitive atmosphere, it has been recommended that the training role has to promote a continuous learning culture for employees’ productivity.

4.6 Strategies that can Improve Training and Development Programs

The study was interested in examining the strategies that can improve training and development programs at KCB Tanzania. The results are indicated in Table 4.8 below
Table 4. 8: Strategies that can Improve Training and Development Programs

<table>
<thead>
<tr>
<th>S/N</th>
<th>Response</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Communication</td>
<td>20</td>
<td>25</td>
</tr>
<tr>
<td>2</td>
<td>SMART Training Objectives</td>
<td>35</td>
<td>43.75</td>
</tr>
<tr>
<td>3</td>
<td>Motivation</td>
<td>25</td>
<td>31.25</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>80</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Field Data, (2014)

Table 4.8 shows the proposed strategies that can improve training and development Programs at KCB Tanzania. The study found that out of 80 respondents, 35 (43.75%) acknowledged SMART training programs as a major strategy in improving training and development programs they argued that Objectives should be SMART (Specific, Measurable, Achievable, Realistic and Timely) and unambiguous, that develops individual as well as meet the needs of the bank and Performance appraisal information system. Also the study found average number of the respondents (31.25%) and (25%) respectively understands Communication and Motivation as the best strategies for improving training and development programs at KCB, as illustrated in figure 4.4

Figure 4. 4: Strategies that can Improve Training and Development Programs

Source: Field Data, (2014)
Figure 4.3 demonstrates the strategies that can improve training and development programs at KCB Tanzania. The study found the large number of the respondents (44%) identified SMART as a positive strategy toward achieving organizational objectives as well as improving training and development programs. The study also identified an average number of respondents about (31%) argued that training programs to be improved motivation is the best strategy. moreover 20 respondents out of 80 that is (25%) recognized Communication as the best strategy in improving training and development programs at KCB Tanzania.

The study by Olusanya et al (2012) supported both Communication and Motivation strategies as they argue that Motivation generally seeks to boost employee’s morale to work hard and thus increase productivity in instituting proper training and development programs. Furthermore increasing communication between management and employees by getting feedback from employees in order to know what they like and what can be improved in the trainings generally leads to better outcomes.

4.7 Conclusion
This chapter presents finding of the study. Chapter gives background characteristics of the respondents and finding in line with the objectives of the study. It’s concluded that there the study involves different age groups. Also, the study concluded that there is a number of barriers impede line managers in identifying training needs. Moreover, the study concluded that to improve training and development programs, there is a need to improve communication, SMART training objectives and improve motivation strategies.
CHAPTER FIVE
DISCUSSION OF THE RESEARCH FINDINGS

5.1 Introduction
This chapter presents discussion of the research findings. The discussion of the finding is presented in accordance to research objectives

5.2 Barriers that Impede Line Managers in Identifying Training Needs
The study was interested to examine barriers impede line managers in identifying training needs. The study found there are different barriers impeding line managers in identifying training needs. These involve the following:

5.2.1 Competence
The study found a significant number of the respondents (13.75%) identified competence as a major barrier that impedes line managers in identifying training needs. This indicates that the processes of identifying training needs require special competence. This is similar to the study made by Elsbach, (2004), which found that a new supervisor must absolutely have in order to function successfully and identify training need. This requires the competencies, a supervisor/line manager should have but can initially get by without, or one in which a person can be trained; and not necessaries the competencies a supervisor does not need to succeed. These are not competencies that the supervisor should not have. They not required on the job. This is similar to responses obtained during interview. One respondent revealed that;

“Competence is a major barrier that impedes line managers in identifying training needs. Some line managers lack appropriate competences”.

According to Obisi (2011), many companies tend to promote line managers for their technical and engineering skills regardless of their business and people management competences. But when executing HRM responsibilities, line managers need knowledge and skills in HRM. Many line managers lack these competences because
they do not get sufficient training in HRM. Consequently, some authors have suggested that devolution may only be successful when organizations provide line managers with adequate training. Haywood (1992) suggests that low HRM competences of line managers are a significant constraint on effective devolution of HR responsibilities to line managers.

5.2.2 Personal Interests
The study found a significant number of the respondents (37.5%) identified personal interest as one of the major barrier that impedes line managers in identifying training needs. Personal interest affects training need assessment in most of the organizations. Training professionals may feel that this is the best approach. Higher-level management may discourage compulsory programs. If possible, the needs of the supervisors, as determined by the procedures described in the preceding section, should become basic courses that should be compulsory.

5.2.3 Staff turnover
The study found that staff turnover affects line managers in identifying training needs. Small number of the respondents (23.75%) suggested that staff turnover impede line managers in identifying training needs. This indicates that staff turnover is one of the major challenges facing line managers in identifying training needs. Staff turnover is the rate at which an employer loses and gains employees. Simple ways to describe it are how long employees tend to stay or the rate of traffic through the revolving door. Turnover is measured for individual companies and for their industry as a whole. If an employer is said to have a high turnover relative to its competitors, it means that employees of that company have a shorter average tenure than those of other companies in the same industry. High turnover may be harmful to a company's productivity if skilled workers are often leaving and the worker population contains a high percentage of novice workers.
5.2.4 Training Mindset
The study found that an important number of the respondents identified training mindset affects line managers in identifying training needs. The study found Training is a systematic development of the knowledge, skills and attitudes required by employees to perform adequately on a given task or job.

5.3 Past Training Programs and Employee Productivity
The study investigated whether or not the past training programs have been successfully implemented and whether they have improved employee productivity. The study has found that majority of the respondents indicated that the past training programs have been successfully implemented and have improved employee productivity. This indicates that the bank have good training programs. The study reveals that staff training and development has a significant effect on organizational effectiveness and that Staff Training and development has enhanced employees’ performance in the bank.

This is similar to the study made by Ejiogu (2000), which found that training facilitates the employees in an organization to be able to perform their duties and make meaningful contributions to the success of the organizational goals needed to acquire the relevant skills and knowledge. In appreciating of this fact, organizations like educational institution, conduct final training and development programmes for the different levels of their manpower.

5.4 Strategies that can Improve Training and Development Programs
The study examined strategies that can improve training and development programs. The study found there are various strategies that can be used to improve training and development programs. The following are suggested strategies that can be used to improve training and development programs.
5.4.1 Communication
The study found significant number of the respondents (25%) identified there is a need to enhance communication. The communication between management and employees by getting feedback from employees in order to know what they like and what can be improved in the trainings to get better outcomes. And trainers can observe while conducting trainings, some employees would not express themselves even though they do not feel satisfied with the trainings. Moreover, employees from human resource department could attend the trainings themselves to find the problems and how does it feel when they are trainees.

5.4.2 SMART Training Objectives
Also, the study found the large number of the respondents (43.75%) identified SMART Training will improve training and development programs. Objectives should be SMART (Specific, Measurable, Achievable, Realistic and Timely) and unambiguous, and should develop individual as well as meet the needs of the bank and Performance appraisal information system which is used yearly at the management level to assess employees performance should provide specific information to employees about their performance problems and ways they can improve their performance.

5.4.3 Motivation
Moreover, the study found important number of the respondents (31.25%) suggested Motivation can improve training and development programs. Motivation generally seeks to boost employee’s morale to work hard and thus increase productivity. It is against this fact that the researcher wishes to recommend that in instituting proper training and development programs, banks should initiate a policy for motivation attached to training. Motivation include both extrinsic, such as more pay, allowance, fringe benefits, and intrinsic such as recognition, appreciation, acceptance by fellow workers, opportunities for promotion, career development and consultation for important matters.
5.5 Conclusion

This chapter discusses the finding inline with the objectives of the study. It’s concluded that line managers play significant role in enhancing employees training and development. Although there is a number of barriers impede line managers in identifying training needs.
CHAPTER SIX

CONCLUSION/SUMMARY AND RECOMMENDATIONS

6.1 Introduction
This chapter presents conclusion and recommendations of the study. The first section of the chapter presents conclusion of the study. The second section presents recommendations of the study. The last section of the chapter gives areas for further studies.

6.2 Summary
The study concluded that there are various barriers impede line managers in identifying training needs. The major barrier is personal interest, others involve competence, staff turnover, and training mindset. Also, the study concluded that there are numerous training programs implemented by the bank. These programs training programs were implemented successfully and have improved employee productivity. Moreover, the study concluded that there are different strategies that can be used to improve training and development programs. These are; communication, SMART training objectives and motivation. In order for a company to survive it must set the most efficient strategic goals, identify the needs for the implementation of those goals, train their employees and give them the appropriate knowledge and skills.

In order for any organization to have a successful training procedure, it should motivate employees to improve their skills, and reward their learning afterward (Boella, 1996). The thing that should come into mind is that people are different and they do not learn, and are not motivated in the same way. Additionally, even if the appropriate training takes place in the organization, an evaluation process must also take place so as to appraise whether the training programmes held have positive results on employees’ performance and professional development and whether the knowledge gained is applicable to their job. Even though Kirkpatrick (1959) developed a coherent evaluation strategy by constructing what was a hierarchy of
evaluations divided into four levels which could identify the benefits of training, there is not enough literature regarding the most efficient ways of evaluating training.

6.3 Recommendations
The following are recommendations of the study:

i. Line managers should design effective training and development programs. Organizations should provide line managers with continuous training on HRM. These training programs should focused on developing the right competences required to execute their HR-role, and also to keep line managers up-to-date on new developments in HRM.

ii. Line managers should be aware of the pros and cons and effectiveness of each training method. Besides, for evaluating training effectiveness, measurement should be done according to the models.

iii. Training method should; motivate the trainee to improve his or her performance, clearly demonstrate desired skills, provide an opportunity for active participation the trainee, provide an opportunity to practices, provide timely feedback on the trainee’s performance, provide some means for reinforcement while the trainee learns, be structured from simple to complex tasks, be adaptable to specific problems and encourage positive transfer from training to the job.

iv. Measuring the training effectiveness should be an important asset for the organizations. There are some criteria for measuring the success of training; direct cost, indirect cost, efficiency, performance to schedule, reactions, learning, behavior change, and performance change.

v. Management need to help employees to know staff training and understand the importance of it. Human resource department could explain to the employees about the objectives of training and employees will benefit from
the training, meanwhile, the employees should be told that how can they use what they learnt from the trainings in the future.

vi. There is a need to enhance the communication between management and employees by getting feedback from employees in order to know what they like and what can be improved in the trainings to get better outcomes. And trainers can observe while conducting trainings, some employees would not express themselves even though they do not feel satisfied with the trainings. Moreover, employees from human resource department could attend the trainings themselves to find the problems and how does it feel when they are trainees. To understand each other better will bring better results for the trainings.

6.4 Areas for Further Studies
Impeding studies should recognize the training needs and effective training methods in order to meet the goal of banking industry. Also future studies should examine the training system of KCB and other similar organizations to make appropriate recommendation for more effective training system.

6.5 Conclusion
This chapter has presented conclusion and recommendations of the study. It is concluded that line manager play a meaningful role in enhancing employee training and development. Also, it is concluded that Organizations should provide line managers with continuous training on HRM. These training programs focused on developing the right competences required to execute their HR-role, and keep line managers up-to-date on new developments in HRM
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APPENDICIES

Appendix I: Questionnaire

My name is Elinipa Mollel, a Master’s Student from Mzumbe University. I am conducting a research on the role of line managers in enhancing employees training and development. Your participation in answering this questionnaire could make this research be effective and complete. Therefore, I am kindly requesting you to read and answer the questions below to the best of your knowledge and ability.

Please I request you to respond to the questions below so as to facilitate my research.

Part A: Personal Information

1. Age
   a) 25 – 34 [ ]
   b) 35 – 44 [ ]
   c) 45 – 54 [ ]
   d) 55+ [ ]

2. Gender
   a) Male [ ]
   b) Female [ ]

3. Level of Education
   a) Certificate [ ]
   b) Diploma [ ]
   c) First Degree [ ]
   d) Post Graduate (Masters or PhD) [ ]

4. Occupation
   a) Bank officer [ ]
   b) Administrators [ ]
   c) Line managers [ ]
   d) Subordinates [ ]
5. What barriers impede line managers in identifying training needs?
   a) Training Mindset [ ]
   b) Efficiency [ ]
   c) staff turnover [ ]
   d) errors at the recruitment stage [ ]

6. Apart from the above, identify other barriers that impede line managers in identifying training needs
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………

7. What should be done to overcome the barriers that impede line managers in identifying training needs? Please explain
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………

8. What do you think concerning the implementation of training programs at KCB
   a) Successful [ ]
   b) Moderate [ ]
   c) Not successful [ ]
9. How do training programs improve employee productivity
   a) Very Much [ ]
   b) Enough [ ]
   c) Did not contribute [ ]

10. What strategies can improve training and development programs?
    a) Improve Communication [ ]
    b) SMART Training Objectives [ ]
    c) Motivation [ ]

11. What are other strategies can improve training and development programs?
    Please mention
    …………………………………………………………………………………………………
    …………………………………………………………………………………………………
    …………………………………………………………………………………………………

Appendix II: Interview Guide
1. What barriers impede line managers in identifying training needs?
2. Have the past training programs been successful implemented?
3. Have the past training programs improved employee productivity?
4. What strategies that can improve training and development programs?