International Journal of Asian Social Science
ISSN(e): 2224-4441
ISSN(p): 2226-5139
DOI: 10.18488/journal.1.2020.109.496.506
Vol. 10, No. 9, 496-506.

URL: www.aessweb.com

HUMAN RESOURCE PRACTITIONER PROFESSIONAL ABILITY, ACHIEVEMENT MOTIVATION AND MANAGEMENT SYSTEM CONSTRUCTION

Hsien-Yu, Shun

Department of Marketing, Guangdong University of Petrochemical Technology, Maoming City, Guangdong Province, China.
Email: jerryhysun@hotmail.com Tel: +86-668-2923903

(+ Corresponding author)

Article History
Received: 13 May 2020
Revised: 16 June 2020
Accepted: 20 July 2020
Published: 12 August 2020

Keywords
Achievement motivation
Hierarchical regression analysis
Human resource management system
Mediating effect
Person correlation analysis
Professional ability.

ABSTRACT

This research explored the relationship among human resource practitioner professional ability, achievement motivation and the degree of human resource management system construction. The research focus was the human resource management practitioners in enterprises and data were collected through convenience sampling. Three hundred questionnaires were sent out, 223 valid questionnaires were returned (74.33%). The results show that there is a significant influence between the: (1) professional ability of human resource management practitioners and the degree of human resource management system construction and (2) achievement motivation of human resource management practitioners and human resource management system construction and also that (3) achievement motivation has a moderating effect between professional ability and the degree of human resource management system construction. Empirical analysis showed that achievement motivation does exist a partial mediating effect between professional ability and human resource system construction. It means that the level of achievement motivation will affect system construction. Therefore, how to increase the achievement motivation degree will be the critical point. This paper also provides the business practices and applications in the conclusion section for reader references.

Contribution/ Originality: This study is one of very few studies which have investigated that achievement motivation has the moderating effect between the professional ability and management system construction. Therefore, department manager could set up the specific goal and measurable performance evaluation standards that can effectively rise up individual internal driving force for the completion of the work.

1. INTRODUCTION

To succeed in a globalized economy, an organization must invest in human resources enhance skills and competences. Lawler and Mohrman (2003) asserted that human resources must rethink its functional structure, service, and planning to add value within the structure of new organizational forms and corporate policies in today's economic climate, particularly to increase the contribution of human resource departments to organizational effectiveness in the future. To effectively face new challenges, human resource departments must focus on how to add department value, how to organize, improve their effectiveness, and develop new capabilities. Wright, Gardner, and Moynihan (2002) studied on the relationship between HR activities and organizational performance and

profitability, and found that HR management activities (e.g., recruitment and selection, training, performance, compensation system, employee participation) and organizational commitment are related to the measurement of operational performance, operating costs, and pre-tax revenue. Some studies have pointed out that human resource management systems play an important role in the relationship between organizations and employees, and the degree of system construction will affect the organizational performance (Lin, Li, & Lam, 2019).

2. LITERATURE REVIEW AND HYPOTHESES

2.1. Human Resource Practitioner Professional Ability

To achieve an organizational purpose, one of the roles of human resource management is to assist the organization to develop management systems by coordinating and communicating with internal personnel (Hall & Goodale, 1986; Schuler, 1987). Constructing organizational policy and system processes is the basic work of a typical human resources department. Human resource professionals must design and implement effective human resource systems and processes, including recruitment management, training development, salary management, performance management and relevant personnel administration systems to ensure the coherency in management organization. Ulrich (1995) proposed that the structure of human resource professional function should include three main aspects: enterprise management knowledge, human resource professional functions and change management. Huselid, Jackson, and Schuler (1997) proposed human resource professional goals may be associated with: human resource strategy planning, leadership, resource control, external Internet use management, enhancing human resource service quality, and risk-taking.

Ruona and Gibson (2004) suggested that since the early 1990s, the strategic role of human resources has gradually increased. Human resource personnel must cooperate with organizational strategies to design a human resources management system that can enhance organizational competitiveness and improve the value of human resource functions. Yu, Yu, Jiang, Liao, and Xu (2012) designed an employee performance evaluation system according to organizational strategy, proposed measures to balance work and physical and mental stated of employees, and formulated a good reward system to attract outstanding colleagues to retain in an organization. To adapt to organizational change and implement it smoothly, a human resources department needs to construct a management system to fit the development of that particular organization. Therefore, the professional ability of human resource practitioners should influence human resource management system construction. Therefore, the first hypothesis of this study is:

H1: Higher professional ability of HR practitioner has a positive impact on the human resource system construction.

2.2. Achievement Motivation

Achievement motivation, a primary of personality trait, affects employees' attitude and tendency to actively solve problems within organizations or in social life. Atkinson (1957) believed that achievement motivation is an important factor in determining the level of personal ambition, effort and perseverance, and also a tendency to pursue success and avoid failure. Achievement motivation refers to an internal tendency of an individual to engage in work that is considered important or valuable, and strive to reach a more perfect level (McClelland, 1985). Chen (2007) proposed that achievement motivation has some key dimensions: preferring the challenges and difficult tasks, highly job-oriented, competitive, considering other viewpoints, and a desire to demonstrate and improve one's abilities. Achievement motivation is considered to be the result of an emotional conflict between the hope for success and the fear of failure Ricarda and Birgit (2008). Achievement motivation is a highly personal attitude based on accomplishment (Sharma, Sharp, Walker, & Monson, 2008).

Another very influential achievement motivation theory is the expectancy-value model of Eccles et al. (1983). This model holds that expectancies for future success are the most important motivational determinants of achievement, whereas task values should be less important for achievement but more important for achievement

choices. Halbesleben and Bowler (2007) showed that various components of achievement motivation mediate the relationship between job performance and emotional exhaustion. Lin., Li, and Lam (2019) found that development-oriented HR practices are more positively related to work well-being when individual achievement motivation is high. The results guide the effective design of HR practices. Generally speaking, achievement motivation consists of a constellation of beliefs that influence patterns of achievement, including expectations and standards for performance, the value placed on learning, and self- perceptions of ability (Deci & Ryan, 1985; Dweck, 2006; Eccles, Roeser, Vida, Fredricks, & Wigfield, 2006; Weiner, 2005). From the literature review, it was noted that high achievement motivation may depend on goals set by others. Whether the construction of a human resource management system is robust also is a function of goal setting and performance presentation of the department unit. So, hypothesis 2 of this study is as follows:

H2: Higher achievement motivation of an HR practitioner has a positive impact on the human resource system construction.

2.3. Human Resource Management System Construction

Zhou (2008) believed that human resource management systems should use modern scientific methods to carry out reasonable training, organization, and allocation of human resources, combined with certain material resources. Through the design of the system, people's thoughts and psychological behaviors should be properly induced, controlled, and coordinated to achieve their potential to achieve organizational goals. Liu and Shi (2005) pointed out human resource management practice refers to numerous policies and systems that affect employees' behaviors, attitudes and performance. Hsu, Chen, Chang, and Chen (2014) made an important classification according to five dimensions of human resource management: (1) recruitment and selection, (2) training and development, (3) performance evaluation and management, (4) salary and welfare, and (5) employee relation.

If a business does not have a complete human resource management system, daily operations and procedures cannot be carried out smoothly. If the human resource management system construction is good, it will attract talent effectively since the job seekers are often attentive to such issues (Lievens, Decaesteker, Coetsier, & Geirnaert, 2001). Peng (2012) suggested the problems of the human resource management systems of small businesses cannot be well established complete because they are limited cost scales to establish and integrate the system. Wang (2011) pointed out that organizations should establish a human resource evaluation system first, attracting talent then managing that talent. Suzanne, Laszlo, and Zsuzsanna (2010) highlighted the advantages of talent competition for large enterprises are obvious because they establish the best human resource management systems. From the above literature discussion, we documented the importance of human resource management system construction to organizational performance and personnel management. The degree of human resource management system construction also depends on the work performance of human resource departments. The performance, in turn, depends on the work ability and motivation willingness of the employees. If the professional ability is good yet achievement motivation is not, the final job performance may not achieve expected goals. Therefore, hypothesis 3 is:

H3: Achievement motivation has a moderating effect between the HR practitioner professional ability and the relative degree of human resource system construction.

The purpose of this research is to discuss the relationship between the professional ability of human resource practitioners and the construction of a human resource management system, and examine the achievement motivation of human resource practitioners as a moderating variable. The research framework is shown in Figure 1.

Supplementary

Figure Lists

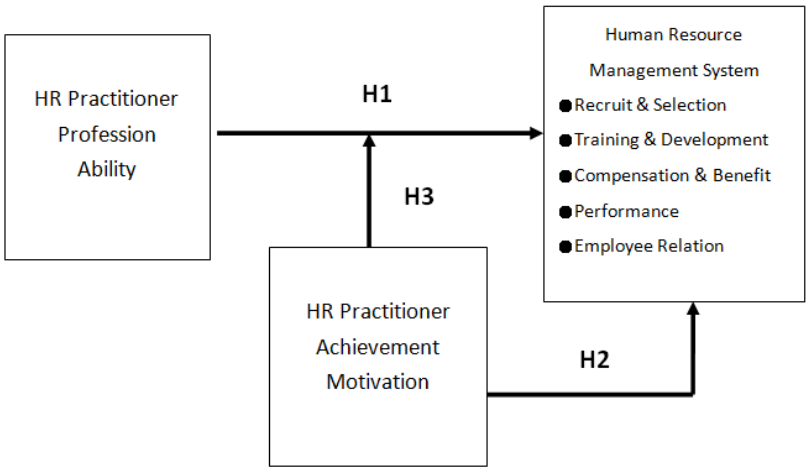

Figure-1. Research Framework.

3. METHODOLOGY

Participants were in a human resource management training course in a management training company in Shanghai City, China, and data were collected via convenience sampling. This research used quantitative approach, specifically questionnaires. The collection period was from October 2019 to the end of January 2020. Three hundred questionnaires were sent out, 242 of which were returned (81%). Nineteen invalid questionnaires were eliminated, leaving 223 that were valid (74.33%).

The questionnaire design included three parts. (1) The professional ability questionnaire refers to the questions used by Huselid et al. (1997). In this study, six of the questions were used to evaluate professional abilities, including in areas such as human resource strategic planning, human resource expertise, external network resources, and service quality. Topics were measured by a 6-point Likert scale with 『6』 represent "agrees very much" and "1" represent "disagree very much". The higher the score meant the higher professional ability of the HR practitioners. (2)The achievement motivation questionnaire uses the approach of Chen (2007) modified for human resource achievement motivation research. The questionnaire consists of six questions and the respondents answer based on their cognitive survey of the current work. The higher the score meant the higher achievement motivation intention of HR practitioners. (3)The human resource management system construction questionnaire design based on Hsu et al. (2014) including recruitment and selection(three questions), training and development (three questions), compensation and benefits(three questions), performance appraisal(four questions), and employee relation (five).

4. RESULTS AND DISCUSSION

4.1. Respondents' Demographic Profiles

Demographic data include: gender, age, education level, organization position, organizational scale, and industry. The basic information of the sample collected from the questionnaire is shown in Table 1.

Table-1. Samples Structure Analysis.

Item	Characteristic	Samples	Percentage
Sex	Male	64	28.7%
	Female	159	71.3%
Age	Under 30	32	14.3%
	31~35	89	39.9%
	36~40	63	28.3%
	40 Above	39	17.5%
Education	Senior High School	5	2.2%
	College	17	7.6%
	University	152	68.2%
	Master Above	49	22.0%
Position	Staff	14	6.3%
	Supervisor	52	23.3%
	Manager	95	42.6%
	Director	46	20.6%
	VP Above	16	7.2%
Org. Scale	Under 50	17	7.6
	51~100	65	29.1%
	101~300	87	39.0%
	301~500	24	10.8%
	501 Above	30	13.5%
Industry	Whole sell Service	65	29.1%
	Professional Service	112	50.2%
	Manufacture	46	20.6%

4.2. Reliability and Validity Analysis

Reliability analysis is using internal consistency (Cronbach's Alpha) to measure the relationship of all included items. After internal consistency analysis, each item's reliability value was ≧0.7, suggesting the internal consistency reliability is acceptable (Nunnally, 1978). Human resources professional ability Cronbach's α value was 0.790, achievement motivation was ≧0.721,the human resources system construction is ≧ 0.7. The results are shown in Table 2.

Table-2. Reliability Analysis of Questionnaire.

Variable Name	Dimension	Number	Cronbach's α
Professional Ability	Overall questions	5	0.790
Achievement Motivation	Overall questions	5	0.721
Human Resource Practice Items	Recruitment & Selection	3	0.782
	Training & Development	3	0.763
	Compensation & Benefits	3	0.782
	Performan□e Management	4	0.767
	Employee Relation	5	0.754

We used Bartlett's test of sphericity to determine the multivariate normality of the variables. The Kaiser-Meyer-Olkin (K-M-O) test evaluates sampling adequacy regarding whether the distribution of values is sufficient for conducting factor analysis (George & Mallery, 2016). According to Tabachnick and Fidell (2007) data is factorable when the KMO value is above a minimum acceptable level of 0.60. In this research, the KMO test values were all above 0.6, which indicated sampling adequacy and the distribution was appropriate to conduct factor analysis. Explore factor analysis was used to measure the structural validity of the scale, and the factor with an Eigen-value above one was retained. Principle component analysis, using the varimax method for the orthogonal rotation, which is then used to adjust the factor loading.

In terms of professional ability, there were originally five questions, but we deleted questions 4 and 5 because the factor loading was not above 0.5; after deletion, the factor loading was above 0.5. The α value after deleting the questions was 0.832, indicating the internal consistency was maintained and results are shown in Table 3.

Table-3. imension、eigen value and variance explanation.

Dimension	Question	Factor
Professional Ability	HRPRO1	0.746
	HRPRO2	0.884
	HRPRO3	0.757
Eigen Value		1.839
Variance Explanation (%)		61.24%
KMO Sampling Adequacy Testing Value :0.634 Bartlett Test Sphericity :Chi-Suqare = 113.01, d.f. = 3 Sig. = 0.000 Factor Extraction :Principal Component A□alysis, PCA.		

There were originally five questions about achievement motivation, but we deleted questions 1 and 4 because the factor loading did not meet the requirement to be above 0.5. After deletion, the factor loading value reached the 0.5 requirement. The reliability α value after deleting the questions was 0.812, indicating the internal consistency was maintained after deleting the question. The results are shown in Table 4.

Table-4. Dimension、eigen value and variance explanation.

Dimension	Question	Factor
Achievement Motivation	ACHIEVEMO2	0.883
	ACHIEVEMO3	0.887
	ACHIEVEMO5	0.791
Eigen Value		2.193
Variance Explanation (%)		73.08%
KMO Sampling Adequacy Testing Value :0.686 Bartlett Test Sphericity :Chi-Suqare = 247.04, d.f. = 3 Sig. = 0.000 Factor Extraction :Factor Extraction :Principal Component Analysis, PCA.		

Table-5. Dimension、eigen value and variance explanation.

Dimension	Question	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
Recruit & Selection	R&S1	0.671				
	R&S2	0.731				
	R&S3	0.718				
Training & Development	T&D1		0.612			
	T&D2		0.723			
	T&D3		0.807			
Compensation & Benefits	C&B1			0.661		
	C&B2			0.832		
Performance Appraisal	PA1				0.643	
	PA2				0.777	
	PA3				0.579	
Employee Relation	ER2					0.621
	ER3					0.692
	ER4					0.683
	ER5					0.738
Eigen Value		2.137	2.090	1.661	1.560	1.393
Variance Explanation (%)		14.24	13.93	11.07	10.39	9.28
Accumulate Variance Explanation (%)		14.24	27.63	38.70	49.09	58.37
KMO Sampling Adequacy Testing Value :0.747 Bartlett Test Sphericity :Chi-Suqare = 611.56, d.f. = 105 Sig. = 0.000 Factor Extraction :Principal Component Analysis, PCA.						

The human resource management systems, there were three questions about compensation and benefits, but we deleted question 1 because the factor loading did not meet the 0.5 requirement; there were four questions about performance appraisal, and question 4 was deleted; employee relationship, question 1 was deleted. After deletion, the other factors loading value reached the 0.5 requirement. The α value after deleting the questions was ≧0.7, which means that good internal consistency was maintained. The results are shown in Table 5.

4.3. Pearson Correlation Analysis

Pearson correlation analysis was employed and Table 6 and Table 7 show the results.

Table-6. Variables Person Correlation Analysis (HRM System Construction).

VAR	Mean	STD	Professional Ability	Achievement Motivation.	HRM System Construction
Professional Ability	4.963	0.442	1		
Achievement Motivation	5.008	0.475	0.406**	1	
HRM System	4.958	0.376	0.194**	0.224**	1

Note: $^{+}$, P<0.1; *, P<0.05; **, P<0.01; ***, P<0.001.

Table-7. Variables person correlation analysis (hrm system each item).

VAR	Mean	STD	PRO A.	ACV M.	R&S	T&D	C&B	P.A.	E.R.
PRO A.	4.963	0.442	1						
ACV M.	5.008	0.475	0.406***	1					
R&S	4.917	0.670	0.037	0.103	1				
T&D	4.901	0.616	0.0518	0.093	0.472***	1			
C&B	4.959	0.549	0.062	0.204**	0.318***	0.396**	1		
P.A.	5.089	0.480	0.297**	0.204**	0.218**	0.286**	0.312***	1	
E.R.	4.913	0.566	0.166*	0.144*	0.236**	0.192**	0.113^{+}	0.390***	1

Note: PRO A: Professional Ability. ACVM: Achievement Motivation R&S: Recruit & Select T&D: Training & Development C&B: Compensation & Benefit PA: Performance Appraisal. ER: Employee Relation. $^{+}$, P<0.1; *, P<0.05; **, P<0.01; ***, P<0.001

There was a significant positive correlation between the professional ability and the achievement motivation (0.406***), human resource management system (0.194**). There was a significant positive correlation between the achievement motivation and the human resource management system (0.224***). Professional ability was a signification positive correlation and two sub-items: performance appraisal (0.297**), and employee relationship (0.166*). There was a significant positive correlation between achievement motivation and three sub-items: compensation and benefit system (0.204**), performance appraisal (0.204**), and employee relation (0.144*).

4.4. Regression Analysis

We used linear regression analysis to analyze the influence of professional ability, human resource system construction and achievement motivation. Then, hierarchical regression analysis was used to test whether there is a moderating effect of achievement motivation between human resource practitioner's professional ability and the human resource management system construction. Regression analysis used professional ability and achievement motivation as the independent variables. Gender, age, education level, organization position and organization scale were added into the regression model as the control variables.

4.5. Professional Ability and HRM System Construction

As shown in Table 8, model 1 included gender, age, education background, organization position, and organization scale as control variables. Model 2 adds professional ability shows that the professional ability of a HR practitioner and the effect of human resource management system construction, β is 0.179* (P < 0.05), a significant positive correlation. Thus, hypothesis 1 was supported.

Table-8. Professional Ability VS HRM system regression analysis

Control Variable	Model 1 (β)	Model 2 (β)
Sex	-0.087	-0.096
Age	0.005	-0.11
Education	-0.006	0.024
Positi□n	0.102	0.037
Org. Scale	-0.160*	-0.122+
Independent Variable		
Professional Ability		0.179*
R^2	0.035	0.061
ΔR	0.035	0.026
Adjust R^2	0.013	0.035
F Value	1.594	2.352**

Note: a. Dependent Variable: HRM System Construction Degree.
b. +, P<0.1; *, P<0.05; **, P<0.01; ***, P<0.001.

4.6. Achievement Motivation and HRM System Construction

As shown in Table 9, model 3 includes achievement motivation as an independent variable in the regression analysis. The result shows the effect of achievement motivation on human resource management system construction, β is 0.282** (P < 0.01), reaching a significant positive correlation. Thus, hypothesis 2 was supported.

Table-9. Achievement Motivation VS HRM System Regression Analysis

Control Variable	Model 1 (β)	Model 2 (β)	Model 3 (β)
Sex	-0.072	-0.096	-0.172*
Age	0.002	-0.11	0.072
Education	-0.003	0.024	0.021
Position	0.039	0.037	-0.104
Org. Scale	-0.054*	-0.122+	-0.146*
Independent Variable			
Professional Ability		0.179*	0.109
Moderator Variable			
Achievement Motivation			0.282**
R^2	0.035	0.061	0.107
ΔR	0.035	0.026	0.046
Adjust R^2	0.013	0.035	0.078
F Value	1.594	2.352**	3.686**

Note: a. Dependent Variable: HRM System Construction Degree.
b. +, P<0.1; *, P<0.05; **, P<0.01; ***, P<0.001.

4.7. Hierarchical Regression Analysis

As shown in Table 10, model 4 examined the moderating effect and interaction of achievement motivation between professional ability and human resource management system construction. We integrated the recruit and select, training and development, compensation and benefit, performance appraisal, and employee relation as one variable. The results in model 4, β, is -0.321*** (P < 0.001), which a highly significant negative relationship. Hypothesis 3 was supported. In order to further understand the actual interact effect between achievement motivation and the human resource system construction significant moderating effect, this research uses the interaction effect diagram to illustrate the relationship. In Figure 2, achievement motivation is divided into two groups: high and low achievement motivation group. It can be seen that the dotted line is steeper than the solid line. The results reflect that the high achievement motivation group has a greater influence on human resource system construction. The result indicates that the group with higher achievement motivation has a higher driving force for improving the HRM system construction. The slope of the solid line is less steep, suggesting the influence of the

low achievement motivation group on the human resource system construction is lower. Achievement motivation has a moderating effect between the professional ability and human resource system construction.

Table-10. Professional ability, achievement motivation, HRM system construction hierarchy regression analysis.

Control Variable	Model 1 (β)	Model 2 (β)	Model 3 (β)	Model 4 (β)
Sex	-0.072	-0.096	-0.172*	-0.094
Age	0.002	-0.11	0.072	0.110
Education	-0.003	0□024	0.021	0.054
Position	0.039	0.037	-0.104	-0.072
Org. Scale	-0.054*	-0.122+	-0.146*	-0.107
Independent Variable				
Professional Ability(1)		0.179*	0.109	0.073
Moderator Variable				
Achievement Motivation(2)			0.282**	0.158+
Interaction Effect				
(1) × (2)				-0.321***
R^2	0.035	0.061	0.107	0.190
ΔR	0.035	0.026	0.046	0.083
Adjust R^2	0.013	0.035	0.078	0.160
F Value	1.594	2.352*	3.686**	6.269***

Note: a. Dependent Variable: HRM System Construction Degree.
b. +, P<0.1; *, P<0.05; **, P<0.01; ***, P<0.001.

Hypothesis outcomes are shown in Table 11.

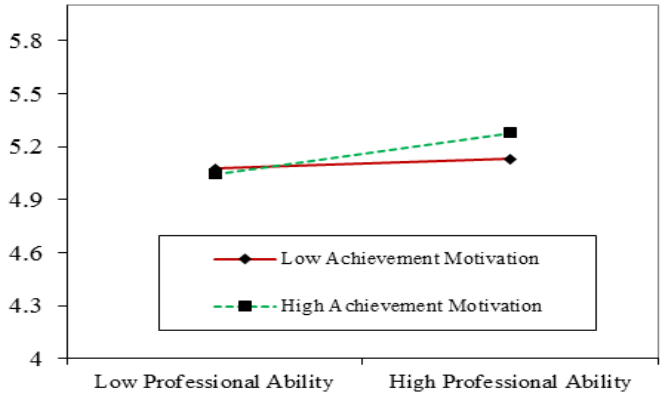

Figure-2. Moderating Effect of achievement motivation between the professional ability and perfection degree of human resource management system.

Table-11. Hypothesis Outcomes.

Items	Hypothesis Content	Outcomes
Hypothesis 1	Higher professional ability of HR practitioner has a positive impact on the human resource system construction.	Support
Hypothesis 2	Higher achievement motivation of an HR practitioner has a positive impact on the human resource system construction.	Support
Hypothesis 3	Achievement motivation has a moderating effect between the HR practitioner professional ability and the relative degree of human resource system construction.	Support

5. CONCLUSION

This research explored the influence of the professional ability of HRM practitioners on human resource management system construction. The main results included: (1). the higher the professional ability of human resource management practitioners, the more positive impact on human resource system construction, (2).the higher achievement motivation of human resource practitioners, the more positive impact on human resource

system construction, and (3).achievement motivation had a significant moderating effect between professional ability and human resource system construction. We showed the level of professional ability of HR practitioners has a significant positive impact on human resource system construction. Organizational performance relates to human resource management system construction. In management, enterprises improve internal process and enhancing professional abilities is one way to do so. Achievement motivation refers to an internal tendency of individuals to engage in work that they think is important or valuable, and strive to reach a high level. People with high achievement motivation seek solutions in their respective areas, like to set moderately difficult goals, and hope to have specific feedback to understand the quality of their work. Most high achievement motivation is performance-oriented. The construction of an excellent management system can produce positive benefits for organizational performance. From the empirical results, we see that the level of achievement motivation of HR practitioners has a significant positive impact on the human resource management system construction.

Empirical analysis showed that achievement motivation does exist a moderating effect for professional ability and human resource system construction. This means that the level of achievement motivation will affect system construction. Even for the low professional ability group, with higher achievement motivation, the degree of influence on the system construction is higher. This research has some limitations. This study takes achievement motivation as the only moderating variable to explore the relationship between professional ability and human resource system construction; other behavioral motivation variables should be considered in the future. Yet, this research provides a robust framework to study relationships among human resource practitioner professional abilities, achievement motivation, and the degree of human resource management system construction.

Funding: Author gratefully acknowledges funding provided for this research by School of Economic Management, Guangdong University of Petrochemical Technology. This project was support by School of Economic Management providing the financial fund then could finally finish this project.
Competing Interests: The author declares that there are no conflicts of interests regarding the publication of this paper.
Acknowledgement: Author much appreciated all the members who joined this project and provided precious opinions for him then he may have this result.

REFERENCES

Atkinson, J. (1957). Motivational determinants of risk-taking behavior. *Psychological Review, 64*(6), 359-372. Available at: https://doi.org/10.1037/h0043445.

Chen, Y. (2007). *The impact of human resource role task, professional competency, achievement motivation on professional commitment and job performance.* Master Degree Dissertation, National Central University, Taiwan.

Deci, E. L., & Ryan, R. M. (1985). Intrinsic motivation and self-determination in human behavior. New York: Plenum.

Dweck, C. S. (2006). *Mindset: The new psychology of success.* New York: Random House.

Eccles, J. S., Adler, T. F., Futterman, R., Goff, S. B., Kaczala, C. M., & Meece, J. L. (1983). *Expectancies, values, and academic behaviors. In J.T.Spence.* San Francisco: Freeman.

Eccles, J. S., Roeser, R., Vida, M., Fredricks, J. A., & Wigfield, A. (2006). Motivational and achievement pathways through middle childhood. In L. Balter & C. S. Tamis-LeMonda (Eds.), Child psychology: A handbook of contemporary issues (2nd ed., pp. 325–355). New York: Psychology Press.

George, D., & Mallery, P. (2016). *IBM SPSS statistics 23 step by step: A simple guide and reference.* New York: Routledge.

Halbesleben, J., & Bowler, W. (2007). Emotional exhaustion and job performance: The mediating role of motivation. *The Journal of Applied Psychology, 92*(1), 93-106. Available at: https://doi.org/10.1037/0021-9010.92.1.93.

Hall, D., & Goodale, J. (1986). *Human resource management.* IL: Scott, Foresman and Company.

Hsu, S., Chen, S., Chang, H., & Chen, Y. (2014). A study of organizational innovations, employee's job satisfaction and service quality in the international tourist hotels-human resource management system as a moderator. *Commerce & Management Quarterly, 15*(4), 545-575.

Huselid, M. A., Jackson, S. E., & Schuler, R. S. (1997). Technical and strategic human resources management effectiveness as determinants of firm performance. *Academy of Management Journal*, *40*(1), 171-188. Available at: https://doi.org/10.2307/257025.

Lawler, E. E., & Mohrman, S. A. (2003). HR as a strategic partner: What does it take to make it happen? *Human Resource Planning*, *26*(3), 15-29.

Lievens, F., Decaesteker, C., Coetsier, P., & Geirnaert, J. (2001). Organizational attractiveness for prospective applicants: A person–organisation fit perspective. *Applied Psychology*, *50*(1), 30-51. Available at: https://doi.org/10.1111/1464-0597.00047.

Lin, C. C., Li, X. F., & Lam, W. L. (2019). *When and how different types of HR practices promote work well-being more effectively: A contingency approach and Person-organizational fit perspective*. Paper presented at the Academy of Management Proceedings.

Lin., C. C., Li, X. F., & Lam, W. L. (2019). Development or maintenance? Dual-oriented human resource system, employee achievement motivation, and work well-being. *Human Resource Management*, *59*(4), 311-325. Available at: https://doi.org/10.1002/hrm.21997.

Liu, J. Y., & Shi, K. (2005). The influence of human resource management practices on organizational commitment. *Journal of Ergonomic*, *11*(4), 21-24.

McClelland, D. C. (1985). How motives, skills, and values determine what people do. *American Psychologist*, *40*(7), 812-825. Available at: https://doi.org/10.1037/0003-066x.40.7.812.

Nunnally, J. (1978). *Psychometric theory* (2nd ed.). New York: McGraw-Hill.

Peng, K. (2012). *The SMEs problems and solution in Henan Province*. Master Degree Dissertation, Henan University.

Ricarda, S., & Birgit, S. (2008). Sex differences in school achievement: What are the roles of personality and achievement motivation? *European Journal of Personality*, *22*(3), 185-209.

Ruona, W. E., & Gibson, S. K. (2004). The making of twenty-first-century HR: An analysis of the convergence of HRM, HRD, and OD. *Human Resource Management*, *43*(1), 49-66.

Schuler, R. S. (1987). *Personnel and human resource management* (3rd ed.). New York: West.

Sharma, A., Sharp, D. M., Walker, L. G., & Monson, J. R. (2008). Stress and burnout among colorectal surgeons and colorectal nurse specialists working in the National Health Service. *Colorectal Disease*, *10*(4), 397-406.

Suzanne, R., Laszlo, S., & Zsuzsanna, V. (2010). HRM in the Hungarian SME sector. *Employee Relations*, *32*(3), 262-280.

Tabachnick, B. G., & Fidell, L. S. (2007). *Using multivariate statistics*. Needham Height, MA: Allyn & Bacon.

Ulrich, K. (1995). The role of product architecture in the manufacturing firm. *Research Policy*, *24*(3), 419-440. Available at: https://doi.org/10.1016/0048-7333(94)00775-3.

Wang, L. (2011). The solutions discussion on SMEs human resource management. *China Trade*, *10*(1), 84-91.

Weiner, B. (2005). Motivation from an attributional perspective and the social psychology of perceived competence. In A. J. Elliot & C. S. Dweck (Eds.), Handbook of competence and motivation (pp. 73–84). New York: Guilford Publications.

Wright, P. M., Gardner, T. M., & Moynihan, L. M. (2002). *The impact of human resource practices on business-unit operating and financial performance*. Paper presented at the University of Bath Conference on HR and Firm Performance.

Yu, J., Yu, J. J., Jiang, J. Q., Liao, P. W., & Xu, L. Q. (2012). Research on the integration and transformation of human resource department in different subsidiaries-a case study of a financial holding group. *Journal of Chinese Management Review*, *15*(2), 1-21.

Zhou, Y. Q. (2008). *Human resource management: Navigation view of cross Era* (3rd ed.). Taipei: Quan-Hua Press.