The Moderating Effect of Technical Skills Training on Turnover Intentions among Information Technology Professionals in Hong Kong

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Statement of Originality

This thesis contains no material which has been accepted for the award of any other degree or diploma in any university or other tertiary institution and, to the best of my knowledge and belief, contains no material previously published or written by another person, except where due reference has been made in the text. I give consent to the final version of my thesis being made available worldwide when deposited in the University’s Digital Repository, subject to the provisions of the Copyright Act 1968.

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Wong Kwok Chou

15 June 2016
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Abstract

Owing to speedy expansion in developing information technology and stronger demand of practicing Hong Kong’s Information Technology professionals, different industrial sectors are most likely to employ and keep highly effective employees that broadly employing Information Technology (IT) enhances efficiency and productivity for sake of extending strategy of business growth (UNCTAD, 2010). In the light of sustaining relevant employers to keep talented employees, this research looks into the moderating effects of technical skills training influencing monetary motivation, affective commitment and pay satisfaction in relation to turnover intentions of Hong Kong’s Information Technology professionals. To address the researched issues on IT professionals’ turnover intentions in relation to key literature, seven research questions and seven hypotheses are developed to examine key factors affecting turnover intentions of employees. A descriptive, cross-sectional quantitative approach is adopted to gather data for Hong Kong’s IT professionals. There is a total of 2000 professional class members from Hong Kong Computer Society invited to join in the research. Data are gathered from 304 professional members of Hong Kong Computer Society via online anonymous survey. Findings indicate that both pay satisfaction and affective commitment adversely influence the turnover intentions whereas monetary motivation does not influence adversely the turnover intentions for Hong Kong’s IT Professionals.
Nevertheless, results of regression analysis indicate that technical skills training have significantly moderated the effect on relationships between monetary motivation as well as turnover intentions for Hong Kong’s IT Professionals. But, the technical skills training has not moderated the effect on the influence of pay satisfaction and affective commitment on turnover intentions. The contributions of this study to the current body of knowledge are given a deeper understanding of essential factors that affect the turnover rate of Hong Kong’s IT professionals.
Chapter 1 - Introduction

Effective employee is a critical component for a firm to obtain competitive advantage and long term success for an organization’s operation (Groves, 2011; McDonnell, 2011). According to Hsu, Jiang, Klein, and Tang (2003), the Information Technology sector never makes an exception.

Employees always compare themselves against others and do so no matter whether taking money as a main motivator or part of whole motivation. Researchers and managers are progressively conscious of the significance of exploring employees’ attitudes in regard to pay, money, and pay satisfaction (Colquitt, Lepine, & Wesson, 2011; Werner & Heneman, 2005) as money has an important influence on individuals’ performance, behavior and effectiveness in relation to organizations (Lawler, 1981; Opsahl, 1966).

According to McDonnell (2011), the combat for talent has turned into fiercely competition in the past ten years. This has boosted wages of highly demanded and skilled employees and caused it very difficult to keep them. While formerly companies relied on former organizational achievement, good wages, good salaries, image as well as interesting and challenging work to draw and keep talents, past research reveals that even companies carried out these prerequisites should at present deal with high employee turnover (Joshi & Agarwal, 2011). Companies require to better understand on how to keep demanded employers in the present economy. The IT sector is extraordinarily
challenging designated the current difference between demand and supply of qualified IT professionals in the Information Technology job markets and the anticipation that this may not alter soon (Owens & Khazanchi, 2011). It has no signal that IT professionals’ demand will reduce, yet the number of candidates to IT areas of study is reducing. Thus, future supply of IT professionals is going to keep low. This research aims at exploring IT professionals’ perceptions on relevant situations to cause them working productively and stay with their companies.

Organizations face with the challenge to maintain daily business operations at a satisfied level because high turnover rates can cause upheaval in accordance with loss of skilled employees. Therefore, losing and replacing good employees are extremely expensive. It is vital to identify what causes employees to quit the current job and seek for a new one. Different studies had been worked on turnover aspects that pay satisfaction may help to enhance motivation of an employee commitment because it is a component of job satisfaction which is primarily related to both employers and employees (Lock, 1976). A study is delivered by Hay (2001) that most of the employees selected job opportunities and training regarded as the main reason to stay in the current organization. Ali (2005) stated that problem might occur if low satisfaction levels of employees are never taken into account.

Riemenschneider, Reid, Allen, and Armstrong (2009) show that Information
Technology Industry is going to face high employee turnover. Hence this high turnover induces visible costs to recruit and select new employees, as well as hidden costs to consist of poor motivation and lack of technical skills and knowledge (Moore & Burke, 2002; Owens & Khazanchi, 2011). Furthermore, a negative effect on the services’ quality as well as business productions may be instilled. Beecham, Baddoo, Hall, Robinson, and Sharp (2008) suggest that Information Technology (IT) projects are caused delays by these hidden costs. IT employees are too hard to replace due to their technical skills. They are absolutely valuable employees that their employers must retain in accordance with their capability to sustain the company but they are the foremost to leave (Greenhalgh, 1983). At last, employee turnover affects overall organizational performance and financial costs for companies (Felps et al., 2009).

According to Bartel (1994), training is viewed as a key instrument of providing same importance to satisfy the demands of both employee and employer. To address the training needs of IT professionals claimed by Hong Kong employers in the manpower survey of VTC (2014), professionals are required to hold technical skills working with computer. Thus, effective technical skills training is taken into consideration to offer in the connection of employer and work analysis (Brannick, Levine, & Morgeson, 2007).

In addition, affective commitment is controlled by factors of tenure, development of fair policy, challenging work, co-workers’ positive relationships and transformational
leadership (Cicekli, 2008). Therefore, the turnover intention can be reduced. Peters, Bhagat, and O'Connor (1981) discovered that the relationship between turnover intention and affective commitment is actually negative. As compared with pay satisfaction, affective commitment could have a greater impact on the turnover intention indeed.

In general, the professionals’ turnover causes organizations spending much more money than employee benefits (Ghapanchi & Aurum, 2011). The previous research concerned about the antecedents to the turnover intentions reflect the expected results to keep comparatively never changed for five decades (Mitchell, Holtom, & Lee, 2001).

Generally speaking, the organizations need to spend much more money than the employee benefits for IT professionals’ turnover. Therefore, it is a severe problem for most of employers to avoid qualified IT employees leave the company. Indeed, employers may lose knowledge and skilled employees, and business opportunities. The three key factors of monetary motivation, pay satisfaction and affective commitment are touched upon to turnover that they can affect the decision of employees either to be stayer or leaver (Shahnawaz & Jafri, 2009). Eventually, the current research fills the knowledge gap to find out how technical skills training moderates the moderating effects of monetary motivation, affective commitment and pay satisfaction in relation to turnover intentions among Hong Kong’s Information Technology Professionals.
1.1 Statement of the Problem

Owing to speedy growth in developing information technology and great demand of practicing Hong Kong’s information technology professionals, different industries drive, hire and keep good talents that broadly employing Information Technology enhances efficiency and productivity for sake of extending their growth of business (UNCTAD, 2010). Highly effective employees are crucial components for firms to enhance competition (Joshi & Agarwal, 2011; Niederman, Sumner, & Maertz Jr, 2007).

Employers in Hong Kong are looking for IT employees. They are the top three difficult types of posts to fill in IT skills shortage and fifty six percent of the employers have difficulty in looking for right talents with right skills (Computerworld, 2014). Facing these problems, employers are employing non-traditional workforce and finding out new sources of highly effective employees. Thus, employee turnover affects overall organizational performance and financial costs for companies (Felps et al., 2009). They are absolutely valuable employees that their employers must retain in accordance with their capability to sustain the company but they are the foremost to leave (Greenhalgh, 1983).

According to the survey of VTC (2014), the labor market in Information Technology sector grows steadily in April 2014 at a rate of 5.4%. The vacancy rate has risen a bit from 2.2% to 2.3% of the respective total numbers of Information Technology positions in
2012 and 2014. Unfortunately, the survey shows that 40% of employers still had difficulties in drawing talents to fill the existing vacancies and 23.4% of them who also had difficulties in furnishing attractive pay to the successful candidates since 2014. Hong Kong Employers reflected that technical skills training could be provided to IT employees because the appearance of skills and knowledge on Sales and Marketing associated with Big Data, IT products or services, and Cloud Computing has made known the circumstance that IT Professionals including system analysts, software engineers and technicians are aware of allocating relevant technologies for business processes to gain competitive advantage.

According to MichaelPage (2014), a high demand for IT professionals is expected to go on over the next 12 months with recruitment exercises in the commercial organizations and banks. Only fewer IT graduates joining the application development sector and therefore salary increases over the next 12 months due to the supply shortage keeping in this area.

The above research background highlights the important research problem of IT professionals’ turnover intentions in Hong Kong. Thus, the purpose of the quantitative research finds out the precedents to the turnover intentions for IT professionals in Hong Kong. It relates to the adoption of equity theory of Adams (1963) to explore the effects of monetary motivation (money attitude), pay satisfaction as well as affective
commitment relating turnover intentions and explain how to work out strategies with monetary motivation, pay satisfaction as well as moderating effect of technical skills training in order to gain affective commitment in relation to turnover intentions and make better operational performance. Research findings are considered valuable for IT professionals to emphasize on employee retention in improving operational performance and attain a research model and hence it contributes to significant understanding retention of IT professionals.

1.2 Research Aims, Goal and Objectives

The aims of the current project find out antecedents to the turnover intentions for Hong Kong’s IT professionals. The goal of the research is very important to the employers because the research findings will furnish perceptions to the employers in drawing up strong strategies to retain highly effective employees.

The specific research objectives are outlined as follows:

a. to investigate and examine the relationships between monetary motivation and turnover intentions for Hong Kong’s IT professionals;

b. to investigate and find out the relationships between employee turnover intentions as well as pay satisfaction for Hong Kong’s IT professionals;

c. to investigate and find out the relationships between affective commitment and
to investigate and examine the relationships between technical skills training and turnover intentions for Hong Kong’s IT professionals;

d. to discover whether technical skills training moderates the relationships between monetary motivation and turnover intentions for Hong Kong’s IT professionals;

e. to discover whether technical skills training moderates the relationships between pay satisfaction and turnover intentions for Hong Kong’s IT professionals; and

f. to discover whether technical skills training moderates the relationships between affective commitment and turnover intentions for Hong Kong’s IT professionals.

g. to discover whether technical skills training moderates the relationships between

1.3 Research Questions and Hypotheses

To address the researched issues on IT professionals’ turnover intentions, the current study has the following research questions:

1. Is monetary motivation related to the turnover intentions?

2. Is pay satisfaction related to the turnover intentions?

3. Is affective commitment related to turnover intentions?

4. Is technical skills training related to turnover intentions?

5. Does technical skills training moderate the relationship between monetary motivation and turnover intentions?
6. Does technical skills training moderate the relationship between pay satisfaction and turnover intentions?

7. Does technical skills training moderate the relationships between turnover intentions and affective commitment?

On the basis of reviewing the literature with respect to the monetary motivation, pay satisfaction, affective commitment, technical skills training and turnover intentions, seven hypotheses has been well developed in the current research as mentioned in Chapter 2. The research model is shown in Figure 1.1, which is relied on these seven hypotheses explaining clearly the actual relationships among independent, dependent and moderating variables.
At first, outcomes of research study give various views with respect to influencing monetary motivation for staff’s job satisfaction. The past research studies argued that money becomes more importance in driving and keeping workers, establishing better organizational performance as well as company culture (Gbadamosi & Joubert, 2005;
Mitchell & Mickel, 1999; Worley & Lawler, 2006). Choe, Lau, and Tan (2011) commented that money has turned into an important portion of human society as it will be swapped for a lot of appropriate things. Mitchell and Mickel (1999) claimed that employer offers salary to hire workers in swapping employees’ work in relation to the relationship between employer and employee. Thus, money attitude could be looked upon a gauge evaluating how company rates staff (Robbins, 1994).

Most of the employees look for a new job to have more pay in terms of income with other fringe benefits (Musa, Ahmed, & Bala, 2014). Kasser and Ahuvia (2002) pointed out that the notion of using monetary factors denoted to do the job very well as enticement for employees regarding as a solid motivational strategy for superior productivity. Hassan (2014) sustains the studies by Choe et al. (2011); Kasser and Ahuvia (2002) and Mitchell and Mickel (1999) to explore the turnover intentions of IT employees that more employees are satisfied with monetary motivation in terms of pay and rewards, they are less likely to have intention to go away.

Hassan (2014) claims that senior management should focus more on highly skilled employees and retaining them would be necessary for the organization to keep competitive advantage. This study supports other research studies such as Cao et al. (2013); Musa et al. (2014) and Worley and Lawler (2006). Cao et al. (2013) also demonstrate that remuneration is inversely correlated with the turnover intentions of the
core employees because an effective remuneration system could motivate employees and hence decrease the intention of changing other related jobs. Cao et al. (2013) and Hassan (2014) conclude that greater monetary motivation may lead to more increased productivity and lower turnover rate. It is justified that an increase of employee income can surely reduce employee turnover (Chiu, Luk, & Tang, 2002; Halaby, 1986). Therefore, it is expected that monetary motivation is inversely correlated to employee turnover intentions. The proposed hypothesis 1 is worked out as follows:

H1: A negative correlation exists between monetary motivation and turnover intentions for Hong Kong’s IT professionals.

Secondly, pay satisfaction is relied on the processes of perception and comparison in accordance with equity theory. Locke (1969) claims that either pay satisfaction or pay dissatisfaction is influenced by the difference between workers who feel what to receive on pay and contribute to the company.

Tekleab, Bartol, and Liu (2005) discovered that the relation between the whole pay satisfaction and satisfaction with an increase of pay as well as level of pay is mediated by distributive justice, whereas procedural justice strongly predicts pay raise merely. Judge (1993) proves that various cognitive processes are made use of assessing various elements of pay satisfaction, it is believed that these pay dimensions may have a single effect on turnover intentions. The higher pay satisfaction, the lower unwanted turnover, employees
can think to quit in case of being under-rewarded. It is because under-rewarded employees can try to reinstate equity by lowering inputs including arriving tardy to work, raising absenteeism, and reducing productivity, or even by going away the company, which are expensive for an organization (Greenberg, 1990; Nelson & Quick, 2013; Niederman & Ferratt, 2006).

According to Singh and Loncar (2010), the relationship among turnover intentions, job satisfaction and pay satisfaction is examined by using a multidimensional way to pay satisfaction that two hundred registered nurses in a hospital are involved in the study. It is argued that employees in nursing careers are motivated more by job satisfaction excluding their pay checks. But the consequences of nursing profession are likely troublesome as in other professions (Curtis, 2007; Shields & Ward, 2001). To summarize, high turnover influences directly on organizational performance and employee motivation (Waldman, Kelly, Arora, & Smith, 2004). As shortages of nurses intimidate the standard of looking after patients, human resources practitioners are solely responsible for carrying out practices in order to improve employee retention. One element for a better retention scheme is a successful and attractive compensation package (Currall, Towler, Judge, & Kohn, 2005). Singh and Loncar (2010) extend the study of Tekleab et al. (2005) that level of pay and pay raise are demonstrated to have effects independently on employees’ turnover intention.
On the basis of monetary perspective, turnover may be extremely expensive for a firm. As an employee goes away a company, it is compelled to expend scant resources to either employ a new employee, or look for other to take over the job. Employers predict to suffer from a bigger loss when they expend a major part of their resources to recruit and train new employees (Holton, Mitchell, & Lee, 2008). In addition, a negative reputation of the company will also be predicted by unwanted turnover.

Vandenberghe and Tremblay (2008) sustain the study of Singh and Loncar (2010) and confirm that pay satisfaction considerably decreases turnover intentions. Consequently, it is justified that pay satisfaction is adversely connected with turnover intentions. In this regard, the hypothesis 2 is supposed as follows:

H2: A negative correlation exists between pay satisfaction and turnover intentions for Hong Kong’s IT professionals.

Thirdly, in the context of behavioral research, affective commitment has turned into a comparatively ripe principle in information technology sector. The previous studies have investigated and affirmed the precedents and affective commitment’s outcomes (Patrick & Sonia, 2012). Employees are supposed to promise the company because of their wants. Mathieu and Zajac (1990) states committed workers having recognition to better improve participation in the organization’s task. In addition, they are willing to devote to keep with the company. London (1983) found that affective commitment is
connected to certain outcome including employee retention, work capability and quality of work in the workplace.

According to Meyer and Allen (1991), the factors including personal or structural behaviors may devote, investigation of the relationships between work experience and affective commitment is not principle led by Mowday, Porter, and Steers (1982). Meyer 1990 criticizes that employees are probably to unleash effort, and devote to organizational effectiveness in order to keep equity with their organization. The worth of affective commitment embodies a psychological synopsis of equity and expectancy ideas. Human resource practitioners should also think about other effects that efforts to enhance commitment may have on staff members, such as their individual welfare and wish to have a job in the direction of achieving organizational goals.

The study by Meyer and Allen (1991) has been criticized that western culture is not appropriate for use in Asian countries. Wang (2004) extended the study of Meyer and Allen that the developed five-component organizational commitment model is adequate for making use of Hong Kong’s composite economic and cultural condition and indicated that it may improve on depicting the feature of affective commitment in other Asian countries.

In turn, low level of affective commitment is thereby associated with negative outcomes. The past research indicates that employee withdrawal goes up when affective
commitment reduces (Pepe, 2010). As suggested by Meyer and Natalie (1997), affective commitment is sustained in regard as a precedent of absenteeism and employee turnover. The previous studies made known that a main connection between turnover intentions and affective commitment exists a converse relation (Ferris & Aranya, 1983). Especially, there exists a correlation between intent to turnover and affective commitment retaining in Information Technology sector (Damien, Ng, Koh, & Ang, 2007).

In view of the organizational commitment’s five-component model developed by Wang (2004), affective commitment powerfully predicted turnover intentions in comparison to other components. Wang (2004) support the past studies by Meyer, Stanley, Herscovitch, and Topolnytsky (2002) and demonstrated that greatest relation of turnover is affective commitment in comparison to the rest of commitments. Thus, it is anticipated that affective commitment will inversely influence to turnover intentions. In this regard, the proposed hypothesis is:

H3: A negative correlation exists between turnover intentions and affective commitment for Hong Kong’s IT professionals.

Fourthly, there is now a movement regarding informal staff development and a non-stop process of enhancing staff performance that technical skills training is viewed a vital component by most of employers for making and nourishing human capital. The previous studies sustain the proposition that employee’s skills training positively affects the
outcomes of employee to the eventual benefit of firms (Ashar, Ghafoor, Munir, & Hafeez, 2013; Rahman, Naqvi, & Ramay, 2008; Royalty, 1996). Technical skills training thereby makes better the senior management and technical skills of employees and hence increasing the possibility of attaining the objectives of organization. The program of this training for employees may aid in cutting down for those work in relation to tension which are brought about by requests for carrying out duties, but they require extra skills for dealing effectively or are not proficient in these duties.

In the absence of staff technical training programs, employees become aware of no more knowledge and even though they select to stay with the same company, their productivity would not meet the criteria. These employees are not able to work well owing to shortage of both technical skills and updated knowledge. Ashar et al. (2013) argue that for those companies spend more in skills training to have even more inflow of workers. It is justified that new workers require specific skills training to better carry out their job assignments. This will lead to invest in technical skills training fulfilling the knowledge gap between the required skills that the employees have a role playing in deciding turnover intentions. The greater the knowledge gap, the higher the employee turnover has been taken place, which is not fine for each firm in the near future. Enhancing retentions of personnel, the most predominant technique is to drive employees by shrinking the gap.

As suggested by Becker (1993), training is separated into two types, namely specific
and general training. The specific training assists making better technical skills and capabilities which are claimed working well in present company. Employer is willing to pay out specific training as it supports members of staff working proficiently in present equipment. In other words, employer is less likely to dismiss well-trained employees owing to their technical skills and capabilities to make better organizational performance. It shows that technical skills training is a type of specific training which has an intense relationship with employee retention. But this kind of training may not support in other firm so that it will not expand career opportunities. Besides, these well-trained employees are less likely to think going away the current company.

Barney (1991) claim that companies provide capital for their human resources to enhance the employee’s worth, regarding productivity and work performance, and hence to bring about competition. Simultaneously, making better productivity via skills training can influence employee retention by enhancing capability of employees’ employment in other companies (Becker, 1993). Thus, it is vital to do a better equilibrium between the organizational and personal goals reducing needless fluidity of employees. Experiential evidence just investigated the correlations between turnover intentions and skills training. (Benson, 2006) also discovered that technical training program has inversely influenced turnover intentions.

When trained employees depart from the firm, learnt skills are thereby disappeared.
Therefore, technical skills training minimizes the opportunity of anticipated turnover. But general training can help to enhance skills and capabilities which are identically supportive for all firms. This kind of training is usually delivered in the pattern of academic training, for instance, a bachelor degree in Information Technology received by an employee that the required skills can be employed by all employers.

Consequently, most of organizations may not willing to put money into general training. However, a technical skills training is a job specific type which is concentrated on developing those technical skills to minimize the knowledge gap between acquired and owned proficiencies of an Information Technology professional in Hong Kong. Ashar et al. (2013) sustain the study by Becker (1993) and Benson (2006) to prove that the technical skills training increases while the turnover decrease. Therefore, it is foreseen that technical skills training is negatively associated to turnover intentions.

H4: A negative correlation exists between technical skills training and turnover intentions for Hong Kong’s IT Professionals.

Fifthly, the aim of technical skills training is to give assistance to employees building their skills which will increase their performance and broader organizational productivity. The training need thereby comes out when senior management alters its mode of operations. Furnham (2014) advocates that employees who should have relevant skills and knowledge to perform the task that are compensated by money. Indeed, moved up
effort may not reimburse without skills.

Chung (1968) also found that motivation will positively affect job performance. This demonstrates that the greater the motivation, the more the employee believes the job probably to be accomplished. Evidence revealed that remuneration package is considered as the most important motivation factors by Information Technology professionals in the past research (Burn, Couger, & Ma, 1991). Therefore, it denotes that technical skills training will be positively correlated with monetary motivation.

In fact, the job nature in IT services industry is famous excessive workload and high pressure for IT employees to abide by the employment agreement, which can be a main dedication to the increase of turnover rate. In accordance with Furnham (2014), monetary motivation is associated with positive influence on both effort and performance. In turn, low monetary motivation may cause unacceptable productivity with higher rate of turnover (Cao et al., 2013; Hassan, 2014). Actually, it associates a relation between low monetary motivation and high rate of turnover (Chiu et al., 2002). Evidence shows that an increase of income can assure to reduce employee turnover (Halaby, 1986).

When technical skills training plays an important role on employee’s performance and organizational productivity, it is very important for IT professionals to perceive the support of technical skills training. Santhanam, Kamalanabhan, Dyaram, and Ziegler (2015) extended the studies by Cao et al. (2013); Chiu et al. (2002) and Halaby (1986) to
examine an employee turnover intention theory in hospitality sector and conclude that training and monetary motivation will interact to bring down turnover intentions. The theory indicated that training moderates only the effects of monetary motivation on turnover intentions. It is justified that technical skills training may decrease turnover intentions and increase monetary motivation. Therefore, it is expected that monetary motivation and turnover intentions are motivated by technical skills training. In this regard, the proposed hypothesis is:

H5: Technical skills training moderates the relationships between monetary motivation and turnover intentions for Hong Kong’s IT professionals.

Sixthly, regarding training status with consideration of probable cultural impact, the previous research exploring the relations between pay and job performance indicated that firms are more likely to develop an incentive plan in the long run due to receiving more growth in return on equity (Orpen, 1999). Bartel (1994) advocated that training indeed rises the salary growth and job performance, and thus enhancing productivity. Barron, Berger, and Black (1997) indicate that employees might not get adequate training either in specific or general form. It is justified that some employers could not want to provide more comparable training programs to their employees due to the issue of employer turnover.

Most of organizational justice studies touched upon pay package have been carried
out, but have not been looked into the influence of pay package and the factors of justice on a significant outcome, turnover. Perhaps, it shows that employees do not satisfy about their pay package because only little distributive and procedural justice may highly incline to depart from the firm. Evidence indicates that suggested pay satisfaction is a main element influencing thoughts of departure and succeeding turnover conduct (Hom & Griffeth, 1995).

The past studies claimed that an inverse relation exists between turnover intentions and pay satisfaction (Motshegwa, 2011). Motshegwa (2011) supported the study by Hom and Griffeth (1995) and concluded that turnover rates may be interacted with pay satisfaction and specific training. Thus, it is justified that pay satisfaction and turnover intentions are moderated by technical skills training. This shows that technical skills training may decrease turnover intentions and increase pay satisfaction. Therefore, the proposed hypothesis is:

H6: Technical skills training moderates relationship between pay satisfaction and turnover intentions for Hong Kong’s IT professionals.

Seventhly, technical skills training is delivered to be the degree to which IT employees perceive that they have chances of taking skills training. As suggested by Bartlett (2001), employees with undoubted feelings of this training may be likely promised to the company. The previous studies denoted that the training has the strongest
relationship with affective commitment (Ahmad & Bakar, 2003; Bartlett, 2001). It is justified that firms may improve affective commitment by boosting consciousness of technical training opportunities. It is expected that the training is positively linked to affective commitment.

As affirmed by Egan, Yang, and Bartlett (2004), committed employees are less likely to depart from a company. Discrepancies are also noted relying on employees’ behaviors. Higher knowledgeable persons have noted to leave afterward getting further training programs. It is not easy to meet the desires, wants and needs of higher knowledgeable employees are much more than to meet the desires for lower knowledgeable employees (Steers, 1977). It may account for the major influence of the knowledgeable and skilled levels, as higher knowledgeable employees normally have a superior employment opportunities, particularly as they got a lot of skills and technical knowledge by taking part in training courses.

Persons who work enduring for the firm outcome better on affective commitment due to their obtained working experience. Becker (1993) argued that the greater specific skills training, the smaller probably employee turnover can take place. This kind of training has been paid by the employer as the skills obtained are not transferable. Conversely, employees classically get lesser pay during the period of the specific skills training in expectation of coming income rises. It reflects that period of time for investment of
employee and the expectation of more attractive salaries as latently driving to enhance commitment. It is justified that satisfied employees get better on affective commitment to the organization.

Newman et al. (2011) support the study by Becker (1993) and conclude that affective commitment and turnover intentions are moderated by training. This shows that the technical skills training may decrease turnover intentions by enhancing affective commitment, because it is a retention instrument. Thus, the proposed hypothesis is:

H7: Technical skills training moderates the relationships between affective commitment and turnover intentions for Hong Kong’s IT professionals.

Last of all, all hypotheses are summed up in Table 1.1

<table>
<thead>
<tr>
<th>Variable</th>
<th>No.</th>
<th>Relationship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monetary motivation</td>
<td>H1</td>
<td>A negative correlation exists between monetary motivation and turnover intentions for Hong Kong’s IT professionals.</td>
</tr>
<tr>
<td>Pay satisfaction</td>
<td>H2</td>
<td>A negative correlation exists between pay satisfaction and turnover intentions for Hong Kong’s IT professionals.</td>
</tr>
<tr>
<td>Affective commitment</td>
<td>H3</td>
<td>A negative correlation exists between turnover intentions and affective commitment for Hong Kong’s IT professionals.</td>
</tr>
<tr>
<td>Technical skills training</td>
<td>H4</td>
<td>A negative correlation exists between technical skills training and turnover intentions for Hong Kong’s IT professionals.</td>
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<td>---------------------------</td>
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<td>---------------------------------------------------------</td>
</tr>
<tr>
<td>Technical skills training</td>
<td>H5</td>
<td>Technical skills training moderates the relationships between monetary motivation and turnover intentions for Hong Kong’s IT professionals.</td>
</tr>
<tr>
<td>Technical skills training</td>
<td>H6</td>
<td>Technical skills training moderates the relationships between pay satisfaction and turnover intentions for Hong Kong’s IT professionals.</td>
</tr>
<tr>
<td>Technical skills training</td>
<td>H7</td>
<td>Technical skills training moderates the relationships between affective commitment and turnover intentions for Hong Kong’s IT professionals.</td>
</tr>
</tbody>
</table>

Source: Created by Researcher
1.4 Research Methodology

Addressing the research questions and testing the hypotheses, a descriptive, cross-sectional study, with quantitative approach is employed to measure Hong Kong’s IT professionals in relation to an online survey questionnaire. An quantitative research method is taken into consideration adequate to examine hypotheses of relationships among dependent and independent variables (Clark-Carter, 2009).

Two thousand professional class members of HKCS are invited joining the online survey. An online self-administered questionnaire is deployed as the research tool in this study. The 15-minute survey design practice relates to the plan of composition scale items with the considerations of validity and reliability belonging the five key variables of the research. Every variable contains multiple scale items fitted from present human resources management (Felps et al., 2009; McDonnell, 2011; Moore & Burke, 2002). A five-point Likert scale is used for all scale items to be measured apart from the section of general demographics. The organized questionnaire is separated into six parts. They are monetary motivation, pay satisfaction, affective commitment, technical skills training, turnover intentions and demographic information sections.

A total of 304 valid responses are collected with a response rate of 15.2% which are then made use of data analyses. At first, descriptive analysis of variables are employed to identify the general demographics of sample population. Then both validity and reliability...
tests are conducted by factor analysis and Cronbach’s alpha for collected data. Exploratory factor analysis is used to examine whether factor structure is hypothesized to fit the primary dataset or not. The involved items in EFA are evaluated by employing principal component factor with a rotated varimax. Cronbach’s alpha method is used to gauge internal consistency while confirmatory factor analysis (CFA) is to verify evaluation of measurement conducted by EFA. Related measurement models are developed specifying the latent variables. Thirdly, required assumptions are tested accounting for multiple linear regression analysis. The assumptions include normality, linearity and heteroscedasticity. Last of all, the regression analysis is adopted to test the seven hypotheses.

1.5 Ethical Implications

The researcher is responsible to guarantee the study being performed by obtaining ethic acceptance from the University of Newcastle, NSW Australia. Preparation work for the claim of filing necessary documents will be reached to the University. There are two important ethical issues to take into considerations. They are the requirement to keep participants’ voluntarism and anonymity. At first, an invitational electronic mail letter is sent to the assistant manager of Hong Kong Computer Society with Organization Consent Form and Organization Information Statement. With the help of the manager, all
professional members of the Society would get an invitation electronic mail with the Participant Information Statement and a survey link. The location of the web link for the survey is placed on the page 2 of the participant information statement. The members who are entirely voluntary to complete the survey. They might opt to withdraw from participation by pressing the exit button at the upper right corner of the first page in the online survey at any time. In order to guarantee voluntary and informed consent, participants started online survey before they are guided to a personal statement notifying them of their rights and ensuring confidentiality. Implied anonymous consent is made from participants when completion and going back questionnaire. In addition, confidentiality is also guaranteed as collected data will be analysed at the level of summation and individuals are not required to identify. All data must be stored in a password safeguarded computer. Only the supervisor and the researcher have the right to access the data for the purposes of research. Data must be kept for five years after the approval of the dissertation in accordance with the policy and regulation of the University.

1.6 Significance of the Study

It is expected shortage of IT professionals to be become more serious in future. The previous research shows that employers raise salaries of highly skilled employees because of war for talent (McDonnell, 2011), and they must deal with high turnover (Joshi &
Agarwal, 2011). Furthermore, there is a gap in the literature that no more studies involve technical skills training in IT industry (McCrindle, 2006). Therefore, it is worth to look into the relationship between technical skills training and employee retention. However, this study is to explore money attitudes as a motivational instrument in order to enhance pay satisfaction, technical skills training, affective commitment in Hong Kong’s IT services industry. All participants in this proposed study must be IT employees and professional class members in Hong Kong Computer Society.

This research study contributes to the existing literature by providing demonstration that there is an important chance for even more development of the body of knowledge regarding the relationships among monetary motivation, pay satisfaction, affective commitment and technical skills training in relation to turnover intentions. It contributes to differentiate turnover intentions and pay satisfaction with monetary motivation and technical skills training among IT professionals across IT services industry in order to better understand how pay satisfaction affects turnover intentions in various organizations. The research findings still devote an inspired area of carefulness in aiming the highly appropriate employee retention tactics for IT professionals that may guide to enhance competitive advantages, operational performance, organizational effectiveness and profitableness in the substantial IT services industry in Hong Kong.
1.7 Summary

This chapter introduces the background of Information Technology Professionals and draws attention to the importance of the technical skills training in relation to employee turnover intentions in Hong Kong’s IT services industry. In addition, it mentions the problem statement, the main aims and the objectives of the research study. And then, it clearly explains the research questions as well as related hypotheses filling the gap by creating the body of knowledge regarding the relationships in relation to turnover intentions. At last, it provides a concise outline of limitations, ethical implications and significant study with definition of essential terms.

Chapter 2 provides a full review on key literature in relation to a comprehensive discussion on key variables including technical skills training and turnover intentions in Hong Kong’s IT services industry. It connects literature to the research questions and hypotheses via past studies in the area of Information Technology to the research questions to fill the gap of the body of knowledge in comprehending the relationships between technical skills training and IT employee turnover intentions.

Chapter 3 describes the research design and methodology, works out the questionnaire, sampling method and instruments and deals with procedure of bringing about the methods and data used for data analysis.

Chapter 4 depicts the research findings and outlines the results with respect to
research questions and hypotheses.

Chapter 5 outlines the findings relied on the results in the preceding chapter. It breaks out essential points of the research study and summarizes the findings. Finally, it discusses practical implications for Hong Kong’s IT professionals, restrictions of this study and recommendation for future study.

Chapter 6 mentions conclusion of the study and discusses the contributions and implications for IT professionals in Hong Kong. It affirms the limitations and provides recommendations for future research.
Chapter 2 - Literature Review

Chapter one mentions the background and objectives of the research project. This chapter reviews relevant extant studies with respect to employee turnover intentions that a theoretical research model had been developed. The study explores the moderating effects of technical skills training influencing monetary motivation, affective commitment, pay satisfaction, and turnover intention of Hong Kong’s Information Technology professionals.

This chapter has ten sections. First section depicts support for Information Technology Industry in Hong Kong. Then the second section explains the challenges of Information Technology sector on employee perspectives. The third section mentions monetary motivation and related theories, key points of monetary motivation in fascinating and Retaining IT employees, and the relation of turnover Intentions and monetary motivation as well as developed hypothesis 1. The fourth section discussed the equity theory in relation to the principles of equity, fairness and justice. The fifth section explains the relation with turnover Intentions and pay satisfaction, and developed hypothesis 2. The sixth section describes the relation with affective commitment and turnover Intentions, and developed hypothesis 3 while the seventh section provides current situations of IT employee turnover in Hong Kong’s Information Technology sector, concepts of turnover and turnover Intentions, employee turnover model and issues
of employee retention. The eighth section discusses technical skills training in relation to turnover intention, as well proposed hypotheses (4 to 7). The last two sections depicts research model and summary.

2.1 Support for Hong Kong’s Information Technology Industry

According to the report HKTDC (2015), Hong Kong has a very good information technology intra-structure to support IT industry locally. In view of infrastructure, Hong Kong has furnished IT industry to IT service providers and various scales of companies located in Cyberport spending HK$ thirteen billion. It aims to support the industry in various situations including training and establishing business to foster companies in the field of IT industry. There are over two hundred companies started up in Cyberport, an increase of sixty-six percent since March of 2014.

The well-developed information technology (IT) infrastructure in Hong Kong gets along with the prominent geographic location to permit the economic nature of Hong Kong in regard as a services-oriented economy due to a quick growth in the services sector in 2013 (ISD, 2015). In addition, the Digital 21 strategy in Hong Kong has been announced since 1998 in relation to making a blueprint for an integrated development of Information Technology. This strategy’s main aim intends to summarize how business, community, academic world and industry will collaborate with the Hong Kong
Government to attain the government’s vision in the front line of global development of Information Technology.

To address the issues of facing sharp competition from built up mainstays including real estates, retail and financial services for capitals and highly effective talents, the latest technologies should be supported in motivating even more development in Hong Kong including cloud computing, big data, Internet of things and wireless because Hong Kong is the most secure location in Asia to exploit data centers (Cushman & Wakefield, 2012).

In accordance with the 2014 Manpower Survey Report executed by the Vocational Training Council (VTC, 2014), there are 82973 employees who worked in the Information Technology related sector at the time of survey. As compared with the previous year, labor market in IT industry increased 5.4% of workforce. The manpower survey indicated that software development occupied the largest capacity of IT employees constituting for 37.9%, accompanied by the operations services assuring 23%. It is sure that the software development is the principal pool of IT services industry in Hong Kong (HKTDC, 2015). But the turnover rate of Hong Kong’s IT employees is 6.9% in 2014.

2.2 Challenges of Information Technology Sector on Employee Perspectives

Although Hong Kong has a very strong Information Technology infra-structure, innovative and business conditions, over fifty six percent of the employers had difficulty
in looking for right talents with right skills (Computerworld, 2014). It is a growing issue that the jobs and skills linked with the successful IT employee of the former times, can be subsequently inadequate (Farewell, Kuramoto, Lee, Trauth, & Winslow, 1992). Variations in corporate computing services generated by new technologies have created many new career opportunities (Trauth, Farewell, & Lee, 1993). Even more, the traditional employment formation still kept in a lot of Hong Kong companies to play the role as a severe restriction for the development a broad area of Information Technology. Employment opportunities of Information Technology will certainly improve but can also require professional skills that are importantly from the development of technical skills to concentrate a number of Information Technology academic programs (Burn, Ng, Ma, & Poon, 1994).

It is a deteriorated problem in Hong Kong due to an enduring shortage of Information Technology employees. For the past few years, Hong Kong’s IT industry has persistently evaluated the difficulty of retention, recruitment and training for IT employees in regard as the most important matter for all IT job nature (Burn & Ma, 1989, 1990). It is found that the three main factors of IT employees to pursue a new job are remuneration package, promotion prospects and job satisfaction where remuneration package is classified as the most prevalent causes for altering jobs. These three factors are also classified as the most important motivation factors by IT professionals in the past research (Burn et al., 1991).
There is a great discrepancy of remuneration packages between low-ranking and high-ranking IT employee in Hong Kong and the variation is greatly larger than other countries including United States of America and Singapore (Neo, 1993; Smits, Tanner, & McLean, 1993). Annual base pay for analyst programmers in organizations with two to five years of working experience, project manager more than 8 years of working experience, and Chief Information Officer over 15 years of working experience could be HK$540000, HK$7000000 as well as HK$2.8 million respectively (Kelly, 2015).

Besides, the speedy rise of property prices and rentals in Hong Kong influences living quality for IT professionals. This issue partially interprets why IT professionals put major value on extrinsic rewards rather than intrinsic rewards, and thus, most of them attempted to work hard assuring better salaries job via promotion (Burn et al., 1994). In other words, the past study in 2010 denoting Information Technology (IT) Professionals paid attention that their IT skills of employer demand had risen up (Laumer, Maier, Eckhardt, & Weitzel, 2011). Ease of movement is a principle related to the decision of employee either to leave or stay a company relied on how convenient it is to quit the company (Tanova & Holtom, 2008). It indicated that ease of movement is relatively high and therefore, the demand of IT employees increased (Ghapanchi & Aurum, 2011). In view of these special situations, it turned into harder for companies to retain IT employees indeed. Generally, employee turnover spends employers much more resources than
employees’ benefits (Ghapanchi & Aurum, 2011). This insinuates that the rate of IT employees hunting for a new position is relatively high soon, which provokes into fighting against employers in demand of IT employees to exploit solid retention strategies. Last of all, turnover is a critical issue because of main causes in regard to Hong Kong’s Information Technology services industry.

2.3 Monetary Motivation and Related Theories

Employees always compare themselves to others no matter whether they take money as a main motivator or a part of whole motivation. Different researchers have different explanations of motivation over several decades. Motivation is defined as the act or process of motivating (Merriam-Webster, 2006). Mathe, Pavie, and O’Keeffe (2012) mention that motivation is an inner capability provoked by the boost to achieve goals in order to fulfil a group of personal wants and values.

Very few studies have been worked out to measure employees’ attitudes towards money. The importance of money has been getting bigger for the past ten years. For instance, great majority of Hong Kong employees denote that cash keeps king among other components of compensation (Chiu, Luk, & Tang, 2001). Workers in Hong Kong are mainly attracted in monetary awards as they want to change jobs largely for a more attractive income. Income retains employees in Hong Kong for longer working hours.
The cash mentality survives in the heart and spirit of employees in Hong Kong because money is considered as the most major formation of compensation. Therefore, the definition of monetary motivation is to use cash compensation in attracting, keeping and motivating employees as well as achieving the goals of organization all over the world (Allen et al., 2006). Allen et al. (2006) found that money is extremely significant factor which is applied for the frame of reference to let employees look into their daily lives.

Adair (2009) states that motivation involves both extrinsic and intrinsic reasons driving an individual either to perform or to get some activities from the context of human studies. However, extrinsic motivation is most likely related to rewards including remuneration (Keller, 2010). It is improved by the job environment and takes place after the job has been finished (Marquis & Huston, 2009). Monetary rewards do work fine for motivating manifestation capacity excluding required quality in different industries. Therefore managers in all kinds of organizations including IT sector motivate employees sharply, they may first assist them to determine their interests with the organization (Goncharuk & Monat, 2009). It shows that an employee could be driven by some factors within an individual or an individual might be affected by external forces.

The motivational factors affecting worker turnover consist of job employment, company culture and performance management. Employment occurs as hired workers are promised to their job and motivated to attain higher standards of performance. The
consequence will merely be attained as the companies make an offer of an alluded contract to their hired workers that certain positive behaviors are drawn forth and adjusted with the objectives of organization (Armstrong & Brown, 2009).

Theories of motivation have two forms, namely process and content theories. Content theory focuses on personal wants to stimulate particular behavior (Ruthankoon & Ogunlana, 2003). With regard to this, Lock (1976) discovered that the theories mention the certain needs that should be achieved for a person to be satisfied with the work. Two-Factor Theory is an example for such theories.

Two-factor theory of motivation is used to distinguish hygiene factors and motivating at the working condition (Ruthankoon & Ogunlana, 2003). Using hygiene factors is to block workers against sensation discontented and de-motivated, for example, salary and work condition. Nevertheless, these factors may not motivate employees to get their commitment or work with the best effort. Hence, Herzberg (1968) created another group of forces called motivators to drive employees. These motivators make up of factors such as interest, responsibility, relevant job, and staff development. Managers might face problem for de-motivated employees during working if these motivators are absent. An explanation of factors is devoted to either satisfaction or dissatisfaction of employees at work (Herzberg, Mausner, & Snyderman, 1959).

People require two groups of needs, namely extrinsic or hygiene factors, and
motivators or intrinsic factors to denote whether they are satisfied or dissatisfied, in which are isolate variables affected by various stimuli. Bockman (1971) states that the following theories have a little bit discrepancy between Herzberg’s theories and the common thinking.

The view of Herzberg’s motivation theory (Herzberg, 1966) also illustrated Maslow (1943) affected by looking into motivation which is a “function of growth” especially when generating individual development (Byrne, 2001, p. 326). Based on Herzberg’s theories, the extrinsic factors include reward, work condition, supervision, and co-workers while intrinsic factors include recognition and advancement.

According to Burn et al. (1991), pay and benefits is viewed as more important motivational factors by IT professionals in Hong Kong. Since pay and benefits had been classified as motivational factor and hygiene factor (Herzberg et al., 1959; Maslow, 1943). Perhaps, pay and benefits have been certainly emphasized from all industries of society that the brain drain problem is going to lead to chaos in Hong Kong’s IT professionals. For the purpose of drawing and retaining employees in the current organization, employees’ wants and needs should be firstly fulfilled including attractive remuneration with company benefits (Ross & Zander, 1957). In accordance with (Jiang, Chen, & Wyer Jr., 2014), explanation of money is a general medium of swap to pass through diverse fields of day-to-day life. Money is to motivate for someone, whereas it is also a hygiene

Extant literature recommends that monetary reward is one of the factors to motivate people because it plays an important role as a predominant motivator (Met & Ali, 2014). Nevertheless, outcomes of research study give various views with respect to influencing monetary motivation for staff’s job satisfaction. The past research studies criticized money which is valid in driving and keeping workers, establishing better organizational performance as well as company culture (Gbadamosi & Joubert, 2005; Mitchell & Mickel, 1999; Worley & Lawler, 2006). Money has turned into an important portion of human society as it will be swapped for a lot of appropriate things (Choe et al., 2011). In view of the relationship between employer and employee, employer offers salary to hire workers in swapping employees’ work (Mitchell & Mickel, 1999). Therefore, money attitude will be looked upon a gauge evaluating how company rates staff (Robbins, 1994).

Scholars and managers are progressively conscious of the significance of exploring employees’ attitudes in regard to pay and level of pay satisfaction as money can importantly influence individuals’ performance, organizational behavior and effectiveness (Lawler, 1981). This study concluded that extrinsic factors sharply anticipated monetary motivation and turnover intentions.

As compared with content theory, process theory assesses internal and external factors with conditions how to stimulate particular behavior (Gibson, Ivancevich,
Donnelly, & Konopaske, 2003; Ruthankoon & Ogunlana, 2003). This theory states that concentrates on understanding how employees choose behaviors to fulfil their needs (Lussier, 2015). Expectancy theory of Vroom (1964) is a process theory to help explain clearly how pay affects behavior in the future. It involves three elements to identify motivation including expectancy, instrumentality and valence (Lussier, 2015). Expectancy refers to a determination looking upon the possibility that an endeavor cause to an undoubted standard of employee performance (Lussier, 2009). Instrumentality refers to the possibility that this standard of employee performance causes to an undoubted rewards (Nelson & Quick, 2013). The valence makes known the expected value of the outcome linked with employee’s performance (Colquitt et al., 2011). These three elements are all essential to the motivation of an individual which is the conscious relation between rewards and performance level to change from individual to individual and from condition to condition. When persons join to monetary rewards, an effect takes place positively on top of the economic value of reward. (Mickel & Barron, 2008). Employees are motivated to work harder and keep longer in their current job in relation to the connection between pay and job, and express how much they rate highly to money (Wyld & Maurin, 2011). As suggested by Buhler (1989), an internal approach serving a company is employed by a reward system. Regarding the internal benefits, employee performance will increase while both absenteeism and turnover will reduce. A better
reward system drives employees working harder. Furthermore, organization may enhance productivity and save money in relation to the cost of choosing and recruiting extra qualified employees and overtime pay. Thus, expectancy theory looks upon monetary motivation as a concept of multidimensional performance outcome.

Equity theory makes use of a social comparison process to affect motivation and behavior that workers differentiate between their inputs to outcome ratio in work environment to other workers (Furnham, 2014). Outcomes for employees and others concern about the things including pay, fringe benefits and workplace perks whereas inputs relate to the contribution to their works for themselves and others consisting of effort, skills, qualifications and experience (Colquitt et al., 2011). This theory is linked with the principles of equity, fairness and justice. It suggests that employees are driven to retain equitable or fair among their relationships as well as to alter those relationships which are inequitable or unfair (Nelson & Quick, 2013).

Equity theory is related to motivation of human being to avoid negative emotions that develop from being looked upon unfairly in their works when they have become involved in the social comparison process. Milkovich and Newman (2008) point out that employees try to find out the balance between what they put money into or perform their works in relation to training, skills and effort, and what to get an outcome via pay or fringe benefits. When employee’s input-output ratio is equal to other, equity is attained.
Employees will make to amend the inequity if they become aware of inequality. They may reduce productivity or decline their work’s quality. (Greenberg, 2013) found that inequities may cause to go up in absenteeism or even leaving the company.

Lawler (1971) also recommends that satisfied pay or dissatisfied pay is affected by the difference amidst what employees feel that they should get their pay and dedicate to the company. Employers require to take equity theory into consideration severely when they dealt with employees either in case of managing general issues including pay and promotions or in case of training. So equity theory may assist employers to understand behavior of employees and furnish them with probable factors that might cause low efficiency and poor performance. This theory advocates that employees should obtain as much as possible. Therefore, there would be an equilibrium between the input and output in relation to work.

Equity theory receives more attention from employers with respect to the outcomes’ fairness. Inequity is a main concern about industry and labor market. Exchanging fairness between company and staff is never perceived by the staff regarding as a common economic issue, a component of relevant justice is touched upon. This theory would be utilized to any social circumstance in which a process of exchange has been occurred, for instance, between staff and company.

There is a likelihood that one or two persons who may feel that the exchange is not
equitable when they want to exchange something. This is an instance usually as employee swaps his work for pay (Adams, 1963) Thus, equity theory is going to help senior management in feeling what employees are motivated (Berkowitz, 1964). Based on equity theory, looking upon equitably personal sensation influences motivation as compared with others. Thus, employees may not agree with what forms equity and inequity at work. Equity is thereby a subjective that causes it more capable to being affected by individual factors. Inequity retains for a person to perceive a maladjustment in the proportion to outcomes including remuneration at working and inputs such as making efforts for doing job as colleagues’ outcome and salaries (Miner, 1980).

In accordance with Adams (1965), inequity survives on an individual to sense the proportion of his outcome to input and the proportion of other person’s outcome to another’s input is not equal. It sticks to inequity to bring about that a person is either under-benefited or over-benefited. According to Adams (1963), various workers feel that various inputs and outputs are essential for them. However, they usually feel that they obtain their output which should be come from the input they provide. In terms of fair issue, they feel unfair if other workers get the higher output for identical input. The researcher also recommends that inequity may take place in any exchange. It is quite probable for one or more workers who may perceive inequitable exchange (Adams, 1963).

The theory mentions that workers contrast their inputs and outcomes with others in
relation to ratio which can cause in three forms of outcomes, they are over-rewarded, under-rewarded and equitable-rewarded (Huseman & Hatfield, 1990). Over-reward refers to employees who are overpaid but are assumed to become aware of guilty. No more employees are found in this situation. Equitable-reward concerns about individuals who are fairly paid but are assumed to consider satisfactory. Under-reward relates to employees who are underpaid and assumed to perceive fury. Employees become aware under-rewarded who may try recovering equity to cut down inputs, for instance, raising on strike, taking longer rests, and dropping labor productivity, or going away the firm, all of them are too expensive in relation to an employer (Greenberg, 1990).

Both fairness and equity are generally hidden in the connection of organizational justice. Explanation of organizational justice is one in which workers become aware of fairness making decisions (Whitman, Caleo, Carpenter, Horner, & Bernerth, 2012). Organizational justice contains two parts, namely, distributive justice and procedural justice which are made use of evaluating fairness (Fassina, Jones, & Uggerslev, 2008; Van Buren, 2008). The fairness of the outcome is applied by distributive justice applies in studying level of pay satisfaction. Indeed, this satisfaction level is slightly alone from one another and thus will have a sole influence on intent to turnover.

Principle of organizational justice comes from the source in equity theory (Adams, 1963) that puts forward people create two kinds of fairness judgments in relation to the
research of pay satisfaction. The first one concerns what people are rewarded and the other one looks upon how people are rewarded, which is termed as distributive justice (Hom & Griffeth, 1995). This justice concerns about perceived fairness of outcomes linked with allocation judgments which significantly predicts pay level satisfaction (DeConinck & Stilwell, 2004). This feeling of fairness is not easily judged by the amount obtained. It is a general issue that justice theory enjoy together with equity theory of Adams (1963), nevertheless, justice concept also suppose employees judge fairness via satisfactoriness of their remuneration with respect to their anticipations, demands and common social criteria (Cropanzano & Greenberg, 1997).

Miceli and Mulvey (2000) criticize distributive justice which inclines to have a stronger relationship to the dimension of pay level than others including pay raise satisfaction. Therefore, it is likelihood that distributive justice will have an exceptionally strong relationship of pay level satisfaction due to its important concentration on integrated outcomes.

According to Folger and Konovsky (1989), procedural justice concerns about perceived fairness for the way which made use of deciding the overall rewards. Researchers suppose procedural justice run by directly affecting pay responses in relation to the direct effect (Tekleab et al., 2005).

In view of organizational justice concept, Greenberg (1990) concluded that
procedural justice is most frequently connected with pay system satisfaction (Cropanzano, 1993) whereas distributive justice frequently concerns about outcome of satisfaction. Procedural justice is found to influence both behaviors and affective reactions concentrated on the company such as affective commitment and organizational behaviors, whereas distributive justice affects behaviors and reactions in terms of particular job (Folger & Konovsky, 1989).

Consequently, most of organizational justice studies in relation to compensation are carried out in organizational settings but are not able to investigate the impact of both justice factors and compensation for an essential outcome of an organization, namely, turnover intention (Folger, Rosenfield, Grove, & Corkran, 1979). It is because employees feel dissatisfied with their pay who will consider to go quit the company soon owing to lower justice. It shows that pay satisfaction is put forward as the main element influencing thoughts of going away and succeeding turnover behavior (Hom & Griffeth, 1995).

In this study, pay is taken into consideration as the most major outcome. Pay in the office is considered latently driving force and probably rewarding outcome. Pay is important to the degree to which it offers feedback of performance (Thierry, 1992). In Hong Kong, money is very important in everyday life. Everyone relies on pay to support and remain alive. Equity theory handles this matter as root of motivation (Zawahreh & Madi, 2012). Workers know that pay will drive to secure living quality, standing and
recognition. On the other hand, pay is even more essential to the degree in which it is viewed as a method bringing about more motivating force. For those workers who are not satisfied with other factors at work such as working environment, they will receive more pay to reimburse for dissatisfaction.

The employee response to inequity in regard to pay issue may drop the speed and quality of work. In a similar way, salaried employees who think that overpayment may heighten their inputs by the ways of working harder, longer working times or even more labor productivity in the workplace. Correspondingly, employees who reduce their own outcomes by giving up company’s fringe benefits that may be viewed as rectifying an inequity of overpayment. People get overpayment who can likely persuade themselves emotionally to consider getting higher outcomes with respect to their outstanding inputs. Individuals get solid pay rises but will not become aware of causing problem about it radically as they think that an increase of pay is guaranteed on the foundation of their outstanding inputs, and thus an inequity is never be formed.

The previous research has commonly sustained the claim of theory that employees will respond to overpaid and underpaid inequities in the ways already mentioned. Berkowitz, Fraser, Treasure, and Cochrane (1987) discovered that the most powerful predictor of pay satisfaction is existing inequity. How does equity theory deal with the principle of negative inputs? The main point is that equity changes to inequity because
the conviction that employees like to pay attention to equity over equality. However, this theory has drawn an immense literature concerned about the matter of motivation and the task of money.

2.3.1 Crux of Monetary Motivation in Fascinating and Retaining IT Employees

Researchers have recommended that money is a motivator driving employees to work harder (Lawler, 1973). Monetary motivation may attract and retain IT talents in Hong Kong (Chiu et al., 2002). There is very few studies to examine different compensation elements in drawing and retaining employees in Hong Kong (Roy, Walters, & Luk, 2001). As Hong Kong keeps an intense western impact and economic system over ten decades, most rich people dwell in elegant houses with gardens whereas middle-wage employees expect to possess a property (Chiu et al., 2002). It is not easy for employees to buy any property at high price. Certain organizations may provide low-interest mortgage benefits for their employees (White, Luk, Druker, & Chiu, 1998). Therefore, low-interest mortgage loans can draw and keep a lot of talents. Employers give in return to appreciate a preferably steady and devoted labor force. It is predicted that low-interest-mortgage will be strongly influenced keeping staff but it may not drive them as Maslow (1970) states that needs are satisfied but they are not motivators.

China has taken over Hong Kong since 1997, Hong Kong citizens incline having a
short-term outlook and an uncertain degree of reliance, trust and commitment among organization, Hong Kong Government of Special Administrative Region and the System. According to Tang (1992), money is very vital and let Hong Kong people to have freedom and autonomy. Hence, cash mentality is prevailing in Hong Kong IT professionals in order to depict job and money-related attitudes. In view of Hong Kong’s employees, pay is regarded as the most essential issue of a career (England, 1989). As compared with pay packages, IT employees’ annual income seems to slightly less than other industries such as Banking and Finance (Kelly, 2015). It is because cash is top priority in Hong Kong in comparison with another compensation elements (Chiu et al., 2002). Consequently, retention of highly effective IT professionals is an important issue in the labor market. Thus, it is expected that money may be vital in driving and retaining IT employees in Hong Kong.

2.3.2 Monetary Motivation and Turnover Intentions

There are some studies to depict monetary motivation in relation to turnover intention. Most of the employees look for a new job to have more pay in terms of income with other fringe benefits (Musa et al., 2014). Kasser and Ahuvia (2002) figured out that the notion of using monetary factors indicated to do the job very well as temptation for employees. Honeywell-Johnson and Dickinson (1999) discovered that taking salary with
a fair dividend plan and driving employee involvement in administration functions is a solid motivational strategy for superior productivity.

In comparison with other industries, the nature of IT services industry is famous excessive workload and high pressure for IT employees to abide by the employment agreement, which can be a main dedications to the increase of turnover rate. According to Furnham (2014), monetary motivation is associated with positive influence on effort and performance. In turn, low monetary motivation may drive to weaker productivity and higher turnover rate (Cao et al., 2013; Hassan, 2014). Actually, it is recommended that there has a relation between low monetary motivation as well as high turnover rate (Chiu et al., 2002). Halaby (1986) pointed out that an increase of employee income can assure to reduce employee turnover. Thus, it is anticipated that monetary motivation is inversely correlated to employee turnover intentions. The proposed hypothesis is thereby:

H1: A negative correlation exists between monetary motivation and turnover intentions for Hong Kong’s IT professionals.

2.4 Pay Satisfaction

A great deal of studies have been devoted to the issue, a lot of people believe obviously that there is a relation between pay and job satisfaction. As employees are cheerful to confirm the reality that pay is yet one remunerate at work, it is viewed by far
the utmost thing. Allen et al. (2006) defined pay satisfaction as a main part of job satisfaction, but there are an overall host of other factors including working relationships, self-existent jobs and natural working circumstances to play the role. There are still various factors in relation to pay satisfaction, similar to pay equity comparisons. Allen et al. (2006) suggest that older employees will be less likely to satisfy with pay as their expectations were not sufficed for the service reward. Likewise, the more paid jobs might be less cheerful as they had bigger anticipation of the jobs who got. In view of employee perspectives, pay is noticeable significance in relation to fulfillment of employee’s economic demands. Employees are pleased to have total amount of pay because of hitting their behaviors and attitudes. In accordance with dissatisfaction of employee with pay, it may decline job commitment, raise pilfering, and cause employee turnover (Currall et al., 2005; Greenberg, 1990; Miceli & Mulvey, 2000).

In view of employer perspectives, a reward system of an organization is more and more observed as a strategic instrument in positioning employees’ interest, management and making better organizational performance. So that organizations can make use of systematic pay driving strategic behaviors (Milkovich & Newman, 2008) and let employees meet the expectations of pay. Turnover of employee is a crux heed for most organizations due to the money and time concerned in releasing this issue as well as other factors. It is obviously important delivering turnover to draw the attention of Hong
Kong’s IT professionals.

Pay is regarded as the most essential issue of a career for Hong Kong employees because it is the salary that retain employees to go on productively working in the current company (England, 1989). The concept of efficiency wage claims that components of compensation can improve efficiency and decrease unit labor costs in order to cut down turnover and strengthen endeavor (Campbell, 1993). Higher pay may impact workers’ determinations in job agreement and intention to go away (Armstrong & Murlis, 2007). Employers may use benefits to draw and keep good talents and thus employees depend on benefits to assure their weal (Chiu et al., 2002). Perhaps, they can be unwilling to alter jobs in terms of connecting benefits to ranking. Substantial rewards incline to keep highly effective employees as higher reward standards drive to more satisfaction, promise and devotion. According to Chiu et al. (2002), the take-home pay including basic wage, and dividend is the top vital elements to draw employees, which is the reflection of cash mentality for the workers in Hong Kong’s Information Technology sector.

2.4.1 Pay Satisfaction and Turnover Intentions

On the basis of equity theory, pay satisfaction is relied on the processes of perception and comparison (Lawler, 1990). Scholars figure out that workers look for the balance between what they spend or devote to their works in with respect to skills, effort and even
knowledge in order to receive compensation regarded as an outcome (Adams, 1963; Milkovich & Newman, 2008). This theory will help employees to feel that fairness is to compare their jobs to those keeping similar posts either in the same company or with other firm. As the ratio of input and output for the employee is equal to that of other comparison persons called referents, equity is then attained. As suggested by Locke (1969), either pay satisfaction or pay dissatisfaction is affected by the difference between workers who feel what to get on pay and devote to the company.

Employees will undergo misery incited from the sensibility of grievance being under-rewarded or culpability of being over-rewarded which will treat as a factor of driving force to recover equity if the ratio of input and output ratio is imbalance (Furnham, 2014; Greenberg, 1990; Huseman & Hatfield, 1990). Under-rewarded employees will try to regain equity by cutting down inputs including arriving late to work, raising absenteeism, and reducing productivity, or even by going away the company, which are very expensive for an organization (Greenberg, 1990; Nelson & Quick, 2013; Niederman & Ferratt, 2006).

According to Tekleab et al. (2005), the relation between the satisfaction with an increase of pay, level of pay as well as entire pay satisfaction is mediated by distributive justice, whereas procedural justice is used to strongly predict pay raise only. Judge (1993) proved that various cognitive processes are made use of assessing various elements of
pay satisfaction. So, these aspects of pay will have influence on turnover intentions.

As suggested by Eby, Freeman, Ruch, and Lance (1999), pay satisfaction may be viewed as a replacement for both justice and fairness that has a direct influence on motivating employees. Furthermore, conscious pay equity with fairness will be connected to turnover and organizational commitment (McDaniel, Nguyen, & Williams, 2006). Thus, the extent to which employee are promised to their company can be better improved by their consciousness in order to get reward in relation to their inputs.

The previous study reports to have an adverse relation between employee’s turnover and pay satisfaction (McDaniel et al., 2006). It implies that turnover reduces with increases in pay satisfaction, and inversely (Dailey & Kirk, 1992). In addition, cognitive processes administering assessment of fairness with pay are not the same for various components of pay. Distributive justice has greater direct influences on the standard of pay satisfaction when procedural justice strongly predicts pay raise only (Sweeney & McFarlin, 1993; Tekleab et al., 2005).

Conceptually, procedural justice will greatly influence on turnover intentions against distributive justice. It is because workers can observe the steps which affect their wage as they think to quit in case of being under-rewarded (Greenberg, 1990). Therefore, pay satisfaction concern about procedural justice, benefits, increases of pay, and pay formation that may have an intense conversely influence on turnover intentions against
standard of pay in terms of distributive justice. As previously mentioned, the pay satisfaction is inversely associated to turnover intentions.

On the basis of monetary perspective, turnover may be extremely expensive for a firm. As an employee goes away a company, it is compelled to expend scant resources to either employ a new employee, or look for other to take over the job. Employers predict to suffer from a bigger loss when they expend a major part of their resources to recruit and train new employees (Holtom et al., 2008). In addition, a negative reputation of the company will also be predicted by unwanted turnover.

Vandenberghe and Tremblay (2008) confirmed that impact of pay satisfaction on intent to turnover is completely attempt to mediate with affective commitment. Consequently, pay satisfaction is adversely connected with turnover intentions. In this regard, the hypothesis is supposed as follows:

H2: A negative correlation exists between pay satisfaction and turnover intentions for Hong Kong’s IT professionals.

2.5 Affective Commitment

Investigating behavior of employees’ commitment becomes challenging issue to maintain a competitive advantage for an organization. Many studies in affective commitment that ran in Western context adopted the three-component model of Meyer
and Allen (1991). This theory was criticized by Wang (2004) in China due to cultural differences between China and Western countries. Wang (2004) developed five-component organizational commitment model that affective commitment is defined as an estimation of emotive passion to the company. As China has a dominant giant collectivistic culture, employees become more loyal to company. Therefore, they search for more chances in career development when taking into consideration either to stay or to go away the company (Wong & Tong, 2014). The factors affect affective commitment including tenure, development of fair policy, challenging work, co-workers’ positive relationships and transformational leadership (Cicekli, 2008). Therefore, the turnover intention is cut down. Peters et al. (1981) discovered that affective commitment is actually negative associated with turnover intentions. In comparison with pay satisfaction, affective commitment might be a greater influence on turnover intentions indeed.

On account of ubiquity in the context of behavioral research, affective commitment has turned into a comparatively ripe principle in information technology sector. The previous studies have investigated and affirmed the precedents and affective commitment’s outcomes (Patrick & Sonia, 2012; Reid, Allen, Riemenschneider, & Armstrong, 2006). The researcher supposes that employees promise to the company because of their wants. Mathieu and Zajac (1990) states committed workers having recognition to better improve participation in the organization’s task. In addition, they are
willing to devote to keep with the company. London (1983) found that affective commitment is connected to certain outcome including employee retention, work capability and quality of work in the workplace.

In turn, low level of affective commitment is thereby associated with negative outcomes. The past research indicates that employee withdrawal goes up when affective commitment reduces (Pepe, 2010). In the light of the degree of psychological segmentation, some behavioral outcomes may emerge. As suggested by Meyer and Natalie (1997), affective commitment is sustained in regard as a precedent of absenteeism and employee turnover. The previous studies made known that a main connection between turnover intentions and organizational commitment exists a converse relation (Ferris & Aranya, 1983; Griffeth & Hom, 1991). Especially, there exists a correlation between intent to turnover and affective commitment retaining in Information Technology sector (Damien et al., 2007).

2.5.1 Affective Commitment and Turnover Intentions

Organizational commitment’s three-component model that affective commitment make known an emotive attachment to determine and participate in company (Meyer & Allen, 1991). Normative commitment embodies perceived promise keeping on employment. Finally, continuance commitment is the consciousness of the cost linked
with going away company. Thus, organizational commitment make known the relationship between employee and employer which implicates making decision to go on the staff member in the company. So a committed employee is further likelihood to remain in the company and may not intend to go away (Steers & Porter, 1983).

Commitment is obviously foremost variable distinguishing between leaver and stayer. It is found that determinants of economics, psychology and society influenced voluntary turnover (Mueller & Price, 1990). Commitment is one of the factors to influence turnover intentions. Perryer, Jordan, Firns, and Travaglione (2010) looked into both affective and continuance commitments to perform an interaction with the support of perceived organization in anticipating turnover intentions. They discovered that all the three variables are negative relation to turnover intentions, but also affective commitment is found that it is the excellent predictor as compared with others. Meyer et al. (2002) concluded that organizational commitment might inversely influence turnover intentions.

In view of the organizational commitment’s three-component model, affective commitment powerfully predicted turnover intentions in comparison to other components. According to the past research study, Meyer et al. (2002) demonstrated that greatest relation of turnover is affective commitment in comparison to the rest of commitments. Thus, affective commitment will inversely influence to turnover intentions. In this regard, the proposed hypothesis is:
H3: A negative correlation exists between turnover intentions and affective commitment for Hong Kong’s IT professionals.

2.6 Turnover and Turnover Intentions

As suggested by Williams and Hazer (1986), turnover is deemed a major field of study in different research areas such as organizational behavior, economics and psychology. Turnover is generally defined as voluntary ceasing of employment in a company by a person who gets remuneration for joining in other company (Mobley, 1982). The past research has reported a variety of factors affecting turnover intentions regarded as crux antecedents to turnover (Holtom et al., 2008).

According to Kim, Tang, and Tang (2000), a lot of employees are driven by money and hence, the major cause of voluntary turnover is more attractive salaries. Employees who assess money can believe to increase their wage by altering jobs in spite of their inherent job satisfaction. Indeed, employees advocate inherent job satisfaction and the money ethic support may have a little bit of impact on turnover. Scholars have examined the relationship between turnover and job dissatisfaction (Locke, 1969; Tett & Meyer, 1993). Employees can be pushed to search for alternative job due to dissatisfaction, while the insight of fascinating alternative career chances can draw them to think over alternative job. Kim et al. (2000) support the study by Steers and Porter (1983), turnover
intention is linked between the actual turnover and the attitude to turnover to better predict turnover. With regard to turnover, Kim et al. (2000) claim that workers with higher standards of perceived alternative job opportunities could not easily look for and receive works with alternative companies. An explanation of turnover intention is deemed as an aware and intent inclination to go away the company (Kim et al., 2000). Turnover intention is concerned about the final sequence of withdrawal cognitions, considering of withdrawing and intending to look for alternative job also pertain to this sequence.

In terms of significant support, turnover intentions are surely the most major precedent of the determination to turnover (Karakowsky & McBey, 2001). The effect of exploring the factors is very important to researchers because literature advocates the research of turnover that it has the capability to probably obstruct employers from attaining goals and unfavorably affect organizational performance (Price, 2001). In order to examine the foundation of causing employee determination to voluntarily go away, effective strategies are thereby developed to keep human capital.

2.6.1 Turnover Intentions

In view of some antecedents to turnover among Information Technology professionals, turnover intentions are greater than other workers (Amir Hossein & Aurum, 2011; Coombs, 2009; Riemenschneider et al., 2009). Suleiman AlBattat and Mat Som
(2013) advocates that turnover intentions, satisfaction and commitment are the pivotal phase and then the actual turnover takes place. Intention to go away may indirectly affect turnover causing employees who find newly jobs, and consequence is probably termination of a job contract from a firm (Mowday et al., 1982). Senior management and researchers try to look for the reasons why employees change companies. In fact, the rate of turnover for IT professionals is viewed to be one of the top nonstop challenges faced by IT industry. There will be involved high costs linked with turnover of IT professionals because both direct costs of attracting new talents and training costs, and indirect costs of interrupting organizational processes may reduce organizational performance (Felps et al., 2009). According to these high costs, Information Technology Professionals are very important asset rather than replacing commodity (Ghapanchi & Aurum, 2011). They can thereby look for a new job without difficulty because of high demand for IT talents. Besides, for those IT professionals who have the specialized skills that they may generally cause turnover costly and show adverse effect on company’s annual budget. In fact, the expense of recruiting new workers, releasing a firm’s image in peril and weaker job quality by workers are among other adverse consequences of Information Technology manpower to leave a firm (Amir Hossein & Aurum, 2011). In general, the professionals’ turnover that organizations spend much more money than the employee benefits (Ghapanchi & Aurum, 2011). The previous research concerned about the antecedents to
the turnover intentions reflect the expected results to keep relatively unchanged for several decades (Mitchell et al., 2001).

2.6.2 Framework of Employee Turnover

Employee turnover concerns about revolving workforce in the labor market surrounded by jobs, firms, and situations between unemployment and employment (Abassi & Hollman, 2000). It explains employees’ proportion in a company who went away in a specified time frame foregoing to predicted termination of their employment contracts (Price, 2001). A new employee must be required to recruit and train when there is a vacancy of an organization is needed to fill in.

Although there are a lot of reasons of employee turnover in a firm, most of employees never have adverse influence on prosperity of their employer. Companies would pay attention to distinguish from involuntary and voluntary turnover and adopt appropriate actions to have normal business operations (Dalton, Todor, & Krackhardt, 1982). From the standpoint of company, employee turnover is an expensive problem (Mehregan & Kalali, 2013). Voluntary turnover denotes to lose company’s human capital and thus subsequent substitute of these employees may cause various costs on companies. A lot of researchers dispute that employees may have adverse impacts on organizational profitability if higher rates of turnover are never governed carefully (Wasmuth & Davis,
Lee, Holtom, Inderrieden, and Mitchell (2005) also indicate that turnover of good performers has an inverse relationship with success and organizational effectiveness.

Voluntary turnovers are divided into both functional and dysfunctional turnovers. Functional turnover concerns about quitting of lower performers while dysfunctional turnover mentions the termination of highly effective performers (Dalton et al., 1982). The departure of lower performers may let the firm have chances to replace good performers with lower expense of employees, or even personnel with various new prospect (Bryant & Allen, 2012). Dysfunctional turnover is an important issue to the senior management because the loss of highly effective employees is directly disruptive to normal business operations of a company. Evidence indicated that greater turnover yields a more adverse effect on firm performance in certain industries (Hancock, Allen, Bosco, McDaniel, & Pierce, 2013).

In relation to why individuals are going away, the main differentiation is between the situations of both avoidable and unavoidable turnover. In avoidable turnover, company does not manage the turnover caused by poor job satisfaction, low remuneration, poor working environment, or an adverse company culture. Even though a firm makes all right things, there are still certain effective employees to depart for some personal reasons in which the firm does not have adequate control on it (Abelson, 1987). Unavoidable turnover will contain turnover caused by death of employee, winning mark six lottery or
sickness (Hom & Griffeth, 1995; Taylor, 1998).

It is noted that departed individuals are most highly effective employees as they are good performer likelihood to seek for employment elsewhere (Hinkin & Tracey, 2000). As suggested by Stovel and Bontis (2002), turnover usually takes place in productive and valuable talents shifting to rival individuals. Thus, it is acceptable that senior management should conform dedicated attention to avoid turnover and formulate a solid strategy for enhancing employee retention.

In addition, voluntary turnover is dealt with administrative issue that acquires to pay more attention, therefore its concept has the proposition that employees go away if they feel stressed with their present works (Kinicki & Hom, 2001). Furthermore, many studies have concentrated on voluntary turnover except for involuntary turnover (Wright, 1993). In this research, only voluntary turnover has been taken into consideration and further discussed in relation to Hong Kong’s IT professionals.

Although benefits will be linked with turnover, firms may decrease labor costs by the ways of either not recruiting a substitute or recruiting a cheaper substitute. In certain situations, turnover might inspire the firm by making a chance for some individuals to hire a highly effective performer, or to enlighten new technical skills and even new outlooks into the firm. For highly essential positions, enhancing retention goes on to have a major influence on organizational success (Boudreau & Ramstad, 2007).
2.6.3 Turnover of IT Employee in Hong Kong’s Information Technology Sector

Recruiting and retaining Information Technology employees is a persistent challenge in Hong Kong’s IT services industry. According to the survey of VTC (2014), there is a shortage of skilled IT professionals due to a slight increase of vacancy rate of IT positions in 2014. Employers reported that there are 6.9% of Information Technology employees had gone away their companies for the past 12 months prior to the survey. It also shows that forty percent of employers who found difficulties in drawing IT talents with the right skills to fill in current vacancies and putting forward competitive remuneration package to the right candidates during their staff recruitment processes in 2014. It is a serious issue for most of employers when qualified IT employees go away. Indeed, employers may lose knowledge and skilled employees as well as business opportunities (Moore & Burke, 2002).

In spite of the economic downturn and bad labor market situations, problems of employee retention are still persistent, and thus turnover of Information Technology workers keeps a major issue for information technology sector (Nyberg & Trevor, 2009). As suggested by Coombs (2009), it is not easy to substitute retirees and keep younger employees because enlarged rivalry for IT knowledge and skills drives to more monetary remuneration and chances for promotion for those experienced IT talents who intend to change firms. Based on the well-developed information technology infrastructure in
Hong Kong, IT talents have been drawn by giving chances to work at digital information age. With the emergence of cloud computing and high end data centers operations, IT talents have more chances to look for IT posts in Hong Kong’s IT related industry (Cushman & Wakefield, 2012; ISD, 2015).

Indeed, turnover rate in IT industry is high because IT job opportunities are still in demand, (Shoaib, Noor, Tirmizi, & Sajid, 2009). The expense generated by employee turnover may not be neglected. Thus, it is expected that employers need to formulate solid strategies to minimize employee turnover and retain IT employees in the company. For this study, researcher intends to investigate significant elements influencing turnover of IT employees for Hong Kong’s IT Industry.

2.6.4 Employee Retention

According to Walker (2001), keeping committed employees is deemed as main key of accomplishing competition for employers. Explanation of employee retention is the capability of a firm keeping on employees for a longer time of period (Adamsky, 2001). As suggested by Cole (2000), employees are devoted and intend to stay with the company as they are proud of their work and value to their whole potentiality. Theoretically, employee retention is vital as it is insensible to allow highly effective employees going away company. It is because poor retention makes a ”revolving door” culture, dropping
employee morale and confidence but also affect customer satisfaction in a company (Adamsky, 2001, p. 142).

Past studies supposed some factors which act an essential role regarding employee retention (Cappelli, 2000). Fitz-Enz (1990) found that a sole factor does not affect employee retention. However, there are person-concerned factors to keep employees in a company. Senior management thereby requires to care the factors, for instance, compensation, reward, training and developments, company culture, organization justice and work environment. Indeed, pay is viewed as a method of employee retention and motivator (Gardner, Van, & Pierce, 2004). Milkovich and Newman (2008) have obviously mentioned that monetary pay is believed as the most vital factor in relation to retention among all other kinds of rewards. According to a past study, compensation can play an important role because a crucial element in cutting down turnover and then raising commitment (Moncraz, Zhao, & Kay, 2009).

On the other hand, Messmer (2000) discovered that money invested on career development and employee training is deemed as a significant factor with respect to employee retention. Thus, employers usually put money in the arrangement of training and development for those employees who look forward to go back and provide output on its money invested. In addition, companies will hold the front edge to provide employee training in terms of the new technologies in today’s competitive market.
Garg and Rastogi (2006) declared that in current competitive situation response is very important for firms from workers, the more updated knowledge the workers gain, the more they will carry out and fulfil the worldwide challenges in the business environment. Besides, the previous research indicated that taking in new knowledge is significant and vital for continuing to exist in any work place (Handy, 2008). Last of all, knowledge is considered as the top costly asset in any company.

2.7 Technical Skills Training

Many firms have understood that employee retention is a very important issue in order to spend investment on employees via training to improve their proficiencies and abilities so that they will obtain more return on investment of human capital via increased employee commitment and employee retention. According to (Bartel, 1994), training is viewed as the most effective retention instrument of providing same importance to satisfy the needs of both employer and employee. Kauffman (2010) stated that employees have a lot of job opportunities positioning in today’s labor market. Therefore, training is now considered as employee commitment and retention instrument other than spending a cost (Torrington, Hall, & Taylor, 2008).

For the past twenty years, new technologies combined with new work environments technologies have driven to a demand for skilled employees in both service and
manufacturing sectors (Belcourt, Wright, & Saks, 2000). According to Baker and Armstrong (1996), over sixty percent of employees receive training in specific hard skills. Specific hard skills was the classification for which most of the companies furnished training to over sixty percent of employees among manufacturing firms. Todd, McKeen, and Gallupe (1995) support the studies of Belcourt et al. (2000) and Baker and Armstrong (1996) that hard skills have turned into more and more important as compared with soft skill. With enhancing worldwide competition, organizations require to look for innovative ways to keep competitive and to remain alive, representatively via a strength in technology and an innovative work arrangements. Consequently, employees have experienced a great amount of hard skills, bringing up to date, and training. Kirkpatrick and Kirkpatrick (2006) claim that an explanation of technical skills training is generally to develop hard skills, which is designed to enhance knowledge, make better skills and change attitudes. This kind of training is to make better specific job skills such as information technology training. To address the training needs of IT professionals asserted by the manpower survey of Vocational Training Council in 2014 (VTC, 2014), the professionals require to hold technical skills working with computer. Kirkpatrick and Kirkpatrick (2006) confirm that using training evaluation can evaluate the worth of training and connect to the value of the necessities that are satisfied. It is very important to give support, inspiration and rewards for changing behavior while the trainees come
back to the work from the training program. The program can determine adoption of skills from training, level of confidence in capability to carry out, and measures of performance change.

Technical skills training is a type of specific training which can help employees enhancing their skills and capabilities to work better for current company (Becker, 1993). In other words, many employers are not willing to terminate well-trained employees because of their proficiencies acquiring for enhanced performance of organization (Ashar et al., 2013). This indicates that technical skills training has a robust relationship with employee retention.

According to Becker (1993), employees can transfer their learnt skills to other firm. Levhari and Weiss (1974) argued that investing human capital is very dangerous because employer may not detach learnt technical skills from the employee or even may not buy and sell specific human resources. However, the significance of the technical skills training may not be neglected, it is because the training supports to improve employees’ productivity and efficiency in the current firm. In a firm, employees work in groups so that one division’s productivity or individual relies on performance by others. Booth and Snower (1996) claimed that trained employees who are their employer’s human capital and thus will also better improve the physical capital efficiently, such as computer hardware.
Owing to growth of new technology and appearance of a knowledge-based economy (VTC, 2014), the changing role of IT professionals today gain new advances of information technology such as big data analytics, mobile computing, information security and cloud computing in which the training demand should grow strongly in IT services industry. Facing a key challenge of further transition to knowledge society, the growth rate of this industry could be affected by the introduction of new technologies, greater use of services across different sectors, industry merger and emulation from various emerging media platform.

According to (Becker, 1993; Colarelli & Montei, 1996), training is cited to either raise employee turnover or cause to higher levels of employee retention. Regardless of this argument, many professionals consent that this kind of skills training can greatly affect an organization’s success. Nevertheless, this skills training cannot be enough to keep IT professionals.

2.7.1 Technical Skills Training and Turnover Intentions

Nowadays, there is a movement regarding informal staff development and a non-stop process of enhancing staff performance that technical skills training is viewed a vital component by most of employers for making and nourishing human capital. The previous studies sustains the proposition that employee’s skills training positively affects the
outcomes of employee to the eventual benefit of firms (Ashar et al., 2013; Rahman et al., 2008; Royalty, 1996). Technical skills training thereby makes better the senior management and technical skills of employees and hence increasing the possibility of attaining the objectives of organization. The program of this training for employees may aid in cutting down for those work in relation to tension which are brought about by requests for carrying out duties, but they require extra skills for dealing effectively or are not proficient in these duties (Chen, Chang, & Yeh, 2003).

In the absence of staff technical training programs, employees become aware of no more knowledge and even though they select to stay with the same company, their productivity would not meet the criteria. These employees are not able to work well owing to shortage of both technical skills and updated knowledge. There is a knowledge gap between the required skills that the employees have a role playing in deciding turnover intentions (Newman et al., 2011). The greater the knowledge gap, the higher the employee turnover has been taken place, which is not fine for each firm in the near future. Enhancing retentions of personnel, the most predominant technique is to drive employees by shrinking the gap as stated above via providing corresponding training.

As suggested by Becker (1993), training is separated into two types, namely specific and general training. The specific training assists making better technical skills and capabilities which are claimed working well in present company. Employer is willing to
pay out specific training as it supports members of staff working proficiently in present equipment. In other words, employer is less likely to dismiss well-trained employees owing to their technical skills and capabilities to make better organizational performance. It shows that technical skills training is a type of specific training which has an intense relationship with employee retention. But this kind of training may not support in other firm so that it will not expand career opportunities. Besides, these well-trained employees are less likely to think going away the current company.

When trained employees depart from the firm, learnt skills are thereby disappeared (Levhari & Weiss, 1974). Therefore, technical skills training minimizes the opportunity of anticipated turnover. But general training can help to enhance skills and capabilities which are identically supportive for all firms. This kind of training is usually delivered in the pattern of academic training, for instance, a bachelor degree in Information Technology received by an employee that the required skills can be employed by all employers. Consequently, most of organizations may not willing to put money into general training. However, a technical skills training is a job specific type which is concentrated on developing those technical skills to minimize the knowledge gap between acquired and owned proficiencies of an Information Technology professional in Hong Kong. Evidence shows that the technical skills training increases while the turnover decrease. Consequently, it is anticipated that technical skills training is conversely
associated to turnover intentions.

H4: A negative correlation exists between technical skills training and turnover intentions for Hong Kong’s IT Professionals.

2.7.2 Technical Skills Training, Monetary Motivation and Turnover Intentions

In general, the aim of technical skills training is to assist IT employees building their skills which will increase their performance and broader organizational productivity. The training need thereby comes out when senior management alters its mode of operations. It is because IT employees who should have relevant skills and knowledge to perform the task that are compensated by money (Furnham, 2014). Indeed, moved up effort may not reimburse without skills. Chung (1968) found that motivation will positively affect job performance. This shows that the greater the motivation, the more the employee believes the job probably to be accomplished. Evidence revealed that remuneration package is considered as the most important motivation factors by Information Technology professionals in the past research (Burn et al., 1991). Thus, it shows that technical skills training will be positively correlated with monetary motivation.

In fact, the job nature in IT services industry is famous for excessive workload, and high pressure for IT employees to abide by the employment agreement, which can be a main dedication to the increase of turnover rate. In accordance with Furnham (2014),
monetary motivation is associated with positive influence on both effort and performance. In turn, low monetary motivation may cause unacceptable productivity with higher rate of turnover (Cao et al., 2013; Hassan, 2014). Actually, it associates a relation between low monetary motivation and high rate of turnover (Chiu et al., 2002). Evidence shows that an increase of income can assure to reduce employee turnover (Halaby, 1986).

As technical skills training plays an important role on employee’s performance and organizational productivity, it is very significant for IT professionals to perceive the support of technical skills training. Therefore, it is anticipated that monetary motivation and turnover intentions are motivated by technical skills training. In this regard, the proposed hypothesis is:

H5: Technical skills training moderates the relationships between monetary motivation and turnover intentions for Hong Kong’s IT professionals.

2.7.3 Technical Skills Training, Pay Satisfaction and Turnover Intentions

In view of training status with consideration of probable cultural impact, the previous research exploring the relations between pay and job performance indicated that firms are more likely to develop an incentive plan in the long run due to receiving more growth in return on equity (Orpen, 1999). (Bartel, 1994) advocated that training indeed rises the salary growth and job performance, and thus enhancing productivity.
Barron et al. (1997) indicate that employees might not get adequate training either in specific or general form. It reflects that some employers could not want to provide more comparable training programs to their employees due to the issue of employer turnover.

Most of organizational justice studies touched upon pay package have been carried out, but have not been looked into the influence of pay package and the factors of justice on a significant outcome, turnover. Perhaps, it shows that employees do not satisfy about their pay package because only little distributive and procedural justice may highly incline to depart from the firm. Evidence indicates that suggested pay satisfaction is a main element influencing thoughts of departure and succeeding turnover conduct (Hom & Griffeth, 1995). The past studies claimed that an inverse relation exists between turnover intentions and pay satisfaction (Motshegwa, 2011). It also shows that turnover rates may be interconnected with pay satisfaction and specific training. Thus, it is expected that pay satisfaction and turnover intentions are moderated by technical skills training. This denotes that technical skills training may decrease turnover intentions and increase pay satisfaction. Therefore, the proposed hypothesis is:

H6: Technical skills training moderates relationship between pay satisfaction and turnover intentions for Hong Kong’s IT professionals.
2.7.4 Technical Skills Training, Affective Commitment and Turnover Intentions

Technical skills training is delivered to be the degree to which IT employees perceive that they have chances of taking skills training. As suggested by (Bartlett, 2001), employees with undoubted feelings of this training may be likely promised to the company. The previous studies denoted that the training has the strongest relationship with affective commitment (Ahmad & Bakar, 2003; Bartlett, 2001). This shows that firms may improve affective commitment by boosting consciousness of technical training opportunities. It is expected that the training is positively linked to affective commitment.

As suggested by Newman et al. (2011), affective commitment and turnover intentions are moderated by training. This shows that the technical skills training may decrease turnover intentions by enhancing affective commitment, because it is a retention instrument. Thus, the proposed hypothesis is:

H7: Technical skills training moderates the relationships between affective commitment and turnover intentions for Hong Kong’s IT professionals.

2.8 Summary

To sustain on the current research, this chapter introduced a proposed conceptual model based on monetary motivation, pay satisfaction, affective commitment, technical skills training, and turnover intentions. After reviewing the literature, it has been made
known that real turnover is surely predicted by turnover intentions (Cho & Lewis, 2012; Motshegwa, 2011; Podsakoff, LePine, & LePine, 2007). So that it is probable to be converted into behaviors in a suitable moment and chance. Generally speaking, the professionals’ turnover that organizations need to spend much more money than the employee benefits (Ghapanchi & Aurum, 2011). Thus, it is a serious problem for most of employers when qualified IT employees go away. Indeed, employers may lose knowledge and skilled employees as well as business opportunities (Moore & Burke, 2002).

In accordance with equity theory, pay satisfaction is relied on the processes of perception and comparison (Lawler, 1990). This theory will sustain employees to feel that fairness is to compare their jobs to those keeping similar posts either in the same company or with other firm. As suggested by (Locke, 1969), either pay satisfaction or pay dissatisfaction is affected by means of different employees who perceive what to get on pay and devote to the company.

On the other hand, a knowledge gap between the required skills exists so that the employees play an important part in deciding level of turnover intentions (Newman et al., 2011). The greater the knowledge gap, the higher the rate of employee turnover has been taken place, which is not fine for each firm in the near future. Last of all, improving employee retentions, the most predominant technique is to drive employees by shrinking the gap as stated above via providing corresponding technical skills training.
Besides, there is a great amount of studies which has been released about the antecedents of turnover intentions (Cho & Lewis, 2012; Griffeth & Hom, 2001). The three key factors of monetary motivation, pay satisfaction and affective commitment are touched upon to turnover for this current research. Unfortunately, no empirical studies have been carried out in Hong Kong’s Information Technology services industry. Thus, the existing research study fills the gap of knowledge to explore how technical skills training interact with turnover intentions among Hong Kong’s IT Professionals. Chapter 3 mentions methodology made use of this study.
Chapter 3 - Methodology

Chapter 2 provides a full review on key literature regarding a comprehensive discussion on key variables including technical skills training and turnover intentions in Hong Kong’s IT services industry. It connects literature to the research questions and hypotheses via preceding studies in the sector of Information Technology to the research questions filling the gap of the body of knowledge in comprehending the relationships between technical skills training and IT employee turnover intentions.

3.1 Introduction

This chapter depicts to design and conduct a quantitative approach in the research. Especially, it depicts the relevant descriptive, cross-sectional quantitative approach, sample and population, research instruments, assessment of reliability and validity, methods of gathering data, analyzing data, considerations of ethical issues, limitations as well as summary of the research study.

3.2 Research Design

A research design depicts an integrated plan to let researchers carrying out a study which addresses the research goals (Saunders, Lewis, & Thornhill, 2012). In principle, it lets the researcher develop a model to deal with answering the research questions (Gates
A descriptive, cross-sectional, quantitative research approach is selected in the current study. Descriptive research is conducted to get essential information of particular characteristics for a specific population (Leary, 2012). It usually incorporates to measure group of variables when they are existent in nature (Gravetter & Forzano, 2016). Survey is the general kind of descriptive research that it is used in the sector of behavioral and social science research. In general, researchers makes use of questionnaire technique to collect data. A cross-sectional or correlational design (Field, 2013; Ghauri & Gronhaug, 2010) offers a “snapshot” at one time (Gravetter & Forzano, 2016, p. 156) and always uses survey tool to measure a set of respondents (Saunders et al., 2012).

The major benefit of using a cross-sectional design is inexpensive and fast on the whole. No more resources are needed to conduct the study. It is a very good fashion to assess prevalence because the sample is normally gotten from the entire population and diverse outcomes can be evaluated (Mann, 2003).

The current research is conducted to examine overall moderating effects of technical skills training with respect to turnover intentions for Hong Kong’s IT professionals. The research design is cross-sectional as this study is performed in the contemporary era to investigate the current circumstances.

The researcher aims to find out the precedents to the turnover intentions for Hong Kong’s
IT professionals. The goal of this research is vital to the employers because the findings will furnish up-to-date perceptions to the employers in working out strong strategies to retain highly effective employees.

A quantitative approach is employed in regard with prearranged and well organized data collection methods (Saunders et al., 2012). It is an objective and structured procedure that numerical data are applied to get more information concerning whole universe (Burns & Grove, 2011). The approach is run to test the theory by depicting related variables as well as exploring the relationships among the variables which are identified (Burns & Grove, 2009; Creswell, 2009).

It uses a scope of statistical tools to measure and to analyze numerical data, and often confines to assure valid data (Burns & Grove, 2011). According to data collection in a criterion pattern, it is necessary to guarantee questions which are shown obviously and comprehended easily in an identical fashion (Saunders et al., 2012). This approach normally makes use of probability sampling methods to generalize the research findings to a greater population (Burns & Grove, 2011). The primary advantage of using quantitative research is that researchers will use statistical tools to analyze the data gathered and forecast people’s behaviors (Saunders et al., 2012). Quantitative research is mainly linked with survey research technique and usually conducted via the adoption of questionnaires.
A research model is tested in this study so as to explore relationships on the interaction of technical skills training in relation to turnover intentions in the natural behavioral circumstances for Hong Kong’s IT professionals. So the study is employed a quantitative approach which makes use of survey questionnaire with statistical tools to cover a larger sample size in a criterion pattern, and hence the results are reliably generated at one time (Saunders et al., 2012).

3.3 Population and Sample

After the statement of research problem is identified, a suitable research design and data collection tool are then exploited. The next phase is the research procedure to gather information from each person of the population (Ghauri & Gronhaug, 2010). The population refers to all elements or units including people, companies, goods and costs to satisfy particular inclusion criteria in a research (Kerlinger & Lee, 2000). A sample of all elements is then taken from a part of the population. It refers to a subset of the population that a specific group of people or element is selected (Burns & Grove, 2011). Sampling is a procedure of choosing a sample to carry out a study involving statistical inferences (Ghauri & Gronhaug, 2010). Most of quantitative researchers can get a data sample from a statistical population to fulfil required sampling criteria in order to cautiously generalize the findings if a study is conducted with good quality and findings which is persistent.
The purpose of this study comprehends how affective commitment, pay satisfaction and monetary motivation influenced employee retention and moderated by technical skills training among IT professionals in Hong Kong. For this study, all potential participants are IT professionals who should be members of the Hong Kong Computer Society and worked in Hong Kong’s IT sector including the job nature of software development, IT management, technical services, IT sales and marketing, telecommunications and networking, operation services, as well as IT education and training. Hong Kong Computer Society had over 9000 members who are classified into distinguished fellow, fellow, full, associate, corporate, and student members. Only distinguished fellow, fellow and full members are professional class. The primary aim of recruiting and selecting potential participants is to collect data that closely reflected their opinions.

There is a total of 2000 professional class members of Hong Kong Computer Society (HKCS) who are invited to take part in the survey. Samples are gathered from HKCS in order to promote representative of the population.

Inclusion criteria refers to the criteria that potential participants satisfied to be included in the research study (Quinlan, 2011).

The inclusion criteria in this research are:
a) IT professionals are of age 18 or above in Hong Kong;

b) IT professionals should be professional class members of Hong Kong Computer Society, including distinguished fellow, fellow and full members;

c) IT professionals are usually working in IT sector in Hong Kong.

Exclusion criteria mention that potential participants would be excluded from participating in the research (Quinlan, 2011). These criteria for this research include all associate, corporate, and student members of Hong Kong Computer Society to be excluded from taking part in the research as they do not fulfil the criteria.

Probability sampling methods enable to enhance the sample’s representativeness. Probability sampling is defined as every individual from the population has an identical possibility to be chosen in a portion of the sample (Quinlan, 2011). As compared with different methods, simple random sampling is regarded as the most fundamental technique of probability sampling. It is attained by randomly picking a sample from a sampling frame (Burns & Grove, 2011).

For this current study, probability sampling is employed to improve the validity of the researcher’s study. Simple random sampling is adopted in order to mitigate human bias from the procedure of selection (Gravetter & Forzano, 2016). It thereby provides a sample which extremely delegates from the population in the study. Last of all, simple random sampling is deemed relatively simple and fast to carry out, in which it creates
generalization from a sample to the target population (Burns & Grove, 2011).

Appropriate sample sizes range from thirty to five hundred with respect to the rule thumb (Roscoe, 1975). In addition, this study will employ multiple linear regression so that the actual sample size would be few times (>10 times) as big as the amount of variables in this research (Sekaran & Bougie, 2010). When there are 5 variables in the research model, it has at least a sample size of 150 (5x30). The target respondents are all professional class members of IT professionals in Hong Kong Computer Society (Sekaran & Bougie, 2010). In order to enhance the research quality, a target sample size of 200 is set.

3.4 Measuring Survey Instruments

The survey instruments are adopted to measure the five key variables, namely monetary motivation, pay satisfaction, affective commitment, technical skills training and turnover intentions. A total of 38 question items is employed for the survey. The survey questionnaire is expected to complete at around 10-15 minutes. The questionnaire contains six sections in this study that various measurement scales are fitted from past research studies in order to measure the key variables as shown in Table 3.1.
<table>
<thead>
<tr>
<th>Key variables</th>
<th>Number of question items</th>
<th>Measurement scale</th>
<th>Measuring question items adapted from</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monetary Motivation</td>
<td>9</td>
<td>5-point Likert scale</td>
<td>Allen et al. (2006)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The love of money scale</td>
</tr>
<tr>
<td>Pay Satisfaction</td>
<td>4</td>
<td>5-point Likert scale</td>
<td>Allen et al. (2006)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Pay level satisfaction scale</td>
</tr>
<tr>
<td>Affective Commitment</td>
<td>3</td>
<td>5-point Likert scale</td>
<td>Wang (2004)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Five-component organizational commitment model</td>
</tr>
<tr>
<td>Technical Skills</td>
<td>11</td>
<td>a. Yes/No</td>
<td>Kirkpatrick and</td>
</tr>
<tr>
<td>Training</td>
<td></td>
<td>b. 5-point Likert scale</td>
<td>Kirkpatrick (2006)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Evaluating an information</td>
</tr>
</tbody>
</table>
The five key variables are viewed as continuous variables (Field, 2013) and evaluated by measuring scales with appropriate psychological properties (Cooper & Schindler, 2006). In addition, general demographic questions are devised to find out information concerning gender, age, educational qualification, job nature and income of participants who are working in Information Technology services industry in Hong Kong. In general, demographic information of IT employees are categorical variables which are measured by binary, nominal or ordinal scales (Field, 2013).

3.4.1 Monetary Motivation

The first section of the questionnaire adopts several items involving in the variable of monetary motivation. There are nine items in this section in relation to the monetary
motivation (money attitude). The love of money scale (LOMS) is a famous instrument in the study of monetary motivation (Allen et al., 2006). LOMS consists of three sets of question items, namely MM1-MM3, MM4-MM6 and MM7-MM9 which are categorized into rich, motivator and important factors respectively. In many countries, money has been adopted to draw, keep and motive employees, and even attain ultimate goals of organizations (Homaifar, Tang, & Tang, 2006). This research study applies LOMS to investigate the influence of money attitude to IT employees’ turnover intentions in Hong Kong’s IT services industry. Questions for measuring monetary motivation adapted from Allen et al. (2006) are based on the definition from Allen et al. (2006). The question items with description are shown in Table 3.2 for measuring monetary motivation. They are set up with a 5-point Likert scale where ‘1’ is “strongly disagree” and ‘5’ is “strongly agree”.

**Table 3.2: Questions for Measuring Monetary Motivation**

<table>
<thead>
<tr>
<th>Question Item</th>
<th>Description of Question Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>MM1</td>
<td>I want to be rich.</td>
</tr>
<tr>
<td>MM2</td>
<td>It would be nice to be rich.</td>
</tr>
<tr>
<td>MM3</td>
<td>Have a lot of money (being rich) is good.</td>
</tr>
<tr>
<td>MM4</td>
<td>I am motivated to work hard for money.</td>
</tr>
<tr>
<td>MM5</td>
<td>Money reinforces me to work harder.</td>
</tr>
</tbody>
</table>
I am highly motivated by money.

Money is good.

Money is important.

Money is valuable.

Source: Adapted from Allen et al. (2006) - LOMS

3.4.2 Pay Satisfaction

The second section containing four questions depicts to understand the pay level of pay satisfaction within IT professionals in Hong Kong. Pay satisfaction is measured based on the four-item pay level satisfaction scale (PLSS) adapted from the previous research from Allen et al. (2006). Questions for measuring pay satisfaction adopted from Allen et al. (2006) are based on the definition adapted from Allen et al. (2006). The four question items are developed as shown in Table 3.3. They are measured with a 5-point Likert scale where ‘1’ is “strongly dissatisfied” and ‘5’ is “strongly satisfied”.

Table 3.3: Questions for Measuring Pay Satisfaction

<table>
<thead>
<tr>
<th>Question Item</th>
<th>Description of Question item</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS10</td>
<td>My take-home pay.</td>
</tr>
<tr>
<td>PS11</td>
<td>My current salary.</td>
</tr>
</tbody>
</table>
3.4.3 Affective Commitment

The third section mentions affective commitment of hired workers in IT industry in Hong Kong. Affective commitment is one of the most important elements of the five-component organizational commitment model (Wang, 2004). The commitment relates emotional passion of employee to remain committed to the organization. This section aimed to examine the degree of IT employees’ feeling that they would put the largest effort to devote to the organization. Three question items are used in this section and adapted from Wang (2004). The purpose of the survey questions is to measure the degree of the employees’ willingness staying to the organization. Questions for measuring affective commitment adopted from Wang (2004) are based on the definition adapted from Wang (2004). The questions are measured with a 5-point Likert scale where ‘1’ is “strongly disagree” and ‘5’ is “strongly agree”. The question items are established to measure affective commitment as shown in Table 3.4.
Table 3.4: Questions for Measuring Affective Commitment

<table>
<thead>
<tr>
<th>Question Item</th>
<th>Description of Question Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC14</td>
<td>I am extremely glad that I chose this company to work for over others I was considering at the time I joined.</td>
</tr>
<tr>
<td>AC15</td>
<td>I talk up this company to my friends as a great company to work for.</td>
</tr>
<tr>
<td>AC16</td>
<td>I am proud to tell others that I am part of this company.</td>
</tr>
</tbody>
</table>

Source: Adapted from Wang (2004) – Five-Component Organizational Commitment Model

3.4.4 Technical Skills Training

Next is the section concerning technical skills training that eleven items are measured. The aim of the question items is to evaluate follow-up training programs that employees had attended. Question TST17 are set up to measure the number of employees who attended technical skills training course for the past twelve months. Questions TST18 to TST25 are established to measure the level of satisfaction of employees while the rest of the questions TST26 to TST27 are used for measuring their job performance change. All of the questions in this section are adapted from Kirkpatrick and Kirkpatrick (2006) while question TST17 was developed by the researcher. The first question is
constructed with a 2-item scale: “Yes” and “No” while the rest of the questions are established with a 5-point Likert scale where ‘1’ is “Not at all” and ‘5’ is “To a very great extent”. Questions for measuring technical skills training adopted from Kirkpatrick and Kirkpatrick (2006) are based on the definition adapted from Kirkpatrick and Kirkpatrick (2006). The questions are shown in Table 3.5 in this section.

Table 3.5: Questions for Measuring Technical Skills Training

<table>
<thead>
<tr>
<th>Question Item</th>
<th>Description of Question Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>TST17</td>
<td>Did you attend any technical skills training course for the past 12 months?</td>
</tr>
<tr>
<td>TST18</td>
<td>To what extent did you use the knowledge and/or skills prior to attending this course?</td>
</tr>
<tr>
<td>TST19</td>
<td>To what extent have you had the opportunity to use the knowledge and/or skills presented in this course?</td>
</tr>
<tr>
<td>TST20</td>
<td>To what extent have you actually used the knowledge and/or skills presented in this course, after completing the course?</td>
</tr>
<tr>
<td>TST21</td>
<td>To what extent has your confidence in using the knowledge and/or skills increased as a result of this course?</td>
</tr>
<tr>
<td>TST22</td>
<td>To what extent did you receive the assistance necessary in</td>
</tr>
</tbody>
</table>
preparing you for this course?

TST23 To what extent has the content of this course accurately reflected what happens on the job?

TST24 To what extent have you had access to the necessary resources (e.g., equipment and information) to apply the knowledge and/or skills on your job?

TST25 To what extent have you received help, through coaching and/or feedback, with applying the knowledge and/or skills on the job?

TTS26 As a result of this course, my performance on the course objectives has changed by (%).

TTS27 As a result of this course, my overall job performance has changed by (%).

Source: Adapted from Kirkpatrick and Kirkpatrick (2006) - Evaluating an Information Technology Skills Training Program

3.4.5 Turnover Intentions

The fifth section concerns the employee turnover intentions and contains four question items. It takes aim to measure the intentions of withdrawal cognitions of IT employees. The four questions are employed from the past study of Kim et al. (2000).
They are developed to constitute the key measure whether IT employees will stay or leave organization (Ashar et al., 2013). The four items are measured with a 5-point Likert scale where ‘1’ is “strongly disagree” and ‘5’ is “strongly agree”. Questions for measuring turnover intentions adopted from Kim et al. (2000) are based on the definition adapted from Kim et al. (2000). Table 3.6 shows the questions for the measures of turnover intentions.

**Table 3.6: Questions for Measuring Turnover Intentions**

<table>
<thead>
<tr>
<th>Question Item</th>
<th>Description of Question Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>TI28</td>
<td>I have been thinking about quitting the present job.</td>
</tr>
<tr>
<td>TI29</td>
<td>I have been evaluating the cost of quitting my job.</td>
</tr>
<tr>
<td>TI30</td>
<td>I intend to quit.</td>
</tr>
<tr>
<td>TI31</td>
<td>I will quit my job in the next six months.</td>
</tr>
</tbody>
</table>

Source: Adapted from Kim et al. (2000) – Withdrawal Cognitions

### 3.4.6 General Demographic Questions

The last section involves general demographics to conduct an investigation of population and examine patterns and trends in relation to respondents’ gender, age, level of educational qualification, length of work experience in the current company and in IT services industry, job nature and monthly income. General demographic questions created
by researcher are based on the definition created by researcher. Table 3.7 shows the questions in this section for measuring demographic information.

**Table 3.7: Questions for Measuring General Demographic Information**

<table>
<thead>
<tr>
<th>Question Item</th>
<th>Description of Question Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>F1</td>
<td>What is your gender?</td>
</tr>
<tr>
<td>F2</td>
<td>What is your age?</td>
</tr>
<tr>
<td>F3</td>
<td>What is your highest level of educational qualification?</td>
</tr>
<tr>
<td>F4</td>
<td>How many years have you been working in your current company?</td>
</tr>
<tr>
<td>F5</td>
<td>How many years have you been working in the field of IT services industry?</td>
</tr>
<tr>
<td>F6</td>
<td>What is your job nature?</td>
</tr>
<tr>
<td>F7</td>
<td>What is your monthly income (in HK dollars)?</td>
</tr>
</tbody>
</table>

Source: Created by Researcher

**3.5 Data Collection Methods**

For this study, survey questionnaire is employed to collect data and used simple random sampling with 2000 IT professionals from the Hong Kong Computer Society.

In order to better improve response rate, response time and data accuracy as well as reduce
costs, an online survey is adopted in this research (Bryman & Bell, 2011). A specific web page is thereby developed to collect responses via a secure online survey platform because it offers a simple and easy user interface to let researcher and participants complete the survey with a little bit of effort and time. With regard to keep participants’ voluntarism and anonymity, anonymous survey is adopted in order to avoid collecting personal information. The questionnaire is devised to gather responses from IT professionals in regard to employee turnover intentions. All professional members of the Hong Kong Computer Society (HKCS) would get an invitational electronic mail with the Participant Information Statement and a survey link via the assistant manager of the Society.

Only distinguished fellow, fellow and full members of HKCS are professional class who are selected as the potential participants because they formed the main sector of hired workers in IT services industry in Hong Kong. The questionnaire including 38 items with six sections, namely monetary motivation, pay satisfaction, affective commitment, technical skills training, turnover intentions and general demographic questions had been applied. According to consideration of the ethical issues, anonymous survey is carried out to gather responses of 2000 IT professionals from HKCS. All IT professionals who aged 18 or above in Hong Kong. They would be professional class members of Hong Kong Computer Society, including distinguished fellow, fellow and full members. In addition, they usually work in Information Technology sector. Associate, corporate and student
members of HKCS are excluded from taking part in the survey.

3.5.1 Procedures of Data Collection

First of all, an invitational electronic mail letter is sent to the assistant manager of Hong Kong Computer Society with Organization Consent Form and Organization Information Statement. The manager could return the signed consent form via email once the Society agreed to take part in the survey. The contacts of researcher and project supervisor are shown on the consent form and organization information statement in case of any queries arising from the survey.

Then, a participant’s invitational e-mail letter with participant information statement are furnished. The assistant manager of Hong Kong Computer Society helps to prepare the necessary electronic mail list and send out the invitational letter to professional members through HKCS’s e-mail system. Participant information statement is also attached in the invitational letter.

Hereafter, chosen professional members would get an electronic mail with a web link to the SurveyMonkey website located on the second page of the participant information statement. They are invited to complete the questionnaire voluntarily. After obtaining e-mail invitational letter, professional members should read through the participant information statement. On the second page of the information statement, a link is connected to the survey website to let HKCS members get ready starting the
questionnaire. Implied anonymous consent is taken into consideration from participation when the web-based survey questionnaire is accomplished and submitted. Afterward, relevant participants start the online survey questionnaire.

Recruitment takes place once the participants had clearly known the statement and agreed to go on. Otherwise, they might click the exit button on the SurveyMonkey webpage if they do not want to participate. Furthermore, respondents might get in touch with the researcher or project supervisor through the details of contact listed on the letterhead on the participant information statement if they would like further information.

Last of all, there are no direct benefit and hazards for each participant. A summarized report of findings can be reached to Hong Kong Computer Society. The findings would be received to concerned participants while the research had been fully accomplished. IT Employers also obtain benefit for profound comprehending on the factors of employee turnover and formulated more strong retention ways retaining Hong Kong’s talented employees. The research results would be made use of researcher’s thesis. Furthermore, the research findings could be probably given an account of conference proceedings and journal articles. In other words, the copies would be reached to those participants would make requests to get the copies when the report has been gotten approval by the Faculty board. It is foreseen that the summarized report could be released at around early May of 2016.
In regard with privacy and confidentiality, personal respondent is not able to be identified because anonymous data are gathered in this study. The anonymity of respondents’ responses is guaranteed as findings could be made known entirely and respondents are not required to provide any identified information. All data are maintained in a safe desktop personal computer which are shielded by a strong password security available merely by both the supervisor and researcher. Regarding the regulation of the University of Newcastle, all data must be retained for 5 years after getting approval of the dissertation by the board of Faculty.

3.6 Validity and Reliability

Validity and reliability are mainly taken into consideration with the adoption of a descriptive, cross-sectional, quantitative approach as they are measurement instruments to assess the trustworthiness of the research findings in quantitative study. Reliability means the level by which a measure is exempted from mistake, and thus furnishes consistency of data (Gates & McDaniel, 2010). It relates to how a key concept is consistently measured by a measuring instrument. Assuming that measuring the concept is being kept unchanged, the instrument in the research is regarded as reliable measurement if similar results can be generated in various situations. Validity is defined as the level by which an required test is measured for what the researcher really intends.
to have a measure (Clark-Carter, 2009). It relates to how good a concept is measured by the measurement instrument that the researcher plans to measure actually. Validity is divided into two main aspects as depicted in the sub-sections of 3.6.1 and 3.6.2.

3.6.1 Internal Validity

Internal validity mentions the extent to which a study gives casual information in regard to behavior (McBride, 2013). It relates how successful a research design can reveal that alterations of a dependent variable are produced by alterations of an independent variable in quantitative research study (Clark-Carter, 2009). As suggested by Muya, Katsuyama, Ozaki, and Aoyama (2014), the method of assessing the adequacy of the concepts and questionnaire items is determined by measuring the degree of consistent data. For this study, internal validity is attained depending on formerly operationalized measurement tools, in which the measuring items are employed from similar research studies in the realm (Allen et al., 2006; Kim et al., 2000; Kirkpatrick & Kirkpatrick, 2006; Wang, 2004). Besides, the main goal of this research is obviously shown in questionnaire, organizational as well as participant information statement, and therefore, perspicuity is tested in order to help explain clearly and accurately (Hagan, 2014).

3.6.2 External Validity

External validity relates to generalizability of results in present quantitative research study. Generalizability mentions the ability to employ the results of research to another
person with another conditions. It guarantees that the situations under the research study is conducted which are delegate of the circumstances, and then the results can be employed (Black, 1999). A sample of particular participants picked from a larger population is representative of that population when the study is taken place. At last, representative samples should be picked out in accordance with corresponding variables in the current study (Roberts, Priest, & Traynor, 2006).

In regard with improving external validity, selection of participants is an important issue. Participants are randomly selected from a wider population that they indicate to offer researchers the best example for conducting generalizability from the participants to that broader range of population. By this way, researchers are not able to have a biased sample of persons as everyone in the population has an identical opportunity to be chosen (Clark-Carter, 2009). The most important reason of choosing the quantitative approach for this research study is implications for generalizability. Thus, the ability of generalizing results to a wider population devotes to the external validity of a research study (Bordens & Abbott, 2014).

In this study, there are 2000 IT professionals from Hong Kong Computer Society who are invited to take part in the survey. Simple random sampling is adopted to collect data because it is a popular probability sampling method to generally achieve a representative sample. Wood and Ross-Kerr (2011) states that randomness is usually
linked with generalizability. If the resources are released, the larger random sample opted will better improve generalizability (Takahashi, 2010).

### 3.6.3 Reliability

Reliability relates to whether consistent result can be produced by research instrument from one situation to other (Clark-Carter, 2009). It mainly focus on coming along with validity as a new measure is exploited (Tappen, 2011). Reliability of a measure for this research can be evaluated by using the methods of testing the reliability of research instruments, namely, stability and consistency.

#### 3.6.3.1 Stability

Stability is defined as consistent results are produced with duplicated measures on the identical individuals with the use of the same research tool over a specified period of time (Wood & Ross-Kerr, 2011). In spite of the fact that stability is the best indicator of a tool’s reliability, the variable is measured to keep constant. Carmines and Zell (1979) criticized that getting the same measures with the same people in two different testing times can be evaluated by the test-retest method if the past experiences of respondents in an initial testing affect responses in the next testing.

The method of test-retest reliability is conducted by taking the equal measure to keep the same participants in the two testing times, and then the scores are statistically compared after a dedicated period of time. Nevertheless, the main drawback of this kind
of testing is that no rule retains to express how much time is permitted. Thus, the elementary concept is to wait for a longer period of time. Moreover, there is a little bit of opportunity to directly recall survey questions but should not too long so as to vary in the respondents. Therefore, the property of the variable to be measured is very significant. Undoubtedly, Hong Kong Computer Society has the main concern about the variation to professional members to conduct the survey questionnaire. Actually, method of test-retest reliability is not practicable in these conditions. In the light of the time restriction, the likelihood of recruiting professional members to take part in test-retest within three weeks. Evaluation of reliability should be attained by the method of internal consistency. It is found that internal consistency would be a suitable method as compared with test-retest for this research.

3.6.3.2 Internal consistency

As compared with the methods of test-retest and split-half, internal consistency is employed to evaluate reliability in this research. Internal consistency indicates a type of reliability to test relationships between scores on various measuring items of questions (McBride, 2013). The measuring items of an instrument are homogeneous and make known same constructs (Cooper & Schindler, 2006). In this research, all sections of the measurement are based on inter-item consistency. Cronbach’s alpha method is employed to gauge internal consistency.
This alpha is run to examine whether homogenous items in the measure are sustained the constructs and highly correlated (Sekaran & Bougie, 2010). The values of the alpha are evaluated to examine if the variables are being formed into a group that the same concept is measured. On the whole, an acceptable level of the alpha is 0.7 or above while a value is lower than 0.7 to denote an unacceptable level (Field, 2013). The higher the Cronbach’s alpha values, the more likelihood that the same concept are being measured with the variables.

3.7 Common Method Bias

As addressed the research questions, this research study made use of an anonymous online survey in SurveyMonkey platform for data collection because there are many advantages for both participants and researcher (Bryman & Bell, 2011; Nardi, 2014). But, using this technique for data collection may cause common method bias in order to weaken abilities of respondent and reduce the motivation to have accurate responds (MacKenzie & Podsakoff, 2012). In regard to keep down this biasing effect and construct variance, all question items are employed from previous approved research instruments whose measuring items had just been validated. In order to guarantee free of common method bias, both validity and reliability could not be ruined. 54 invalid responses are discarded before starting evaluation of measurement. Furthermore, both confirmatory
factor analysis and exploratory factor analysis are employed to prevent from causes of common method bias by carrying out adequate procedural controls for each measuring item (MacKenzie & Podsakoff, 2012).

3.8 Pilot Test

Before carrying out the online survey, a pilot test is implemented to evaluate stream of the survey questionnaire as well as clear explanations of instruction, wording of questionnaire and formatting (Nardi, 2014). It is adopted to guarantee that both procedure and instrument are measured to reach suitable levels of independent variables, validity and reliability. For this study, twenty IT Professionals in Hong Kong are invited to try the online survey questionnaire and provide feedback in regard to the design of the questionnaire. It denotes that the collected data are applied to determine probable flaws on the online survey. After looking into the feedback in regard to the questionnaire, only minor corrections are made. For instance, it is recommended that the wordings of the question “Please indicate your level ...” is modified as “Please evaluate your level …” on the online survey instrument. Data gathered from the pilot study are not consisted of data collection from the members of Hong Kong Computer Society. The goal of the pilot test is to ensure that respondents really understand and answer questions with clear instructions. Last of all, it is designed to decrease missing data, improve response rates
and get more valid responses on the online survey.

3.9 Data Analysis

After data are collected from the online survey platform, they are made ready to start the following analyses using the statistical software package IBM SPSS, version 22 with AMOS. It involved using a) descriptive statistics to demonstrate the demographic profile of respondents, b) evaluation of measurement with exploratory and confirmatory factor analyses in order to predict scales of reliability employed for the current research study, and c) multiple linear regression to investigate the developed hypotheses as mentioned in the following sections.

Structural equation model (SEM) is a popular statistical instrument which lets researchers explore a set of dependent relationships between variables. SEM prefers to the structure of connections between both dependent and independent variables. It conforms the powers of multiple regression analysis, EFA and CFA in the sole model which will be statistically assessed. In general, both confirmatory and exploratory factor analyses are considered as powerful statistical tools for the structural equation model. The main benefit of utilizing SEM is its capability of assessing relationship of model construct at the same time. Especially, it also supports enhancing model fit as a lot of initial models are considered dissatisfied (Joreskog & Sorbom, 1989). Modification of a model is an
unavoidable process consisting of releasing prescribed parameters with the goal of changing the model fit (Chou & Bentler, 1993). In many cases, parameters are consecutively released at one time till the fit of the revised model is accepted by the researcher (Pedhazur, 1997).

For this research study, multiple regression analysis is a simpler statistical tool, but it does not determine the extent of model fit. This problem can be solved by using confirmatory factor analysis which is run by SEM. Thus, the regression analysis and SEM are chosen for analyzing data.

3.9.1 Descriptive Statistics

Descriptive analysis is adopted to depict fundamental characteristics of gathered data from respondents in this study. At first, it aims at providing a general synopsis of the sample features and the measures. It is used for assessing mean and standard deviation scores of the variables, namely, monetary motivation, pay satisfaction, affective commitment, technical skills training and turnover intentions. It is also employed frequency distribution of respondents consisting of demographic data. Tables, charts and histogram are then developed for each variable to interpret an overall distribution and to verify normality of data.

3.9.2 Evaluation of Measurement

As depicted in previous section, both validity and reliability are generally made use
of measurements to assess the trustworthiness of the research findings in quantitative study. In this study, reliability and validity of measures for collected data from respondents are assessed by both Cronbach’s alpha and factor analysis.

Exploratory factor analysis (EFA) is adopted to identify correlation of a greater number of measuring items (Almond & Walker, 2010). In addition, it is relied on the shared variance among variables that it is divided into the surplus variance to every variable and causes any possible errors during measurement (Baglin, 2014). Therefore, it is more conceptually adjusted to the aims of examining the dimensional scale measuring the latent variables. In addition, Confirmatory Factor Analysis (CFA) gives a confirmatory examination of measurement theory for the measuring items and identifies validity of data taken from a sample used for latent variables while EFA is proficient to accept new relationships for measuring the constructs in a specified model (Hair, Black, Babin, & Anderson, 2010). Structural equation modeling concerns about the ability of exploring the extent of reliable data, thereby, probable measurement error is minimized as well. (Kline, 2011) advocated that a measurement model is evaluated depending on the model fit coefficient.

3.9.3 Reliability Test

As mentioned in previous section, assessment of reliability in this research study is used Cronbach’s alpha method (Field, 2013). This method is the most popular measure
of reliable scale to assess reliability for every sub-scale. It predicted a number of item capabilities that the test of latent construct is aligned and tested. Separating the scores of a participant get on a survey questionnaire in two groups with the same amount of scores and reckoning the correlation between these two groups is the most simple method to test the internal consistency for the survey questions (Field, 2013). It indicates that higher correlation implied a higher internal consistency.

The Exploratory factor analysis is abided by a reliability test to evaluate internal consistency of responses to a set of measuring items. Testing reliability is conducted by Cronbach’s alpha test depended on the instructions of Nunnally and Bernstein (1994). It shows that the homogeneity of data taken from the sample is raised by using internal consistency test (Tappen, 2011). Cronbach’s alpha coefficient has a value between 0 and 1 that 0.7 is an acceptable level while 0.8 or over is a more appropriate level (Field, 2013). Nunnally (1978) claims that a value 0.6 is just met requirement of the alpha coefficient in the past research. In order to minimize response errors and enhance reliability, the measuring items for this research are adopted from previous research with confirmed reliability (Field, 2013; Tappen, 2011).

3.9.4 Test Validity

Evaluation of reliability denotes the degree to which the test is free of bias, and thereby consistency of measurement is guaranteed sidelong different items in research
instrument. Nevertheless, reliability is not adequate to assure validity. Validity depicts the degree to which a measure exactly expresses the principle that it requires taking a measure (Punch, 1998). In view of a single broad method of measurement assessment, the required tests are used for validity assessment for this study as mentioned in the following sub-sections.

3.9.4.1 Content Validity

Content validity looks into the extent by which the measurement contains all components in relation to the construct to be measured. It is the feeblest level of validity and is related to a survey questionnaire with relevance to the planned setting (Roberts et al., 2006). The validity can be accomplished via carrying out a pilot test with individuals who are comparable to the intended research of individuals. The relevance can be sustained by “documentary evidence and literature review” (Roberts et al., 2006, p. 43). A questionnaire with 38 items is adopted as the research instrument for the survey. The questionnaire has six sections, namely monetary motivation, pay satisfaction, affective commitment, technical skills training, turnover intentions and general demographics. Content validity is also used to evaluate especially the constructs of monetary motivation, pay satisfaction, affective commitment.

According to the instructions of Nunnally and Bernstein (1994), it is necessary to ensure that appropriate assumptions for major tests are satisfied to implement exploratory
factor analysis. The initial assumption concerns about Kaiser-Meyer-Olkin (KMO) test to measure sampling adequacy. It indicates that KMO < 0.7 is regarded as unacceptable. KMO should be 0.7 or above if EFA is expected to carry out. The next assumption is to measure the correlation matrix of collected data from the sample. Bartlett test of sphericity is employed to measure correlation among measuring items.

According to the rule of thumb, the identity matrix does not present between measuring items when p-value is less than 0.05. The third assumption is to guarantee an appropriate sample size which depends on the total number of items for measuring latent variables. Therefore \( \frac{\text{sample size}}{\text{number of items}} \) is greater than 5 with respect to a rule of thumb.

In terms of the prescribed assumptions, exploratory factor analysis (EFA) is implemented with the five variables namely, monetary motivation, pay satisfaction, affective commitment, technical skills training and turnover intentions with a total number of 30 items excluding one dichotomous item on technical skills training. As the concept is not able to denote inter-relation among the variables measured, varimax rotation is implemented with principal component analysis (Costello & Osborne, 2005). Varimax rotation can help to make simpler explanation of factors while principal component analysis intends to decrease a group of variables into a smaller group of dimensions (Field, 2013). On the basis of instructions given by Hair et al. (2010), the greater the sample size, the smaller the factor loading is acquired.
3.9.4.2 Construct Validity

Construct validity depicts to demonstrate relationships between theoretical concepts that concepts or constructs are related to them (Roberts et al., 2006). The method to demonstrate construct validity is factor analysis which is generally adopted in the areas of social sciences that the way of selection for translating self-reporting questionnaires is considered (Byrant, Yarnold, & Michelson, 1999). A multivariate statistical sequence of this analysis involves to drop a greater number of items into a tiny group of corresponding concept other than unfit item and affirm the items fit really in current scale at the same time (Almond & Walker, 2010).

Confirmatory Factor Analysis (CFA) is adopted to validate individual items’ validity for constructs’ evaluation in this study. A measurement model is developed to specify the important latent variables including monetary motivation, pay satisfaction, affective commitment, technical skills training and turnover intentions. As suggested by Hooper, Coughlan, and Mullen (2008), a diversity of fit indices can be assessed relying on the guideline for promising structural equation modelers to prevent from causing errors. The model fit statistics are considered to validate measurement of validity that any four of these fit statistical indices are adequate to affirm the measures as shown in the following summary (Bohrnstedt & Borgatta, 1981; Ho, 2014; Hooper et al., 2008; Iacobucci, 2010; Pavlik, 2016).
a) CMIN ($x^2$), p-value > 0.05 showing non-significant result of CFA model fit

b) CMIN/df < 3, indicates good model fit

c) RMSEA : 0.03 < RMSEA < 0.08 showing good model fit

d) GFI $\geq$ 0.9, indicates good model fit

e) AGFI $\geq$ 0.9, denotes good model fit

f) TLI: 0 < TLI < 1, closer TLI > 0.9, indicates better model fit

g) NFI : 0 < NFI < 1, closer NFI > 0.9, denotes better model fit

h) CFI : 0 < CFI < 1, closer CFI > 0.9, denotes better model fit

Both EFA and CFA are employed to affirm convergent validity and discriminant validity for collected data respectively so as to validate construct validity in the current study. Convergent validity refers to the variables inside an alone factor that are extremely correlated (Hair et al., 2010). In addition, discriminant validity means that the degree to which factors are distinguished and uncorrelated (Kerlinger & Lee, 2000). In relation to convergent validity, EFA on the collected data examined whether certain constructs are loaded as foreseen inside the ultimate model. With respect to discriminant validity, particular constructs kept their agglomeration via current and the past analysis.

### 3.9.5 Multiple Linear Regression Analysis

Research framework of moderating effect of technical skills training with
hypothesized relationships is shown in Figure 3.1.

Descriptive, cross-sectional, quantitative research concerns about an interactive effect making use of structural equation modeling with direct relationships (Field, 2013; Hair et al., 2010; Mudalige, Udugama, & Ikram, 2012). Nevertheless, multiple regression analysis is a statistical tool exploring connections between a sole dependent variable and two or more independent variables. In this research, there are 3 independent variables, 1 moderating variable and 1 dependent variable. Thus, multiple linear regression (MLR) is adopted to examine the hypotheses but need to detach the research model a bit into feasible relationships for this study. As mentioned in previous section, the moderating variables are measured making use of a 5-point Likert scale. According to (Field, 2013), interaction effect is conducted by utilizing latent variable that Structural equation modeling could not be adequate. Furthermore, SEM is mainly adopted for major variables which are measured applying continuous scales. Therefore, the research model for this study is dealt with detachment as well as statistical analysis relied on particular hypothesis. Based on the multiple linear regression, the hypotheses of H1, H2, H3, H4, H5, H6 and H7 are analyzed on the relationships as shown in Figure 3.1. The framework contains a single dependent variable, turnover intentions and four independent variables, namely, monetary motivation, pay satisfaction, affective commitment and technical skills training. As there is one item, TST-17 in technical skills training is measured using a dichotomous
nominal scale involving two categories, namely yes or no, this question item is made use of indicating the number of respondents who have attended technical skills training course for the past 12 months as mentioned in previous section because it is regarded as a nonmetric variable in the MLR.

**Figure 3.1 Research Framework of Moderating effect of Technical Skills Training with Hypothesized Relationships**

Source: Adapted from Cao et al. (2013); Hassan (2014); Meyer and Allen (1991); Newman et al. (2011); Singh and Loncar (2010); Vandenberghe and Tremblay (2008) and (Wang, 2004)
3.9.6 Assumption Testing of Multiple Linear Regression

Multiple linear regression (MLR) is a strong statistical technique and is applied for different research studies. Before running MLR, three assumptions are required to meet. They contain the required data to fulfil a) normality, b) linearity, and c) heteroscedasticity (Tabachnick & Fidel, 2013). The first step is to test normality using histogram for both dependent variable and the independent variables that a normal curve is seen on the histogram. The second step is to make use of linearity testing a probability-probability plot if a particular set of data abides by certain designated distribution. Thus, it is closely linear when the designated distribution is the suitable model. At last, heteroscedastic data is then measured by plotting the standardized residuals (Hair et al., 2010).

With respect to the assumption testing, model of multiple linear regression is exploited for this research. Therefore, the models of MLP are developed for the current research as follows:

\[ TI = \beta_0 + \beta_1(\text{MM}) + \beta_2(\text{PS}) + \beta_3(\text{AC}) + \beta_4(\text{TST}) + \varepsilon \]  

(A)

Where \( \beta_0 \) is a constant term while \( \beta_1-4 \) are coefficient of independent variables for MM, PS, AC and TST respectively. In addition, \( \varepsilon \) indicates an error.

At the beginning of this analysis, coefficient table from the output of MLR is used to identify level of significance for the independent variables of monetary motivation, pay satisfaction, affective commitment and technical skills training. It is assumed that the null
hypothesis is not accepted when the p-value is < 0.05.

Where $H_0$: $\beta_{1-4} \geq 0$

$H_a$: $\beta_{1-4} < 0$

Declining null hypothesis depicts the significance level of the independent variable affecting the dependent variable. In addition, the coefficient value could have an effect on the variable as well.

Then, the ANOVA table is employed to create the significance level of the captioned model in terms of F value and p-value. The hypothesis with the model fit is examined with respect to the rule of thumb, where p-value was < 0.05 that the null hypothesis is declined. Conducting test on model fit for hypothesis is expressed as follows:

$H_0$: no model fit

$H_a$: model fit

Complying with this principle, the intensity of this model is evaluated by the instruction of (Ljosa, Tyssen, & Lau, 2013) that adjusted-$R^2 < 0.09$ is taken into consideration as a weak model. On the other hand, evaluating the inter-relationships between independent and variance inflation factor (VIF) are employed to identify the multicollinearity (Field, 2013; Hair et al., 2010). Therefore, VIF < 5, is used to indicate that multicollinearity do not exist.
3.9.7 Test of Moderator

It is very important to test whether the third variable alters the connections between independent and dependent variables. As mentioned in Figure 3.1, H5 intends to test if the relationship between the key variables of monetary motivation and turnover intentions is moderated by technical skills training. Then, H6 tests the relationships between turnover intentions and job satisfaction which are moderated by technical skills training. Finally, H7 tests the moderator of technical skills training in the relationships between affective commitment and turnover intentions.

Testing moderating effect of TST on the relationship between MM and TI

In order to test the hypothesis, H5, it is made use of comparing to the model with no interaction effect and with interaction effect in terms of an equation. The required equation of MLR with no interaction effect is developed as follows:

\[
TI = \beta_0 + \beta_1(MM) + \beta_2(TST) + \epsilon \quad \text{........................................ (B)}
\]

Testing moderator of TST, the equation of MLR with an interaction effect is shown as follows:

\[
TI = \beta_0 + \beta_1(MMC) + \beta_2(TSTC) + \beta_3(MMC*TSTC) + \epsilon \quad \text{................. (C)}
\]

Where MMC and TSTC are centered variables for MM and TST and transformed as predictors by conducting grand mean centering technique (Field, 2013).

Testing moderating effect of TST on the relationship between PS and TI
To test the hypothesis, H6, the required equation of MLR with no interaction effect is firstly developed as follows:

\[ TI = \beta_0 + \beta_1(PS) + \beta_2(TST) + \epsilon \]  
……………………………………………… (D)

Then, the equation of MLR with an interaction effect to test the moderator, TST is developed as follows:

\[ TI = \beta_0 + \beta_1(PSC) + \beta_2(TSTC) + \beta_3(PSC \times TSTC) + \epsilon \]  
…………………………………… (E)

Similarly, PSC and TSTC are centered variables for PS and TST and transformed as predictors by conducting grand mean centering technique (Field, 2013).

**Testing moderating effect of TST on the relationship between AC and TI**

To test the hypothesis, H7, the required equation of MLR with no interaction effect is at first developed as follows:

\[ TI = \beta_0 + \beta_1(AC) + \beta_2(TST) + \epsilon \]  
……………………………………………… (F)

Secondly, the equation of MLR with an interaction effect to test the moderator, TST is indicated as follows:

\[ TI = \beta_0 + \beta_1(ACC) + \beta_2(TSTC) + \beta_3(ACC \times TSTC) + \epsilon \]  
…………………………………… (G)

Likewise, ACC and TSTC are centered variables for AC and TST and transformed as predictors by conducting grand mean centering technique (Field, 2013).

As suggested by Field (2013) and Meyers, Gamst, and Guarino (2013), the moderator’s statistical significance depends on existing relationship with no interaction
in (B), (D) and (F). In addition, the significant interaction in (C), (E) and (G), as well as the intensity of adjusted $R^2$ values for the equations of (B), (D) and (F) differ and are less than equations of (C), (E) and (G) respectively.

### 3.10 Ethical considerations

Before the beginning of data collection, ethics application should be approved from the Ethics Committee of the University of Newcastle, Australia. As depicted in the preceding section, the assistant manager of the Hong Kong Computer Society will receive an invitational email which contained an organization consent form, an organization information statement and a participant information statement (Appendices A, B and C). The detailed information and goals of the research project are illustrated in the organizational participant information statement and consent form. The manager would consent to invite all professional members of HKCS participating in an online survey, and he sends out the attached participant information statement and a survey link via an email. The information statement furnishes detailed information including the goals of the research project and participating process. The most important thing of ethical considerations is that participation is wholly voluntary in this research and participants could quit the project at any time. Then the location of the web link to the survey website is placed on the second page of the participant information statement to promote
participants reading through the statement before answering the online survey questionnaire. Implied anonymous consent is made from participants when the online survey is submitted. Both responses and individuals would not be identified when an anonymous survey is conducted. In addition, all collected data will be retained confidentially which must be stored in a password safeguarded computer. Only the supervisor and the researcher have the right to access the data for the purposes of research. All data should be retained for 5 years after getting approval of the thesis in accordance with the policy and regulation of the University.

3.11 Limitations

Even if the major issues have been discussed in the current study, it has been brought about limitations due to some reasons. Firstly, the area of this study is limited to a population from the Hong Kong Computer Society so that current survey samples are collected from the society’s professional members who had worked in IT sector. Target population is also limited to IT professionals in Hong Kong, it restricts the generalizability to other geographical areas, more especially, in various cultures and industry sectors. In regard with limited time and resources, cross-sectional research design is implemented with a weaker internal validity in this study. It is because this design only took data over a short period of time (Ghauri & Gronhaug, 2010). It is highly
suggested that a longitudinal research would be more appropriate to collect more responses over a longer time in this study if time and resources are allowed (Saunders et al., 2012). In terms of research instrument, online anonymous survey is ready to collect data at any time but it brought about some limitations. It is because respondents might not have an access to the Internet and the response rate is low. This is the main reason why the research aims should explain more clearly and let respondents make ease to understand the survey questionnaire items with simple and appropriate instructions. On the other hand, certain non-random elements are found that a population bias might be caused. Thus, the future study is suggested to have a larger degree of random sampling conducted by longitudinal study.

Past researches have indicated that pay satisfaction is correlated to the turnover intentions (Saleem & Gul, 2013). Pay satisfaction level can affect significantly employee turnover rate, and thus, higher turnover rate can reduce productivity in organization. It is supposed that more time and resources could be allowed in order to measure real turnover rate by way of longitudinal research design in the future study.

3.12 Summary

This research is adopted a descriptive, cross-sectional quantitative approach to investigate the relationships among monetary motivation, pay satisfaction, affective
commitment, technical skills training and turnover intentions. It is related to get IT professional members’ samples from Hong Kong Computer Society that an anonymous web based questionnaire survey had been employed to gather survey sample from Hong Kong Computer Society’s professional members.

The chapter depicts the features of sampling and population, research design and methodology used, detailed techniques of data collection, evaluation of reliability and validity, and elements for analyzing data. It is anticipated that this research may contribute and sustain employers to understand up-to-date perceptions to the employers in working out strong strategies to retain highly effective employees.

Chapter 4 depicts the research findings and outlines the results with respect to research questions and hypotheses.
Chapter 4 - Data Analysis

Chapter 3 depicts methodology dealing with procedure of bringing out the methods and data used for data analysis. This chapter denotes findings and outlines the results in relation to research questions and hypotheses relying on data collection as mentioned in the previous chapter. There is a total of two thousand professional class members of Hong Kong Computer Society (HKCS) who are invited to take part in an online anonymous survey with a 38-item questionnaire. Only three hundred and fifty eight responses are collected over a period of time from 31 July 2015 to 21 Aug 2015. Fifty four invalid responses have been picked out and processed due to incomplete questionnaire. Eventually, a total of three hundred and four valid responses are adopted for data analyses.

As depicted in the previous chapter, the aims of the current project ascertain precedents to the turnover intentions for Hong Kong’s Information Technology professionals. The goal of the study is vital to the employers because the findings will give up-to-date perceptions to the employers in working out stronger strategies to retain more effective employees. Based on answering the research questions for design of this current research, seven developed hypotheses are examined by factor analysis and regression analysis relied on the data gathered.

This chapter has eight sections that the first section mentions general demographics of sample population while the second section depicts descriptive analysis of monetary
motivation, pay satisfaction, affective commitment, technical skills training and turnover intentions. The third section mentions evaluation of measurement for both validation and reliability test whereas the fourth section depicts the multiple linear regression analysis. The last four sections describe testing moderating effects of technical skills training for hypotheses of H5, H6 and H7, as well as the chapter summary.

4.1 General Demographics of Sample Population

There is a total of 2000 professional class members from Hong Kong Computer Society (HKCS) who are invited to join in the research. General demographic details of respondents are summed up as shown in Table 4.1. A total of 304 valid responses are picked up, it conform to a valid response rate of 15.2%. With respect to respondents’ gender, 75.7% of male respondents are more than that of female respondents (24.3%). The major respondents aged between 25 and 34 (36.2%), with 35.5% who aged between 35 to 44 as well as followed by 21.1% aged between 45 and 54. In relation to educational qualification, 46.1% of respondents hold a postgraduate degree whereas 44.1% hold an undergraduate degree. The major respondents (50%) have two to five years of work experience, came after by 6-10 years of working experience (23.7%) as well as only 3.9% of them have 16-20 years of working experience in the current company. 37.5% of them have two to five years of working experience in IT services industry and only 20.4% have
over twenty years of working experience. In terms of job nature, 18.4% of respondents who worked in the area of technical services, followed by 17.1% working from software development and 14.5% working from IT sales and marketing. At last, 78.3% of respondents receive a monthly income not more than HK$40000. Only 8.6% of them get a monthly income more than HK$60000.

Table 4.1 General Demographic Details of Respondents

<table>
<thead>
<tr>
<th>Valid Response of General Demographics</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respondents’ Gender</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>230</td>
<td>75.7</td>
</tr>
<tr>
<td>Female</td>
<td>74</td>
<td>24.3</td>
</tr>
<tr>
<td>Others</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>Respondents’ Age</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18-24</td>
<td>12</td>
<td>3.9</td>
</tr>
<tr>
<td>25-34</td>
<td>110</td>
<td>36.2</td>
</tr>
<tr>
<td>35-44</td>
<td>108</td>
<td>35.5</td>
</tr>
<tr>
<td>45-54</td>
<td>64</td>
<td>21.1</td>
</tr>
<tr>
<td>55 or above</td>
<td>10</td>
<td>3.3</td>
</tr>
<tr>
<td><strong>Educational Qualification of Respondents</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education Level</td>
<td>Count</td>
<td>Percentage</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-------</td>
<td>------------</td>
</tr>
<tr>
<td>High school graduate</td>
<td>6</td>
<td>2.0</td>
</tr>
<tr>
<td>Higher diploma / associate degree</td>
<td>24</td>
<td>7.9</td>
</tr>
<tr>
<td>Undergraduate degree</td>
<td>134</td>
<td>44.1</td>
</tr>
<tr>
<td>Postgraduate degree</td>
<td>140</td>
<td>46.1</td>
</tr>
</tbody>
</table>

**Years of Work Experience in Respondents’ Company**

<table>
<thead>
<tr>
<th>Experience Level</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 – 5 years</td>
<td>152</td>
<td>50.0</td>
</tr>
<tr>
<td>6-10 years</td>
<td>72</td>
<td>23.7</td>
</tr>
<tr>
<td>11-15 years</td>
<td>38</td>
<td>12.5</td>
</tr>
<tr>
<td>16-20 years</td>
<td>12</td>
<td>3.9</td>
</tr>
<tr>
<td>More than 20 years</td>
<td>30</td>
<td>9.9</td>
</tr>
</tbody>
</table>

**Years of respondents’ Work Experience in IT Services Industry**

<table>
<thead>
<tr>
<th>Experience Level</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 – 5 years</td>
<td>114</td>
<td>37.5</td>
</tr>
<tr>
<td>6-10 years</td>
<td>32</td>
<td>10.5</td>
</tr>
<tr>
<td>11-15 years</td>
<td>48</td>
<td>15.8</td>
</tr>
<tr>
<td>16-20 years</td>
<td>48</td>
<td>15.8</td>
</tr>
<tr>
<td>More than 20 years</td>
<td>62</td>
<td>20.4</td>
</tr>
<tr>
<td>Respondents’ Job Nature</td>
<td>Count</td>
<td>Percentage</td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td>-------</td>
<td>------------</td>
</tr>
<tr>
<td>Software development</td>
<td>52</td>
<td>17.1</td>
</tr>
<tr>
<td>IT management</td>
<td>40</td>
<td>13.2</td>
</tr>
<tr>
<td>Technical services</td>
<td>56</td>
<td>18.4</td>
</tr>
<tr>
<td>IT sales and marketing</td>
<td>44</td>
<td>14.5</td>
</tr>
<tr>
<td>Telecommunications and networking</td>
<td>22</td>
<td>7.2</td>
</tr>
<tr>
<td>Operation services</td>
<td>20</td>
<td>6.6</td>
</tr>
<tr>
<td>IT education and training</td>
<td>38</td>
<td>12.5</td>
</tr>
<tr>
<td>Others</td>
<td>32</td>
<td>10.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Respondents’ Monthly income</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than $10000</td>
<td>10</td>
<td>3.3</td>
</tr>
<tr>
<td>$10000 - $20000</td>
<td>138</td>
<td>45.4</td>
</tr>
<tr>
<td>$20001 - $40000</td>
<td>90</td>
<td>29.6</td>
</tr>
<tr>
<td>$40001 - $60000</td>
<td>40</td>
<td>13.2</td>
</tr>
<tr>
<td>More than $60000</td>
<td>26</td>
<td>8.6</td>
</tr>
</tbody>
</table>

Source: HKCS Sample on 21 August 2015, Created by Researcher
Summarization of general demographic details of gender, age, educational qualification, years of work experience in both the company and IT services industry, job nature and monthly income are indicated in Figure 4.1 to 4.7.

**Figure 4.1 Respondents’ Gender**

![Gender Pie Chart]

Source: HKCS Sample on 21 August 2015, Created by Researcher

**Figure 4.2 Respondents’ Age**

![Age Pie Chart]

Source: HKCS Sample on 21 August 2015, Created by Researcher
Figure 4.3 Educational Qualification of Respondents

![Educational Qualification Pie Chart]

Source: HKCS Sample on 21 August 2015, Created by Researcher

Figure 4.4 Years of Work Experience in Respondents’ Company

![Years of Work Experience Pie Chart]

Source: HKCS Sample on 21 August 2015, Created by Researcher
Figure 4.5 Years of Work Experience in Information Technology Services Industry

Source: HKCS Sample on 21 August 2015, Created by Researcher

Figure 4.6 Job Nature

Source: HKCS Sample on 21 August 2015, Created by Researcher
4.2 Descriptive Analysis of Variables

Besides general demographic details of respondents, there are 31 items concerned about monetary motivation, pay satisfaction, affective commitment, technical skills training and turnover intentions which had been gathered.

4.2.1 Descriptive Statistics of Monetary Motivation (MM)

The related responses of question items for monetary motivation are shown in Table 4.2. It shows that the response in the direction of MM tends to more strongly agreeable.
In addition, MM’s frequency distribution are indicated in Figure 4.8, in which mean and standard deviation are equal to 4.19 and 0.526 respectively. In relation to the distribution pattern, it appeared more extreme values and thus the distribution is negatively skewed.

**Table 4.2: Descriptive Statistics of Monetary Motivation**

<table>
<thead>
<tr>
<th>Monetary Motivation</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Skewness</th>
</tr>
</thead>
<tbody>
<tr>
<td>I want to be rich</td>
<td>4.08</td>
<td>.581</td>
<td>-.209</td>
</tr>
<tr>
<td>It would be nice to be rich</td>
<td>4.17</td>
<td>.648</td>
<td>-.327</td>
</tr>
<tr>
<td>Have a lot of money (being rich) is good</td>
<td>4.20</td>
<td>.754</td>
<td>-.995</td>
</tr>
<tr>
<td>I am motivated to work hard for money</td>
<td>4.24</td>
<td>.742</td>
<td>-.801</td>
</tr>
<tr>
<td>Money reinforces me to work harder</td>
<td>4.13</td>
<td>.759</td>
<td>-.771</td>
</tr>
<tr>
<td>I am highly motivated by money</td>
<td>4.12</td>
<td>.773</td>
<td>-.392</td>
</tr>
<tr>
<td>Money is good</td>
<td>4.17</td>
<td>.734</td>
<td>-.784</td>
</tr>
<tr>
<td>Money is important</td>
<td>4.39</td>
<td>.710</td>
<td>-1.296</td>
</tr>
<tr>
<td>Money is valuable</td>
<td>4.20</td>
<td>.762</td>
<td>-1.249</td>
</tr>
</tbody>
</table>

Source: HKCS Sample on 21 August 2015, Created by Researcher
4.2.2 Descriptive Statistics of Pay Satisfaction (PS)

The related responses of question items for pay satisfaction are shown in Table 4.3. It indicates that the response in the direction of PS tends to more disagreeable. In addition, PS’s frequency distribution are indicated in Figure 4.9, in which mean and standard deviation are equal to 2.75 and 0.848 respectively. With respect to distribution pattern, it closely appeared to normal distribution with less extreme values. Thus, it is slightly skewed in relation to the shape.

Source: HKCS Sample on 21 August 2015, Created by Researcher
### Table 4.3: Descriptive Statistics of Pay Satisfaction

<table>
<thead>
<tr>
<th>Pay Satisfaction</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Skewness</th>
<th>S.E. = .140</th>
</tr>
</thead>
<tbody>
<tr>
<td>My take-home pay</td>
<td>2.60</td>
<td>.977</td>
<td>.277</td>
<td></td>
</tr>
<tr>
<td>My current salary</td>
<td>2.76</td>
<td>.947</td>
<td>.129</td>
<td></td>
</tr>
<tr>
<td>My overall level of pay</td>
<td>2.86</td>
<td>.950</td>
<td>.014</td>
<td></td>
</tr>
<tr>
<td>Size of my current salary</td>
<td>2.77</td>
<td>.930</td>
<td>.127</td>
<td></td>
</tr>
</tbody>
</table>

Source: HKCS Sample on 21 August 2015, Created by Researcher

### Figure 4.9: Pay Satisfaction’s Frequency Distribution

![Histogram of Pay Satisfaction](image)

Source: HKCS Sample on 21 August 2015, Created by Researcher
4.2.3 Descriptive Statistics of Affective Commitment (AC)

The concerned responses of question items for affective commitment are shown in Table 4.4. It shows that the response in the direction of AC is more likely to disagree. In addition, AC’s frequency distribution are indicated in Figure 4.10, in which mean and standard deviation equal to 2.74 and 0.878 respectively. In regard to the distribution pattern, it closely appears to normal distribution with a bit of extreme values. Thus, it is positively skewed regarding the shape.

<table>
<thead>
<tr>
<th>Affective Commitment</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Skewness S.E. = .140</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am extremely glad that I chose this company to work for over others I was considering at the time I joined</td>
<td>2.84</td>
<td>.908</td>
<td>.384</td>
</tr>
<tr>
<td>I talk up this company to my friends as a great company to work for</td>
<td>2.72</td>
<td>.922</td>
<td>.286</td>
</tr>
<tr>
<td>I am proud to tell others that I am part of</td>
<td>2.66</td>
<td>.962</td>
<td>.373</td>
</tr>
</tbody>
</table>
Figure 4.10: Affective Commitment’s Frequency Distribution

Source: HKCS Sample on 21 August 2015, Created by Researcher

4.2.4 Descriptive Statistics of Technical Skills Training (TST)

The relevant responses of question items for technical skills training are indicated in

Figure 4.11, Table 4.5 and Figure 4.12. Figure 4.11 shows 78.3% of ‘Yes’ responses (N = 238) who attend any training course while 21.7% of ‘No’ responses (N = 66) who do not attend the course for the past 12 months.

Table 4.5 denotes that the response in the direction of TST is more likely to agree.
In addition, TST’s frequency distribution are indicated in Figure 4.12, in which mean and standard deviation are equal to 3.16 and 0.793 respectively. In relation to pattern of the distribution, it closely appears to normal distribution with a little bit of extreme values. In addition, several statements of TST are negatively skewed.

**Figure 4.11: Descriptive Statistics of Technical Skills Training (TST17)**

Source: HKCS Sample on 21 August 2015, Created by Researcher
### Table 4.5 Descriptive Statistics of Technical Skills Training (TST18-TST27)

<table>
<thead>
<tr>
<th>Technical Skills Training</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Skewness</th>
</tr>
</thead>
<tbody>
<tr>
<td>To what extent did you use the knowledge and /or skills prior to attending this course</td>
<td>2.93</td>
<td>.819</td>
<td>.125</td>
</tr>
<tr>
<td>To what extent have you had the opportunity to use the knowledge and /or skills presented in this course</td>
<td>3.13</td>
<td>.857</td>
<td>.160</td>
</tr>
<tr>
<td>To what extent have you actually used the knowledge and / or skills presented in this course, after completing the course</td>
<td>3.29</td>
<td>.947</td>
<td>.001</td>
</tr>
<tr>
<td>To what extent has your confidence in using the knowledge and/or skills increased as a result of this course</td>
<td>3.29</td>
<td>.938</td>
<td>-.043</td>
</tr>
<tr>
<td>To what extent did you receive the assistance necessary in preparing you for this course</td>
<td>3.16</td>
<td>.946</td>
<td>-.023</td>
</tr>
<tr>
<td>To what extent has the content of this course</td>
<td>3.27</td>
<td>.934</td>
<td>.128</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------------------------</td>
<td>-------</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>accurately reflected what happens on the job</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To what extent have you had access to the necessary resources (e.g., equipment and information) to apply the knowledge and/or skills on your job</td>
<td>3.30</td>
<td>.896</td>
<td>-.066</td>
</tr>
<tr>
<td>To what extent have you received help, through coaching and/or feedback, with applying the knowledge and/or skills on the job</td>
<td>3.16</td>
<td>.909</td>
<td>.086</td>
</tr>
<tr>
<td>As a result of this course, my performance on the course objectives has changed by (%)</td>
<td>3.02</td>
<td>.862</td>
<td>.447</td>
</tr>
<tr>
<td>As a result of this course, my overall job performance has changed by (%)</td>
<td>3.08</td>
<td>.929</td>
<td>.358</td>
</tr>
</tbody>
</table>

Source: HKCS Sample on 21 August 2015, Created by Researcher
4.2.5 Descriptive Statistics of Turnover Intentions (TI)

The relevant responses of question items for turnover intentions are shown in Table 4.6. It indicates that the response in the direction of affective commitment is more likely to agree. In addition, TI’s frequency distribution are indicated in Figure 4.13, in which mean and standard deviation are 3.58 and 0.983 respectively. In regard to the distribution pattern, it closely appears to normal distribution with more extreme values. In addition, TI are all negatively skewed.
### Table 4.6 Descriptive Statistics of Turnover Intentions

<table>
<thead>
<tr>
<th>Turnover Intentions</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Skewness</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have been thinking about quitting the present job</td>
<td>3.62</td>
<td>1.053</td>
<td>-.999</td>
</tr>
<tr>
<td>I have been evaluating the cost of quitting my job</td>
<td>3.72</td>
<td>.990</td>
<td>-1.027</td>
</tr>
<tr>
<td>I intend to quit.</td>
<td>3.59</td>
<td>1.190</td>
<td>-.776</td>
</tr>
<tr>
<td>I will quit my job in the next six months</td>
<td>3.37</td>
<td>1.171</td>
<td>-.665</td>
</tr>
</tbody>
</table>

Source: HKCS Sample on 21 August 2015, Created by Researcher

### Figure 4.13: Turnover Intentions’ Frequency Distribution

Source: HKCS Sample on 21 August 2015, Created by Researcher
4.3 Evaluation of Measurement

Both validity and reliability of measures for collected data are assessed by factor analysis and Cronbach’s alpha. Exploratory factor analysis (EFA) is adopted to explore whether factor structure is hypothesized to actually fit the primary set of data. The researcher would find out which scales indeed devote to the measure by making use of principal component factor with a rotated varimax. To hold confirmatory factor analysis, dataset is further looked into and missing values are taken into consideration. For the question item of TST17 in technical skills training section, there are 66 cases shown with ‘No’ responses, and hence the following 10 items of TST18-TST27 are skipped and treated as missing value in which they are cleared away. Therefore, 238 cases for technical skills training could be further analyzed.

4.3.1 Test Validity

Exploratory factor analysis is at first run to set up evaluation of measurement for the five constructs, MM, PS, AC, TS and TI. The involved items are assessed by making use of the principal component factor with a rotated varimax. Before carrying out EFA, assumptions of EFA are required to test. Both the Keiser-Meyer-Olkin measure of sampling adequacy (KMO) and Bartlett’s test of sphericity are executed affirming factorability (Field, 2013; Hair et al., 2010). The outcomes of related tests are illustrated in Table 4.7, Table 4.8 and Table 4.9 as follows:
Table 4.7 KMO and Bartlett's Test for MM

<table>
<thead>
<tr>
<th>Kaiser-Meyer-Olkin Measure of Sampling Adequacy.</th>
<th>.898</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bartlett's Test of Sphericity</td>
<td>Approx. Chi-Square</td>
</tr>
<tr>
<td></td>
<td>df</td>
</tr>
<tr>
<td></td>
<td>Sig.</td>
</tr>
</tbody>
</table>

Source: HKCS Sample on 21 August 2015, Created by Researcher

Table 4.7 for MM indicates that KMO is equal to 0.898, showing meritorious sampling for assessment of items (Kaiser, 1974). In the meantime, Chi-square = 1285.728, df = 36, p-value = 0.000 (< 0.05) indicating the null hypothesis is not accepted in order to confirm the variables which are factorable.

It is necessary for n/k > 5. So that the data gathered and the relevant items for MM, n/k = 238/9 = 26 (> 5), fulfills the EFA’s assumptions.

Table 4.8 KMO and Bartlett's Test for TST

<table>
<thead>
<tr>
<th>Kaiser-Meyer-Olkin Measure of Sampling Adequacy.</th>
<th>.927</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bartlett's Test of Sphericity</td>
<td>Approx. Chi-Square</td>
</tr>
<tr>
<td></td>
<td>df</td>
</tr>
</tbody>
</table>
Table 4.8 KMO and Bartlett's Test for PS, AC and TI

<table>
<thead>
<tr>
<th>Kaiser-Meyer-Olkin Measure of Sampling Adequacy.</th>
<th>.880</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bartlett's Test of Sphericity</td>
<td>Approx. Chi-Square</td>
</tr>
<tr>
<td></td>
<td>df</td>
</tr>
<tr>
<td></td>
<td>Sig.</td>
</tr>
</tbody>
</table>

Source: HKCS Sample on 21 August 2015, Created by Researcher

As shown in Table 4.8, KMO for TST is equal to 0.927, denoting marvellous sampling for assessment of items (Kaiser, 1974). At the same time, Chi-square = 2717.024, df = 45, and p-value = 0.000 (< 0.05) denotes that no identity matrix exists for the items of TST. As the item of TST17 is not involved in EFA, the last assumption for n/k = (238/10) = (23 > 5) is also fulfilled.

Table 4.9 for PS, AC and TI denote that KMO equals to 0.880, denoting meritorious sampling for assessment of items (Kaiser, 1974). In the meantime, Chi-square = 3354.635, df = 55, and p-value = 0.000 (< 0.05) denotes that no identity matrix exists among the items for PS, AC and TI. The ultimate assumption is for n/k = (238/11) = (21 > 5) is also fulfilled.
When the assumption is satisfied, the outcome denotes in Table 4.10 made known the factor loadings of the 9 items for MM. Principal Component Analysis is executed relying on eigenvalues larger than one as well as suppressing factor loading of varimax rotation under 0.5. It created an obvious distinguishing loading of 9 items into 3 components. Three items of motivator highly load in the first component, called motivator factor. The second component, called important factor that the three items are also highly loaded whereas the other three items of rich factor are highly loaded in the third component.

**Table 4.10 Factor Loadings for MM**

<table>
<thead>
<tr>
<th></th>
<th>Motivator</th>
<th>Important</th>
<th>Rich</th>
</tr>
</thead>
<tbody>
<tr>
<td>MM5</td>
<td>.824</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MM4</td>
<td>.776</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MM6</td>
<td>.707</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MM8</td>
<td></td>
<td>.879</td>
<td></td>
</tr>
<tr>
<td>MM7</td>
<td></td>
<td>.736</td>
<td></td>
</tr>
<tr>
<td>MM9</td>
<td></td>
<td>.615</td>
<td></td>
</tr>
<tr>
<td>MM2</td>
<td></td>
<td></td>
<td>.850</td>
</tr>
</tbody>
</table>
As shown in Table 4.11, it generates an obvious distinguishing loading of 10 items transformed into 2 components. Two items of satisfaction level are highly loaded in the first component whereas the other eight items of job performance change are also highly loaded in the second component.

**Table 4.11 Factor Loadings for TST**

<table>
<thead>
<tr>
<th>Component</th>
<th>Satisfaction Level</th>
<th>Job Performance Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>TST26</td>
<td>.833</td>
<td></td>
</tr>
<tr>
<td>TST27</td>
<td>.828</td>
<td></td>
</tr>
<tr>
<td>TST25</td>
<td></td>
<td>.766</td>
</tr>
<tr>
<td>TST18</td>
<td></td>
<td>.729</td>
</tr>
<tr>
<td>TST23</td>
<td></td>
<td>.648</td>
</tr>
<tr>
<td>TST20</td>
<td></td>
<td>.877</td>
</tr>
<tr>
<td>TST21</td>
<td></td>
<td>.824</td>
</tr>
</tbody>
</table>

Source: HKCS Sample on 21 August 2015, Created by Researcher
As shown in Table 4.12, it creates an obvious distinguishing loading of 10 items into 3 components. Four items of turnover intentions are highly loaded in the first component. The second component, pay satisfaction that the four items are highly loaded whereas the other three items of affective commitment are highly loaded in the third component.

<table>
<thead>
<tr>
<th>Component</th>
<th>Turnover Intentions</th>
<th>Pay Satisfaction</th>
<th>Affective Commitment</th>
</tr>
</thead>
<tbody>
<tr>
<td>TST24</td>
<td></td>
<td>.734</td>
<td></td>
</tr>
<tr>
<td>TST19</td>
<td></td>
<td>.732</td>
<td></td>
</tr>
<tr>
<td>TST22</td>
<td></td>
<td>.659</td>
<td></td>
</tr>
</tbody>
</table>

Source: HKCS Sample on 21 August 2015, Created by Researcher
As shown in table 4.13, the component of motivator explains 53.37% of variance, 12.36% of variance is explained by important factor whereas 7.04% is explained by rich factor. In addition, 72.78% of the total variance is attributable to the three factors for monetary motivation. The rest explains 27.22% for other factors.

For two dimensions of Technical skills training, component of satisfaction level explains 76.86% of variance while job performance change accounts for 5.27% of variance. Moreover, 82.13% of the total variance is attributable to the two factors. The rest explains 17.87% for other factors.

For the last three components, TI explains 60.98% of variance while PS accounts for 13.58% of variance. In addition, AC explains 8.31% of variance. Furthermore, 82.86% of the total variance is attributable to the three factors. The rest accounts for 17.14% for
other factors.

Table 4.13 Explanation of Variance for 3 Dimensions of MM, 2 Dimensions of TST, PS, AC and TI

<table>
<thead>
<tr>
<th>Component</th>
<th>Initial Eigenvalues</th>
<th>Extraction Sums of Squared</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>% of Variance</td>
</tr>
<tr>
<td>Motivator</td>
<td>4.803</td>
<td>53.371</td>
</tr>
<tr>
<td>Important</td>
<td>1.113</td>
<td>12.363</td>
</tr>
<tr>
<td>Rich</td>
<td>.634</td>
<td>7.042</td>
</tr>
<tr>
<td>Satisfaction Level</td>
<td>7.686</td>
<td>76.857</td>
</tr>
</tbody>
</table>
### Job Performance Change

<table>
<thead>
<tr>
<th>Component</th>
<th>Initial Eigenvalues</th>
<th>Extraction Sums of Squared Loadings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>% of Variance</td>
</tr>
<tr>
<td>TI</td>
<td>6.707</td>
<td>60.976</td>
</tr>
<tr>
<td>PS</td>
<td>1.494</td>
<td>13.578</td>
</tr>
<tr>
<td>AC</td>
<td>.914</td>
<td>8.306</td>
</tr>
</tbody>
</table>

Source: HKCS Sample on 21 August 2015, Created by Researcher

### 4.3.2 Conducting Reliability Test

In order to conduct reliability test, Cronbach's alpha is adopted to carry out internal consistency procedures. Looking over internal consistency of the test lets the researcher identify which items are inconsistent with the test to measure the situation under examination. The values of the alpha are evaluated to examine if the variables are being formed into a group that the same concept is measured. In general, an acceptable level of the alpha is 0.7 or above when a value is lower than 0.7 to express an unacceptable level.
(Field, 2013). The larger the Cronbach’s alpha values, the better likelihood that same concept are being measured with the variables.

As shown in Table 4.14, the reliability test of all components denotes that Cronbach’s alpha values are all 0.7 or above to reach an acceptable level. As their values are all above 0.7, reliability are thus deemed valid. As the alpha values for all variables are above 0.7, both convergent validity and discriminant validity are fulfilled with higher reliability in order to let dataset for even more analyses.

Table 4.14 Reliability

<table>
<thead>
<tr>
<th></th>
<th>Cronbach’s alpha</th>
<th>No. of items</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivator</td>
<td>.821</td>
<td>3</td>
<td>12.49</td>
<td>1.953</td>
</tr>
<tr>
<td>Important</td>
<td>.824</td>
<td>3</td>
<td>12.76</td>
<td>1.897</td>
</tr>
<tr>
<td>Rich</td>
<td>.735</td>
<td>3</td>
<td>12.45</td>
<td>1.612</td>
</tr>
<tr>
<td>Satisfaction Level</td>
<td>.960</td>
<td>8</td>
<td>25.52</td>
<td>6.408</td>
</tr>
<tr>
<td>Job Performance</td>
<td>.919</td>
<td>2</td>
<td>6.09</td>
<td>1.723</td>
</tr>
<tr>
<td>Turnover</td>
<td>.913</td>
<td>4</td>
<td>14.31</td>
<td>3.934</td>
</tr>
<tr>
<td>Intentions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td></td>
</tr>
<tr>
<td>Pay Satisfaction</td>
<td>.914</td>
<td>4</td>
<td>10.98</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3.394</td>
<td></td>
</tr>
<tr>
<td>Affective Commitment</td>
<td>.938</td>
<td>3</td>
<td>8.21</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2.634</td>
<td></td>
</tr>
</tbody>
</table>

Source: HKCS Sample on 21 August 2015, Created by Researcher

4.3.3 Evaluation of Measurement Model by Confirmatory Factor Analysis

CFA is made use of verifying evaluation of measurement carried out the EFA in the previous section. It is required to identify a measurement model verifying its variables drawn, in which latent variables are reflected in a reliable pattern. As indicated in Figure 4.14, the nine observed variables of CFA Model for monetary motivation are developed including rich, motivator and important unobserved constructs. Although the result of chi-square test denotes that the model does not fit the dataset quite well when CMIN = 47.152, DF = 22 and p-value < 0.05 as shown in Table 4.15. In addition, CMIN/DF = 2.143, indicates an acceptable model fit (Bohrnstedt & Borgatta, 1981; Ho, 2014). The results also indicate that RMSEA = 0.061 (< 0.08), GFI = 0.966, AGFI = 0.930, TLI = 0.967, NFI = 0.964, CFI = 0.980, all indices are met and thus this model is acceptable (Raman, Bharathi, Sesha, & Shaji, 2013).
Table 4.15 Model Fit Summarization for Monetary Motivation

<table>
<thead>
<tr>
<th>CMIN</th>
<th>DF</th>
<th>P</th>
<th>CMIN/DF</th>
<th>RMSEA</th>
<th>GFI</th>
<th>AGFI</th>
<th>TLI</th>
<th>NFI</th>
<th>CFI</th>
</tr>
</thead>
<tbody>
<tr>
<td>47.152</td>
<td>22</td>
<td>0.001</td>
<td>2.143</td>
<td>0.061</td>
<td>0.966</td>
<td>0.930</td>
<td>0.967</td>
<td>0.964</td>
<td>0.980</td>
</tr>
</tbody>
</table>

Source: HKCS Sample on 21 August 2015, Created by Researcher

Figure 4.14 Measurement of CFA Model for Monetary Motivation

Source: HKCS Sample on 21 August 2015, Created by Researcher

The nine variables of ultimate measurement model are shown in Table 4.16, all weights of regression are significantly conducted by examining critical ratio, C.R. > 1.96,
p < 0.05 (Ho, 2014). This verifies that the measurement variables denoting monetary motivation are significant and reliable.

Table 4.16 Regression Weights - Default model for Monetary Motivation

<table>
<thead>
<tr>
<th>Label</th>
<th>Estimate</th>
<th>S.E.</th>
<th>C.R.</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>MM6</td>
<td>1.000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MM5</td>
<td>0.942</td>
<td>0.069</td>
<td>13.681</td>
<td>***</td>
</tr>
<tr>
<td>MM4</td>
<td>0.957</td>
<td>0.073</td>
<td>13.174</td>
<td>***</td>
</tr>
<tr>
<td>MM9</td>
<td>1.000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MM8</td>
<td>0.855</td>
<td>0.074</td>
<td>11.613</td>
<td>***</td>
</tr>
<tr>
<td>MM7</td>
<td>0.997</td>
<td>0.075</td>
<td>13.300</td>
<td>***</td>
</tr>
<tr>
<td>MM3</td>
<td>1.000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MM2</td>
<td>0.674</td>
<td>0.072</td>
<td>9.372</td>
<td>***</td>
</tr>
<tr>
<td>MM1</td>
<td>0.679</td>
<td>0.066</td>
<td>10.341</td>
<td>***</td>
</tr>
</tbody>
</table>

Source: HKCS Sample on 21 August 2015, Created by Researcher

As shown in Figure 4.15, the ten observed variables of CFA Model for technical skills training are created for measurement including satisfaction level (SL) and job performance change (JPC) latent variables. Although the result of chi-square test denotes that the model does not fit the dataset quite good when CMIN = 36.448, DF = 22 and p-
value < 0.05 as shown in Table 4.17. Nevertheless, CMIN/DF = 1.657, indicates a model fit (Bohrnstedt & Borgatta, 1981; Ho, 2014). The results also denoted that RMSEA < 0.08, GFI = 0.971, AGFI = 0.927, TLI = 0.989, NFI = 0.987, CFI = 0.995, all indices are satisfied and thus this model is also acceptable (Raman et al., 2013).

Table 4.17 Model Fit Summarization for Technical Skills Training

<table>
<thead>
<tr>
<th>CMIN</th>
<th>DF</th>
<th>P</th>
<th>CMIN/DF</th>
<th>RMSEA</th>
<th>GFI</th>
<th>AGFI</th>
<th>TLI</th>
<th>NFI</th>
<th>CFI</th>
</tr>
</thead>
<tbody>
<tr>
<td>36.448</td>
<td>22</td>
<td>0.027</td>
<td>1.657</td>
<td>0.053</td>
<td>0.971</td>
<td>0.927</td>
<td>0.989</td>
<td>0.987</td>
<td>0.995</td>
</tr>
</tbody>
</table>

Source: HKCS Sample on 21 August 2015, Created by Researcher

Figure 4.15 Measurement of CFA Model for Technical Skills Training

Source: HKCS Sample on 21 August 2015, Created by Researcher
The ten variables of ultimate measurement model are shown in Table 4.18, all weights of regression are significantly conducted by examining critical ratio, C.R. >1.96, p < 0.05 (Ho, 2014). This confirms that the measurement of the observed variables showing technical skills training are reliable and significant.

**Table 4.18 Regression Weights - Default model for Technical Skills Training**

<table>
<thead>
<tr>
<th></th>
<th>Estimate</th>
<th>S.E.</th>
<th>C.R.</th>
<th>P</th>
<th>Label</th>
</tr>
</thead>
<tbody>
<tr>
<td>TST25 &lt;--- SL</td>
<td></td>
<td>1.000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TST24 &lt;--- SL</td>
<td></td>
<td>1.011</td>
<td>0.044</td>
<td>22.952</td>
<td>***</td>
</tr>
<tr>
<td>TST23 &lt;--- SL</td>
<td></td>
<td>1.036</td>
<td>0.047</td>
<td>21.946</td>
<td>***</td>
</tr>
<tr>
<td>TST22 &lt;--- SL</td>
<td></td>
<td>1.018</td>
<td>0.050</td>
<td>20.529</td>
<td>***</td>
</tr>
<tr>
<td>TST21 &lt;--- SL</td>
<td></td>
<td>1.000</td>
<td>0.060</td>
<td>16.729</td>
<td>***</td>
</tr>
<tr>
<td>TST20 &lt;--- SL</td>
<td></td>
<td>1.034</td>
<td>0.060</td>
<td>17.272</td>
<td>***</td>
</tr>
<tr>
<td>TST19 &lt;--- SL</td>
<td></td>
<td>0.868</td>
<td>0.049</td>
<td>17.820</td>
<td>***</td>
</tr>
<tr>
<td>TST18 &lt;--- SL</td>
<td></td>
<td>0.812</td>
<td>0.048</td>
<td>16.947</td>
<td>***</td>
</tr>
<tr>
<td>TST27 &lt;--- JPC</td>
<td></td>
<td>1.000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TST26 &lt;--- JPC</td>
<td></td>
<td>0.924</td>
<td>0.039</td>
<td>23.405</td>
<td>***</td>
</tr>
</tbody>
</table>

Source: HKCS Sample on 21 August 2015, Created by Researcher
As shown in Figure 4.16, the eleven observed variables of CFA Model for pay satisfaction, affective commitment and turnover intentions are created for measurement including pay, affective and turnover latent variables. Although the result of chi-square test denoted that the model does not fit the dataset quite good when CMIN = 167.100, DF = 38 and p < 0.05 as shown in Table 4.19. In addition, the indices denoted CMIN > 3, RMSEA > 0.08, GFI = 0.916, AGFI = 0.853, TLI = 0.944, NFI = 0.951 and CFI = 0.961. This model fit summary denoted that four measures of GFI, TLI, NFI and CFI are sufficiently considered as an acceptable model fit (Hooper et al., 2008; Iacobucci, 2010; Pavlik, 2016).

Figure 4.16 Measurement of CFA Model for Pay Satisfaction, Affective Commitment and Turnover Intentions

Source: HKCS Sample on 21 August 2015, Created by Researcher
Table 4.19: Model Fit Summarization for Pay Satisfaction, Affective Commitment and Turnover Intentions

<table>
<thead>
<tr>
<th>CMIN</th>
<th>DF</th>
<th>P</th>
<th>CMIN/DF</th>
<th>RMSEA</th>
<th>GFI</th>
<th>AGFI</th>
<th>TLI</th>
<th>NFI</th>
<th>CFI</th>
</tr>
</thead>
<tbody>
<tr>
<td>167.100</td>
<td>38</td>
<td>0.000</td>
<td>4.397</td>
<td>0.106</td>
<td>0.916</td>
<td>0.853</td>
<td>0.944</td>
<td>0.951</td>
<td>0.961</td>
</tr>
</tbody>
</table>

Source: HKCS Sample on 21 August 2015, Created by Researcher

The eleven variables of ultimate measurement model are shown in Table 4.20, all weights of regression are significantly conducted by examining critical ratio, C.R. >1.96, p < 0.05 (Ho, 2014). This affirms that the observed variables for measurement showing pay satisfaction, affective commitment and turnover intentions are significant and reliable.

Table 4.20: Regression Weights - Default model for Pay Satisfaction, Affective Commitment and Turnover Intentions

<table>
<thead>
<tr>
<th>Estimate</th>
<th>S.E.</th>
<th>C.R.</th>
<th>P</th>
<th>Label</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS13 &lt;--- Pay</td>
<td>1.000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PS12 &lt;--- Pay</td>
<td>1.102</td>
<td>.037</td>
<td>30.017</td>
<td>***</td>
</tr>
<tr>
<td>PS11 &lt;--- Pay</td>
<td>.962</td>
<td>.043</td>
<td>22.210</td>
<td>***</td>
</tr>
<tr>
<td>PS10 &lt;--- Pay</td>
<td>.748</td>
<td>.056</td>
<td>13.396</td>
<td>***</td>
</tr>
<tr>
<td>AC16 &lt;--- Affective</td>
<td>1.000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Estimate</td>
<td>S.E.</td>
<td>C.R.</td>
<td>P</td>
</tr>
<tr>
<td>-------</td>
<td>----------</td>
<td>-------</td>
<td>-------</td>
<td>----</td>
</tr>
<tr>
<td>AC15</td>
<td>.954</td>
<td>.036</td>
<td>26.408</td>
<td>***</td>
</tr>
<tr>
<td>AC14</td>
<td>1.057</td>
<td>.050</td>
<td>21.180</td>
<td>***</td>
</tr>
<tr>
<td>TI31</td>
<td>1.000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TI30</td>
<td>1.071</td>
<td>.033</td>
<td>32.165</td>
<td>***</td>
</tr>
<tr>
<td>TI29</td>
<td>.597</td>
<td>.047</td>
<td>12.715</td>
<td>***</td>
</tr>
<tr>
<td>TI28</td>
<td>.876</td>
<td>.034</td>
<td>25.825</td>
<td>***</td>
</tr>
</tbody>
</table>

Source: HKCS Sample on 21 August 2015, Created by Researcher

4.4. Multiple Linear Regression (MLP)

According to Tabachnick and Fidel (2013), a multiple linear regression (MLR) is selected in response to the research questions because it supports evaluating relationships between one dependent variable as well as four independent variables making use of a straight line’s equation. On the other hand, it is an extension of simple linear regression (Chatterjee & Hadi, 2012). Moreover, regression analysis weighted each of independent variables and gave relevant contribution to entire prediction and boosted explanation (Hair et al., 2010). On the basis of measurement levels for collected data, MLP is used to conduct hypothesized testing. Before starting this testing, all valid responses are
summated to denote MM, PS, AC, TST (including TST18-27) and TI.

Addressing the four hypotheses, namely, H1, H2, H3 and H4, the following model is tested by MLP comprising TI looks upon as the dependent variable while MM, PS, AC and TST regarded as independent variables, all of them are measured by interval scales.

Thus, the model is put to test as follows:

\[ TI = \beta_0 + \beta_1(MM) + \beta_2(PS) + \beta_3(AC) + \beta_4(TST) + \varepsilon \]

Where \( \beta_0 \) is a constant term while \( \beta_{1-4} \) are coefficient of independent variables, MM, PS, AC and TST respectively. In addition, \( \varepsilon \) indicates an error.

As shown in the following Figures (4.17, 4.18 and 4.19), the required assumptions are assessed via multiple linear regression. Figure 4.17 shows the histogram that the assumption of normality is satisfied as predicted errors are normal distribution between anticipated and acquired dependent variable scores. Figure 4.18 indicates the normal p-p plot that linearity assumption is fulfilled as the S-curve marginally lay on a straight line. Figure 4.19 shows the scatterplot of standardized residuals that the residuals are approximately rectangular distributed and hence the assumed heteroscedasticity is satisfied.
Figure 4.17 Histogram of Regression Standardized Residual

Source: HKCS Sample on 21 August 2015, Created by Researcher

Figure 4.18 Normal P-P Plot of Regression Standardized Residual

Source: HKCS Sample on 21 August 2015, Created by Researcher
Conducting test on model fit for hypothesis is expressed as follows:

$H_0$: no model fit

$H_a$: model fit

As shown in Table 4.21, the ANOVA table denoted that the model fit is verified by evaluating significance of $R^2$. The first df of regression is 4 as the number of predictors while df of residual is 233. In addition, p-value is equal to 0.000 ($< 0.05$). Therefore, null hypothesis is not accepted in order to confirm that the model fit is significant.
### Table 4.21: ANOVA Table for Model Fit of TST, MM, PS and AC

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Regression</td>
<td>69.333</td>
<td>4</td>
<td>17.333</td>
<td>37.425</td>
</tr>
<tr>
<td></td>
<td>Residual</td>
<td>107.913</td>
<td>233</td>
<td>.463</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>177.246</td>
<td>237</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Dependent Variable: TI

b. Predictors: (Constant), TST, MM, PS, AC

Source: HKCS Sample on 21 August 2015, Created by Researcher

The following hypotheses are identified to indicate the independent variables’ significant impact:

H<sub>0</sub>: $\beta_{1-4} \geq 0$

H<sub>a</sub>: $\beta_{1-4} < 0$

**Monetary Motivation (MM)**

Table 4.22 presents that $t = 1.825$ and p-value = 0.069 (>0.05), thus the null hypothesis is not rejected to denote that monetary motivation is insignificant. Thus, H1 is not supported.
Table 4.22: Coefficients of MM, PS, AC and TST

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>Collinearity Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
</tr>
<tr>
<td>1</td>
<td>(Constant)</td>
<td>4.568</td>
<td>.482</td>
</tr>
<tr>
<td></td>
<td>MM</td>
<td>.188</td>
<td>.103</td>
</tr>
<tr>
<td></td>
<td>PS</td>
<td>-.276</td>
<td>.074</td>
</tr>
<tr>
<td></td>
<td>AC</td>
<td>-.415</td>
<td>.076</td>
</tr>
<tr>
<td></td>
<td>TST</td>
<td>.063</td>
<td>.060</td>
</tr>
</tbody>
</table>

a. Dependent Variable: TI

Source: HKCS Sample on 21 August 2015, Created by Researcher

Pay Satisfaction (PS)

Table 4.22 shows that $t = -3.731$ and p-value = 0.000 (<0.05), therefore the null hypothesis is not accepted to show that pay satisfaction is significant. The negative value of standardized coefficient, $\beta$ expresses a significant negative relationship. So, H2 is supported.
Affective Commitment (AC)

As shown in Table 4.22, it indicates that $t = -5.497$ and p-value = 0.000 ($<0.05$), so that the null hypothesis is rejected expressing that affective commitment is significant. When the standardized coefficient, $\beta$ is negative, the significant relationship is thereby negative. Hence, H3 is supported.

Technical Skills Training (TST)

Table 4.22 indicates that $t = 1.053$ and p-value = 0.294 ($>0.05$), so the null hypothesis is accepted indicating that technical skills training is insignificant. Hence H4 is not supported.

Table 4.22 even more indicates as follows:

$$TI = 4.568 + 0.096(MM) - 0.265(PS) - 0.403(AC) + 0.058(TST) + \varepsilon \ldots \ldots (A)$$

Equation (A) indicated a model to have relationships among TI, MM, PS, AC and TST. The standardized coefficient, Beta, $\beta$ provides a measure of contributing the variable to the model in relation to standard deviations. Beta is the estimated variation in standard deviation (SD) of the standard variable for a variation of 1 standard deviation in the predictor.

Therefore, turnover intentions are predicted to increase by 0.096 SD when monetary motivation increases by 1 SD. The value of standardized coefficient, Beta, $\beta = -0.265$ indicates that turnover intentions are predicted to decrease by 0.265 SD when pay
satisfaction decreases by 1 SD.

The value of standardized coefficient, Beta, $\beta = -0.403$ indicates that turnover intentions are predicted to decrease by 0.403 SD when affective commitment decreases by 1SD. At last, the value of standardized coefficient, $\beta = 0.058$ denotes that technical skills training increases by 1SD when the turnover intentions are predicted to increase by 0.058 SD.

In accordance with Hair et al. (2010), a multicollinearity test is made use of assuring without correlation with the independent variables when the model touches upon some variables. According to the rule of thumb, VIF $< 5$ is taken into consideration without multicollinearity between the independent variables. Table 4.22 indicates that VIF $\approx 1$, thereby, it is affirmed that the independent variables had not correlated to each other. In the meantime, power level for the relation is tested by adjusted $R^2$ value in the current model.

According to Cohen (1992), the power level of this model could be robust if adjusted $R^2$ value $\geq 0.25$, it is medium power as $0.09 \geq$ adjusted $R^2 > 0.25$, and weak power level as adjusted $R^2 < 0.09$. Table 4.23 denotes adjusted $R^2 = 0.391$, furthermore, the relationship in the below model is robust indeed, presenting evidence of 39.1% of variation in TI as there are variations in MM, PS, AC and TST. Thus, 60.9% are not considered in this study because of other reasons.
Table 4.23 Model Summary for TST, MM, PS, AC and TI

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.625a</td>
<td>.391</td>
<td>.381</td>
<td>.68055</td>
</tr>
</tbody>
</table>

- Predictors: (Constant), TST, MM, PS, AC
- Dependent Variable: TI

Source: HKCS Sample on 21 August 2015, Created by Researcher

4.5 Testing for Moderating Effect of TST on Relationship between MM and TI

Multiple linear regression is adopted assessing moderating effect by differentiating the interaction effect with no interaction effect.

Testing moderating effect of TST in relation to MM and TI is carried out by multiple linear regression associated with an interactive effect between MM and TST which the required equation is shown as follows:

\[ TI = \beta_0 + \beta_1(MMC) + \beta_2(TSTC) + \beta_3(MMC \times TSTC) + \varepsilon \]

Where MMC and TSTC are centered variables for MM and TST and transformed as predictors by conducting grand mean centering technique (Field, 2013). For the assessment of conducting the moderation, firstly, the equation with no moderation should be in existence and the adjusted \( R^2 \) is also examined (Field, 2013; Hair et al., 2010;

\[ \text{TI} = 2.486 + 0.124(\text{MM}) - 0.154(\text{TST}) + \varepsilon \quad \text{............. (B)} \]

Table 4.24 shows \( t = 3.430 \) and \( p\)-value \( = 0.00 (< 0.05) \), thus monetary motivation is found significant relationship. When \( t = -2.432 \) and \( p\)-value \( = 0.016 (<0.05) \), therefore, technical skills training is found negatively significant relationship.

**Table 4.24 Coefficients of MM and TST**

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td>( t )</td>
</tr>
<tr>
<td>1</td>
<td>(Constant)</td>
<td>2.486</td>
<td>.548</td>
<td>4.533</td>
</tr>
<tr>
<td></td>
<td>MM</td>
<td>.425</td>
<td>.124</td>
<td>.218</td>
</tr>
<tr>
<td></td>
<td>TST</td>
<td>-.169</td>
<td>.069</td>
<td>-.154</td>
</tr>
</tbody>
</table>

a. Dependent Variable: TI

Source: HKCS Sample on 21 August 2015, Created by Researcher

As shown in Table 4.25, the first df of regression is 2 as the number of predictors while df of residual is 235. In addition, p-value is equal to 0.000 (< 0.05). Therefore it indicated that the model (B) is significant but the value of adjusted \( R^2 \) is 0.06 as indicated in Table 4.26.
Table 4.25 ANOVA Table for Model Fit of MM, TST and TI

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>11.298</td>
<td>2</td>
<td>5.649</td>
<td>8.000</td>
<td>.000&lt;sup&gt;b&lt;/sup&gt;</td>
</tr>
<tr>
<td>Residual</td>
<td>165.947</td>
<td>235</td>
<td>.706</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>177.246</td>
<td>237</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- a. Dependent Variable: TI

Source: HKCS Sample on 21 August 2015, Created by Researcher

Table 4.26 Model Summary for TST, MM and TI

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.252&lt;sup&gt;a&lt;/sup&gt;</td>
<td>.064</td>
<td>.056</td>
<td>.84033</td>
</tr>
</tbody>
</table>

- a. Predictors: (Constant), TST, MM
- b. Dependent Variable: TI

Source: HKCS Sample on 21 August 2015, Created by Researcher
Table 4.27 Coefficients of MMC, TSTC, MMC_TSTC and TI

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>(Constant)</td>
<td>3.737</td>
<td>.054</td>
<td>68.834</td>
</tr>
<tr>
<td></td>
<td>MMC</td>
<td>.490</td>
<td>.125</td>
<td>.251</td>
</tr>
<tr>
<td></td>
<td>TSTC</td>
<td>-.162</td>
<td>.069</td>
<td>-.149</td>
</tr>
<tr>
<td></td>
<td>MMC_TSTC</td>
<td>.431</td>
<td>.172</td>
<td>.160</td>
</tr>
</tbody>
</table>

a. Dependent Variable: TI

Source: HKCS Sample on 21 August 2015, Created by Researcher

TI = 3.737 +0.251(MMC) – 0.149(TSTC) + 0.160(MMC*TSTC) + ε ……… (C)

Monetary Motivation

As shown in Table 4.27, monetary motivation is significant for the relationship when

t = 3.908 and p-value = 0.000 (< 0.05).

Moderator of Technical Skills Training

The values of t and p-value are -2.369 and 0.019 (< 0.05) that TSTC is significant.

Interaction of MMC*TSTC

Interactions for (MMC*TSTC) that the value of t = 2.505 and p-value = 0.013 (< 0.05)
indicates that MMC*TSTC is significant in the interactive effect.

Table 4.28 ANOVA Table for MMC_TSTC, TSTC, MMC and TI

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>15.631</td>
<td>3</td>
<td>5.210</td>
<td>7.544</td>
<td>.000b</td>
</tr>
<tr>
<td>Residual</td>
<td>161.615</td>
<td>234</td>
<td>.691</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>177.246</td>
<td>237</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Dependent Variable: TI

b. Predictors: (Constant), MMC_TSTC, TSTC, MMC

Source: HKCS Sample on 21 August 2015, Created by Researcher

Table 4.28 indicated $F = 7.544$, the first df of regression is 3 as the number of predictors while df of residual is 234. In addition, $p$-value = 0.000 ($< 0.05$), showing that model (C) is significant but the value of adjusted $R^2$ is 0.08.

In comparison with the following equations, the adjusted $R^2$ value increases from 0.06 in model (B) to 0.08 in model (C), and hence there is a bit of change in the $R^2$ values.

Generally, the larger the adjusted $R^2$ values, the better the model fits the dataset. Technical skills training plays an important role of moderator in relation to monetary motivation and turnover intentions. Therefore, the hypothesis, $H5$ is supported.
\[
TI = 2.486 + 0.124(MM) - 0.154(TST) + \varepsilon \quad \text{............. (B)}
\]

\[
TI = 3.737 + 0.251(MMC) - 0.149(TSTC) + 0.160(MMC\cdot TSTC) + \varepsilon \quad \text{......... (C)}
\]

4.6 Testing Moderating Effect of TST on Relationship between PS and TI

The equation of MLR with the interaction effect between PS and TST is shown as follows:

\[
TI = \beta_0 + \beta_1(PS) + \beta_2(TST) + \beta_3(PS\cdot TST) + \varepsilon
\]

Where PSC and TSTC are centered variables for predictors of pay satisfaction and technical skills training, as well as \( \beta_0 \) is a constant term. Both \( \beta_1 \) and \( \beta_2 \) are coefficient of independent variables for PS and TST respectively while \( \beta_3 \) is coefficient of interaction variable regarded as moderator. In addition, \( \varepsilon \) indicates an error.

The assessment of moderation is based on the presence of the relationships between TST and TI.

\[
TI = \beta_0 + \beta_1(PS) + \beta_2(TST) + \varepsilon
\]

\[
TI = 5.205 - 0.544(PS) + 0.011(TST) + \varepsilon \quad \text{.......... (D)}
\]

As shown in Table 4.29 and 4.30, df = 2 and 235, \( F = 48.776 \), adjusted \( R^2 = 0.28 \), and \( p \)-value = 0.000, model (D) is thereby significant.

Pay Satisfaction

Table 4.29 indicated \( t = -9.588 \), \( p \)-value = 0.000 (<0.05), so PS is significant for the
relationships among the variables.

**Technical Skills Training**

As shown in Table 4.29, $t = 23.528$, $p$-value $= 0.848$ ($>0.05$) denoting TST is not significant. Nevertheless, technical skills training might significantly affect pay satisfaction about ten percent of significant level when it is observed that $p$-value was 0.848.

**Table 4.29 Relationships among PS, TST and TI**

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$B$</td>
<td>Std. Error</td>
</tr>
<tr>
<td>1</td>
<td>(Constant)</td>
<td>5.205</td>
</tr>
<tr>
<td></td>
<td>PS</td>
<td>-.566</td>
</tr>
<tr>
<td></td>
<td>TST</td>
<td>.012</td>
</tr>
</tbody>
</table>

a. Dependent Variable: TI

Source: HKCS Sample on 21 August 2015, Created by Researcher
Table 4.30 ANOVA table for PS, TST and TI

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>51.994</td>
<td>2</td>
<td>25.997</td>
<td>48.776</td>
<td>.000b</td>
</tr>
<tr>
<td>Residual</td>
<td>125.252</td>
<td>235</td>
<td>.533</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>177.246</td>
<td>237</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Dependent Variable: TI

b. Predictors: (Constant), TST, PS

Source: HKCS Sample on 21 August 2015, Created by Researcher

As shown in Table 4.31 and 4.32, the moderating effect for technical skills training between pay satisfaction and turnover intentions is tested as follows:

\[
TI = \beta_0 + \beta_1(PS) + \beta_2(TST) + \beta_3(PS\times TST) + \varepsilon
\]

\[
TI = 3.757 - 0.543(PS) + 0.011(TST) - 0.012(PS\times TST) + \varepsilon \quad \text{…….. (E)}
\]

It denoted that model (E) is a significant model when \( F = 32.40, \), \( df = (3, 234), \) p-value = 0.000 (< 0.05), and adjusted \( R^2 = 0.28. \)

Table 4.31 below presents that PSC is significant when \( t = -9.519 \) and p-value = 0.000 (< 0.05). When \( t = 0.197 \) and p-value = 0.844 (>0.05), technical skills training is not significant. At last, \( t = -0.212 \) and p-value = 0.832 (>0.05) indicates that the interactive effect of (PSC*TSTC) is not significant for the relationships. When adjusted
R² for both models (D) and (E) have the same value of 0.28, technical skills training does not function as a moderator on the relationship between pay satisfaction and turnover intentions. Thus, the hypothesis, H6 is not supported.

Table 4.31 Coefficients of PSC, TSTC, PSC_TSTC and TI

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>1 (Constant)</td>
<td>3.757</td>
<td>.049</td>
<td>76.476</td>
<td>.000</td>
</tr>
<tr>
<td>PSC</td>
<td>-.564</td>
<td>.059</td>
<td>-.543</td>
<td>-9.519</td>
</tr>
<tr>
<td>TSTC</td>
<td>.012</td>
<td>.062</td>
<td>.011</td>
<td>.197</td>
</tr>
<tr>
<td>PSC_TSTC</td>
<td>-.016</td>
<td>.075</td>
<td>-.012</td>
<td>-.212</td>
</tr>
</tbody>
</table>

a. Dependent Variable: TI

Source: HKCS Sample on 21 August 2015, Created by Researcher

Table 4.32 ANOVA Table for PSC, TSTC and PSC_TSTC

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Regression</td>
<td>52.018</td>
<td>3</td>
<td>17.339</td>
<td>32.400</td>
<td>.000</td>
</tr>
<tr>
<td>Residual</td>
<td>125.228</td>
<td>234</td>
<td>.535</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
a. Dependent Variable: TI

b. Predictors: (Constant), PSC_TSTC, TSTC, PSC

Source: HKCS Sample on 21 August 2015, Created by Researcher

4.7 Testing Moderating Effect of TST on the Relationship between AC and TI

The equation of MLR with the interaction effect between AC and TST is shown as follows:

\[ TI = \beta_0 + \beta_1(AC) + \beta_2(TST) + \beta_3(ACC \times TST) + \epsilon \]

Where ACC and TSTC are centered variables, and \( \beta_0 \) is a constant term. Both \( \beta_1 \) and \( \beta_2 \) are coefficient of independent variables for AC and TST respectively while \( \beta_3 \) is coefficient of interactive variable regarded as moderator. In addition, \( \epsilon \) represents an error.

The assessment of moderation is based on the existence of the relationships between TST and TI.

\[ TI = \beta_0 + \beta_1(AC) + \beta_2(TST) + \epsilon \]

\[ TI = 5.154 - 0.606(AC) + 0.065(TST) + \epsilon \quad \text{(F)} \]

As shown in Table 4.33 and 4.34, df = (2, 235), \( F = 62.040 \), adjusted \( R^2 = 0.34 \), and p-value = 0.000, model (F) is thereby significant.
Table 4.33 Coefficients of AC and TST

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>(Constant) 5.154</td>
<td>.207</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>AC  -.624</td>
<td>.057</td>
<td>-.606</td>
<td>-10.864</td>
</tr>
<tr>
<td></td>
<td>TST  .071</td>
<td>.061</td>
<td>.065</td>
<td>1.170</td>
</tr>
</tbody>
</table>

a. Dependent Variable: TI

Source: HKCS Sample on 21 August 2015, Created by Researcher

Table 4.34 ANOVA Table for TST and AC

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Regression</td>
<td>61.248</td>
<td>2</td>
<td>30.624</td>
<td>62.040</td>
</tr>
<tr>
<td></td>
<td>Residual</td>
<td>115.998</td>
<td>235</td>
<td>.494</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>177.246</td>
<td>237</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Dependent Variable: TI

b. Predictors: (Constant), TST, AC

Source: HKCS Sample on 21 August 2015, Created by Researcher
Affective Commitment

Table 4.33 indicates $t = -10.864$, p-value $= 0.000 (<0.05)$, so AC is significant for the relationships among the variables.

Technical Skills Training

As shown in Table 4.33, $t = 1.170$, p-value $= 0.243 (>0.05)$ denoting TST is not significant. Nevertheless, technical skills training might significantly affect affective commitment about ten percent of significant level when it is observed that p-value is 0.243.

As shown in Table 4.35 and 4.36, the moderating effect for TST is tested as follows:

$$TI = \beta_0 + \beta_1(ACC) + \beta_2(TSTC) + \beta_3(ACC\times TSTC) + \varepsilon$$

$$TI = 3.766 - 0.588(ACC) + 0.058(TSTC) - 0.043(ACC\times TSTC) + \varepsilon \quad \cdots \cdots \quad (G)$$

It denotes that model (G) is a significant model when $F = 41.47$, df = (3, 234), p-value $= 0.000 (<0.05)$, and adjusted $R^2 = 0.34$. 

182
Table 4.35 Coefficients of ACC, TSTC, ACC_TSTC and TI

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>(Constant)</td>
<td>3.766</td>
<td>.048</td>
<td>78.367</td>
</tr>
<tr>
<td></td>
<td>ACC</td>
<td>-0.605</td>
<td>.062</td>
<td>-0.588</td>
</tr>
<tr>
<td></td>
<td>TSTC</td>
<td>0.064</td>
<td>.062</td>
<td>0.058</td>
</tr>
<tr>
<td></td>
<td>ACC_TSTC</td>
<td>-0.053</td>
<td>.071</td>
<td>-0.043</td>
</tr>
</tbody>
</table>

a. Dependent Variable: TI

Source: HKCS Sample on 21 August 2015, Created by Researcher

Table 4.36 ANOVA Table for ACC, TSTC and ACC_TSTC

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Regression</td>
<td>61.525</td>
<td>3</td>
<td>20.508</td>
<td>41.470</td>
</tr>
<tr>
<td></td>
<td>Residual</td>
<td>115.721</td>
<td>234</td>
<td>.495</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>177.246</td>
<td>237</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Dependent Variable: TI

b. Predictors: (Constant), ACC_TSTC, TSTC, ACC
Table 4.35 above expresses that affective commitment is significant when \( t = -9.702 \) and \( p \)-value = 0.000 (<0.05). When \( t = 1.031 \) and \( p \)-value = 0.304 (>0.05), Technical skills training is not significant. At last, \( t = -0.748 \) and \( p \)-value = 0.455 (>0.05) indicates that the interaction of (ACC*TSTC) is not significant for the relationships. When adjusted \( R^2 \) for both model (F) and (G) have the same value of 0.34, TST does not function as a moderator on the relationships between AC and TI. Thus, H7 is not supported.

### 4.8 Summary

This summary reveals results of data analysis and findings for the study in relation to turnover intentions among Hong Kong’s IT professionals. There is a total of 2000 professional class members of Hong Kong Computer Society (HKCS) to invite taking part in the online survey with a 38-item questionnaire. 304 valid responses are made use of conducting data analyses.

In regard to analysis of general demographics, 75.7% of male respondents are more than female respondents (24.3%). The main respondents age between 25 and 34 (36.2%), 5.5% of them who are of age between 35 to 44 as well as following by 21.1% age between 45 and 54. At around 50% of respondents who have two to five years of work experience in the current company. It is obvious that most of them who hold either undergraduate or
postgraduate degree. In general, they work in the areas of technical services, software development and IT sales and marketing. In addition, around 80% of respondents get a monthly income not more than HK$40000.

In relation to evaluation of measurement, both validity and reliability are used for verifying the measurement instruments that monetary motivation, pay satisfaction, affective commitment, technical skills training and turnover intentions are reliable and hence both convergent and discriminant validity are also available. For this study, validity and reliability of measures for data gathered from respondents have been assessed by factor analysis and Cronbach’s alpha. It is noticeable that 72.78% of total variance is attributable to monetary motivation’s factors while 82.13% of the total variance is attributable to technical skills training’s factors. For the three components of TI, PS and AC, 82.86% of the total variance is attributable to the three factors.

With respect to the reliability test for all components, Cronbach’s alpha values are all 0.7 or above to indicate an acceptable level. Thus, reliability is deemed valid in order to meet the requirement of reliability (Field, 2013; Nunnally, 1978).

CFA is adopted to verify evaluation of measurement conducted by EFA. It is proved that the three measurements of CFA model for monetary motivation, technical skills training as well as pay satisfaction, affective commitment and turnover intentions are all acceptable model fit.
In view of multiple linear regression analysis, the first four hypotheses, namely, H1, H2, H3 and H4, are looked into their influence in relation to turnover intentions. The research results reveal that both pay satisfaction and affective commitment are negatively correlated on turnover intentions for Hong Kong’s IT professionals, and thus H2 and H3 are supported as shown in Table 4.37.

**Table 4.37 Summarization of Supported Hypothesis**

<table>
<thead>
<tr>
<th>Hypothesis</th>
<th>Relationships</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>H2</td>
<td>A negative correlation exists between pay satisfaction and turnover intentions for Hong Kong’s IT professionals.</td>
<td>Supported</td>
</tr>
<tr>
<td>H3</td>
<td>A negative correlation exists between turnover intentions and affective commitment for Hong Kong’s IT professionals.</td>
<td>Supported</td>
</tr>
<tr>
<td>H5</td>
<td>Technical skills training moderates the relationships between monetary motivation and turnover intentions for Hong Kong’s IT professionals.</td>
<td>Supported</td>
</tr>
</tbody>
</table>

Source: HKCS Sample on 21 August 2015, Created by Researcher

As suggested by Tabachnick and Fidel (2013), multiple linear regression is made use of testing the three moderating effects recommended for this research. The result of
regression analysis indicates that technical skills training significantly moderates the relationships between monetary motivation and turnover intentions for Hong Kong’s IT professionals. Therefore, H5 is supported as shown in Table 4.37.

Chapter 5 discusses the findings relied on the results in the preceding chapter. It breaks out essential points of the research study and summarizes the findings.
Chapter 5 - Discussion

Chapter 4 presents the research findings and outlines the results with respect to research questions and hypotheses. This chapter discusses the findings relied on the results in the preceding chapter. It breaks out essential points of the research study and summarizes the findings. The chapter reviews the framework, then discusses findings regarding general demographics, descriptive analysis, hypotheses testing based on the research questions. At last, interpreted results are summarized.

5.1 Framework Review

After assessing methodology regarding the research questions, a descriptive, cross-sectional, quantitative research was selected as well as a simple random sampling method was deployed. Items of both reliability and validity were utilized from preceding studies for measuring the research model as well as a five-point Likert scale was made use of measuring all questions items other than the general demographic questions.

2000 professional members from HKCS are invited to take part in the online survey. The survey instruments include 9 items of monetary motivation from Allen et al. (2006)’s Love of Money Scale, 4 items of pay satisfaction from Allen et al. (2006)’s Pay Level Satisfaction Scale, 3 items of affective commitment from Wang (2004)’s Five-component Organizational Commitment Model, 11 items of technical skills training from Kirkpatrick
and Kirkpatrick (2006)’s Evaluating an Information Technology Skills Training Program and 4 items of turnover intentions from Kim et al. (2000)’s Withdrawal Cognitions. Pilot test was implemented before conducting the online survey.

According to consideration of ethical issues, anonymous survey is conducted to collect responses. Hereafter, chosen professional members would receive an e-mail with a web-link to the SurveyMonkey website located on the second page of the participant information statement. IBM SPSS statistical software tool was made use of conducting the research and testing hypotheses. Thereby, Cronbach’s alpha, factor analysis and multiple regression analysis was carried out to explore reliability, reliability, and the moderating effect respectively. Last of all, Structural Equation Modeling (SEM) was made use of AMOS 22 to verify the findings.

Past studies found that monetary motivation, pay satisfaction, affective commitment, technical skills training are quite correlated to turnover intentions (Cao et al., 2013; Colarelli & Montei, 1996; Hassan, 2014; Meyer & Allen, 1991; Singh & Loncar, 2010). Therefore, the following research questions were exploited to better understand relationships among the variables.

1. Is monetary motivation related to the turnover intentions?
2. Is pay satisfaction related to the turnover intentions?
3. Is affective commitment related to turnover intentions?
4. Is technical skills training related to turnover intentions?

5. Does technical skills training moderate the relationships between monetary motivation and turnover intentions?

6. Does technical skills training moderate the relationships between pay satisfaction and turnover intentions?

7. Does technical skills training moderate the relationships between turnover intentions and affective commitment?

On the basis of reviewing literature in this study, seven hypotheses were created to respond the research questions and examine the conceptual model for identifying the correlations for monetary motivation, pay satisfaction, affective commitment, technical skills training as well as turnover intentions of Hong Kong’s IT professionals in IT services industry. H1, H2, H3 and H4 were put forward to examine the direct effect of five key variables. H5, H6 and H7 were proposed to examine the moderating effects of technical skills training on the impact of monetary motivation, pay satisfaction and affective commitment in relation to turnover intentions.

The five hypotheses are shown as follows:

H1: A negative correlation exists between monetary motivation and turnover intentions for Hong Kong’s IT professionals.

H2: A negative correlation exists between pay satisfaction and turnover intentions for Hong Kong’s IT professionals.
Hong Kong’s IT professionals.

H3: A negative correlation exists between turnover intentions and affective commitment for Hong Kong’s IT professionals.

H4: A negative correlation exists between technical skills training and turnover intentions for Hong Kong’s IT professionals.

H5: Technical skills training moderates the relationships between monetary motivation and turnover intentions for Hong Kong’s IT professionals.

H6: Technical skills training moderates the relationships between pay satisfaction and turnover intentions for Hong Kong’s IT professionals.

H7: Technical skills training moderates the relationships between affective commitment and turnover intentions for Hong Kong’s IT professionals.

5.2 Discussion on Findings

This current research looks into moderating effect of technical skills training affecting monetary motivation, pay satisfaction as well as affective commitment relating turnover intentions for Hong Kong’s IT Professionals. The discussion of this section focuses on the main findings from the previous chapter and presents even more analysis as well as discuss regarding general demographics, descriptive analysis of key variables, related moderating effects and summarization of findings.
5.2.1 General Demographics

Only 358 responses are collected whereas 54 invalid responses had been given up. Thus, a total of 304 valid responses are used for data analyses and hence the valid response rate is 15.2%. With regard to respondents’ gender, 75.7% of male respondents are more than that of female respondents (24.3%). It can reflect that a greater percentage of male superiority in Hong Kong’s IT services industry because females generally might have less likely IT careers. 36.2% of major respondents’ age were between 25 and 34 while 35.5% of them aged 35 to 44. It is noticeable that these two age groups are close to have same percentage. In view of educational qualification, 46.1% of respondents hold a postgraduate degree while 44.1% hold an undergraduate degree. It is obvious that IT professionals are commonly well educated. Half of the major respondents indicate 2 to 5 years of working experience in the present company while close to two fifths of them have two to five years of working experience in IT services industry. This implies that 50% of them have no more than 5 years of working experience in the existing company and close to 40% of respondents have less than 5 years of IT working experience. In addition, close to 80% respondents get a monthly income not more than HK$40000. It might be explained that IT professionals could not work too long in an organization and thus intended to leave regarded as leaver (Shahnawaz & Jafri, 2009). It might also interpret that most of them do not stay longer in the current company to gain knowledge
and technical skills. As suggested by Kelly (2015), half of IT professionals’ monthly income are below the pay range as compared with annual base pay for analyst programmers in organizations. Furthermore, it is evident that they might leave their company and seek for a new job with more attractive remuneration package.

### 5.2.2 Descriptive Analysis of the Five Key Variables

The descriptive analysis of the related responses of question items for monetary motivation, pay satisfaction, affective commitment, technical skills training and turnover intentions are shown in Table 4.2 to 4.6 from Chapter 4. Regarding the responses of the five variables, all of them are approximately symmetric and had bell-shaped distribution. As shown in Figure 4.1 to 4.3 and Figure 4.5 to 4.6, all the histograms are close to normally distributed. In spite of the fact that distribution of monetary motivation is a little bit negatively skewed, but distribution of the rest variables are close to symmetric. The standard deviation changed from 0.526 to 0.983 that is not centralized and dispersed. Pay satisfaction is comparatively centralized whereas turnover intentions are mostly deviated. It denoted that various IT professionals intended to leave the organization.

In regard to monetary motivation, its mean value is 4.19, denoting that most of Hong Kong’s IT professionals have positive feeling about monetary motivation. It is in conformity with the past research studies of Gbadamosi and Joubert (2005) and Worley and Lawler (2006) that money could enhance driving and keeping employee retention,
established better organizational performance as well as company culture. Tang (1992) also reported that money is very vital which let them have freedom and autonomy addressing retention of highly effective IT professionals in the labor market. Thus, cash mentality is made use for IT employees in order to depict job and money-related attitudes. Chiu et al. (2001) also found that cash kept king in Hong Kong in comparison with another compensation elements. Thus, money might be important in driving and retaining IT employees in Hong Kong.

In view of pay satisfaction, its mean value is 2.75, denoting that the response in the direction of PS tends to more disagreeable. It meant that most of IT professionals are not satisfied with their pay in connection with Equity theory of Adams (1963). Therefore, they could cut down productivity or decline their work’s quality. Besides, in connection with the past study of Greenberg (2013), inequities might be caused to go up in absenteeism or even leaving the company. Zawahreh and Madi (2012) also reported that equity theory would deal with this matter as root of motivation as money in Hong Kong is very important in everyday life for everyone who depends on pay supporting and remaining alive. Therefore, IT employees would understand that pay might motivate to secure living quality, standing and recognition.

The mean value of affective commitment is 2.74, denoting that IT professionals are not willing to devote keeping with the company. In turn, low level of affective
commitment is thereby associated with negative outcomes. In the light of the past research of London (1983), affective commitment would affect IT employees’ retention, work capability and quality of work in the workspace. In addition, IT professionals might not get recognition though they worked harder in the organization.

As shown in Figure 4.4, 78.3% (N = 238) of respondents who attended any training course while 21.7% of them did not attend the course for the past 12 months. It is in connection with the past studies of Ashar et al. (2013) that over one fifths of IT professionals’ who do not get appropriate training from their employers, and thus employees’ productivity and efficiency might be declined in the organization. It could also interpret that employee turnover rate might be thereby raised up.

In other words, the mean value of technical skills training is 3.16, denoting that the response in the direction of TST is more likely to agree. It means that IT professionals got appropriate training in the workspace. Becker (1993) reported that it is a specific training to help them enhance their skills and capabilities to work better for current company. This also indicates that technical skills training has a robust relationship with employee retention because of well-trained employees’ proficiencies acquiring for enhanced performance of organization in line with the past studies of Ashar et al. (2013). In connection with the manpower survey of VTC (2014), the changing role of IT professionals now obtains new advances of information technology in which the training
demand should grow strongly in IT services industry due to growth of new technology and appearance of a knowledge-based economy. Last of all, the growth rate of IT industry could be positively affected by introducing new technologies and greater use of services across different sectors.

The mean value of turnover intentions is 3.58, denoting that the response in the direction of turnover intentions is more likely to agree. This means that most of IT employees intended to go away and find a new job and hence, the consequence is voluntarily terminated of a job contract from an organization in connection with the past studies of Mowday et al. (1982). It is because they could seek for a new job without difficulty owing to high demand for IT talents in line with the report of MichaelPage (2014). Furthermore, they might usually cause turnover costly and indicate adverse effect on firm’s annual budget. Felps et al. (2009) also reported that organizational performance might be lower due to direct costs of attracting new talents, training costs and indirect costs of interrupting organizational processes. Therefore, senior management and researchers require to find out the reasons why IT professionals wanted to change companies as they are very important asset rather than replacing commodity in line with the past research of Ghapanchi and Aurum (2011).
5.2.3 Hypothesis Testing on Monetary Motivation and Turnover Intentions

In view of hypothesis test for this research, the hypothesis 1 scrutinizes if a negative correlation exists between monetary motivation and turnover intentions for Hong Kong’s IT professionals. Regarding the results as mentioned in Table 4.22, it denotes that monetary motivation (t = 1.825, p-value > 0.05) is not significant to predict. Thus, hypothesis 1 was not supported.

The results of this study do not agree with the past studies of Cao et al. (2013) and Hassan (2014) that low monetary motivation might drive to weaker productivity and higher turnover rate. Perhaps, it might be related to excessive workload and high pressure for IT employees to abide by the employment agreement as the nature of IT services industry.

5.2.4 Hypothesis Testing on Pay Satisfaction and Turnover Intentions

Regarding the hypothesis test for this study, the hypothesis 2 scrutinizes if a reverse correlation exists between pay satisfaction as well as turnover intentions for Hong Kong’s IT professionals. Pay satisfaction acts as an adverse variable role to turnover intentions. In relation to the results as mentioned in Table 4.22, it indicated that pay satisfaction (t = -3.731, p-value < 0.05) is significantly anticipated. The negative value of standardized coefficient, $\beta$ expresses that the significant relationship is negative. Thus, hypothesis 2 is supported.
Campbell (1993) depicted that components of compensation can improve efficiency and decrease unit labor costs in order to cut down turnover and strengthen endeavor. This reflected that pay is viewed as the most essential issue of a career for IT employees because it has the effect to retain employees going on productively working in the current company. McDaniel et al. (2006) found that there is an adverse relation between employee’s turnover and pay satisfaction. The results are in line with the findings that turnover reduced with an increase of pay satisfaction and vice-versa. Consequently, pay satisfaction is adversely connected with turnover intentions for Hong Kong’s IT professionals.

5.2.5 Hypothesis Testing on Affective Commitment and Turnover Intentions

The hypothesis 3 scrutinizes if a reverse correlation exists between turnover intentions and affective commitment for Hong Kong’s IT professionals. Affective commitment played an adverse variable role to turnover intentions. With regard to the results as mentioned in Table 4.22, it denotes that affective commitment (t = -5.497, p-value < 0.05) is significantly anticipated. The negative value of standardized coefficient, $\beta$ indicates that there is a significant negative effect. Thus, hypothesis 3 is supported. In connection with the previous studies of Meyer et al. (2002) illustrated that affective commitment increased while turnover intention reduced. Thus, the results found that affective commitment inversely influenced to turnover intentions for Hong Kong’s IT
professionals.

**5.2.6 Hypothesis Testing on Technical skills Training and Turnover Intentions**

Regarding the hypothesis test for this research, the hypothesis 4 scrutinizes if a negative correlation exists between technical skills training and turnover intentions for Hong Kong’s IT professionals. In relation to the results as mentioned in Table 4.22, it denotes that technical skills training \( (t = 1.053, \ p\text{-value} > 0.05) \) is not significant to predict. Hence, H4 is not supported. The result of this research does not agree with the findings of Levhari and Weiss (1974). It reflected that technical skills training might not reduce the opportunity of predicted turnover. Therefore the training could not improve IT professionals’ retention in the workspace because they might not willing to stay with their organizations because of the training opportunities provided to them.

Summarization of hypotheses testing (H1 – H4) is shown in Table 5.1.
<table>
<thead>
<tr>
<th>Hypothesis</th>
<th>Relationships</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>H1</td>
<td>A negative correlation exists between monetary motivation and turnover intentions for Hong Kong’s IT professionals.</td>
<td>Not supported</td>
</tr>
<tr>
<td>H2</td>
<td>A negative correlation exists between pay satisfaction and turnover intentions for Hong Kong’s IT professionals.</td>
<td>Supported</td>
</tr>
<tr>
<td>H3</td>
<td>A negative correlation exists between turnover intentions and affective commitment for Hong Kong’s IT professionals.</td>
<td>Supported</td>
</tr>
<tr>
<td>H4</td>
<td>A negative correlation exists between technical skills training and turnover intentions for Hong Kong’s IT professionals.</td>
<td>Not Supported</td>
</tr>
</tbody>
</table>

Source: HKCS Sample on 21 August 2015, Created by Researcher
5.2.7 Hypotheses Testing of Relevant Moderating Effects

The research results of hypothesis tests on moderating effects are discussed in this section. The summarization of testing related hypotheses is indicated in Table 5.1.

Table 5.2 Summarization of Moderation Testing (H5 – H7)

<table>
<thead>
<tr>
<th>Hypothesis</th>
<th>Relationships</th>
<th>Moderator</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>H5</td>
<td>Technical skills training moderates the relationships between monetary motivation and turnover intentions for Hong Kong’s IT professionals.</td>
<td>Technical Skills Training</td>
<td>Supported</td>
</tr>
<tr>
<td>H6</td>
<td>Technical skills training moderates the relationships between pay satisfaction and turnover intentions for Hong Kong’s IT professionals.</td>
<td>Technical Skills Training</td>
<td>Not Supported</td>
</tr>
<tr>
<td>H7</td>
<td>Technical skills training moderates the relationships between affective commitment and turnover intentions for Hong Kong’s IT professionals.</td>
<td>Technical Skills Training</td>
<td>Not Supported</td>
</tr>
</tbody>
</table>

Source: HKCS Sample on 21 August 2015, Created by Researcher
Firstly, research result of hypothesis, H5 is found that technical skills training acts role as a moderating role on the relation between monetary motivation and turnover intentions. Testing this moderating effect for hypothesis, H5 that the results are summed up in Table 4.24 to 4.28. As compared with equations of (B) and (C), the adjusted $R^2$ value increases from 0.06 in model (B) to 0.08 in model (C), and thus, there is a little bit of change in the $R^2$ values. Generally, the larger the adjusted $R^2$ values, the better the model fits the dataset. This proves that technical skills training played an important role of moderator in relation to monetary motivation and turnover intentions. It indicates that the interaction between monetary motivation and technical skills training is significant.

Therefore, the hypothesis, H5 is supported. It also denotes that the influence of monetary motivation in relation to turnover intentions could be reinforced by the effect of technical skills training for Hong Kong’s IT professionals.

Secondly, result of hypothesis, H6 is found that technical skills training does not act as a moderating role on the relation between pay satisfaction and turnover intentions. Testing this moderating effect for hypothesis, H6 that the results are summed up in Table 4.29 to 4.32. As adjusted $R^2$ for both models of (D) and (E) has the same value of 0.28, technical skills training does not function as a moderator on the relationships between pay satisfaction and turnover intentions. It still denotes the interaction between pay satisfaction and technical skills training which is not significant. Thus, the hypothesis, H6
The results of this research do not agree with the previous study of Motshegwa (2011) claimed that an inverse relation exists between turnover intentions and pay satisfaction. However, technical skills training had no moderating effect on either pay satisfaction or turnover intentions for Hong Kong’s IT professionals. In other words, the result of this research is consistent with Bartel (1994) that it had no interaction on either pay satisfaction or turnover intentions. Notwithstanding, this moderating effect never existed on the relation between pay satisfaction and turnover intentions.

Thirdly, result of hypothesis, H7 is found that technical skills training also does not play role as a moderator on the relation between affective commitment and turnover intentions. Testing this moderating effect for hypothesis, H7 that the results are summed up in Table 4.33 to 4.36. As adjusted $R^2$ for the models of (F) and (G) have the same value of 0.34, technical skills training does not function regarded as a moderator on the relation between affective commitment and turnover intentions. It also indicates that the interaction between affective commitment and technical skills training is not significant.

Thus, H7 is not supported. The results of this study do not agree with the past studies of Newman et al. (2011) that the training interacted with affective commitment in order to bring down employee turnover. It is suggested that technical skills training acts role as independent variable on turnover intentions rather than playing role as a moderator.
Probably, this research’s result is persistent with the previous studies of Ahmad and Bakar (2003) and Bartlett (2001) that there had no interaction on technical skills training and turnover intentions. Perhaps, it might also influence respondents’ feeling of affective commitment in Hong Kong’s IT services industry.

**5.2.8 Summarization of Findings**

358 responses are collected over a period of time from 31 July 2015 to 21 Aug 2015. On the other hand, only 304 valid responses are adopted for data analysis. The research results are summed up with the following findings. At first, four main hypotheses are tested by multiple linear regression analysis relied on the data gathered. For testing of hypothesis 1, it is found that monetary motivation does not influence adversely on turnover intentions for Hong Kong’s IT Professionals. Furthermore, testing hypothesis 2 also discovers that pay satisfaction adversely influences on turnover intentions. Besides, affective commitment adversely influences on turnover intentions. In addition, hypothesis 4 is found that technical skills training does not influence inversely on turnover intentions. Next, further tests on moderating effects for hypotheses of H4, H5 and H7 have been carried out. For the model test of hypothesis 5, it denotes that technical skills training have significantly moderated the effect on relationships between monetary motivation as well as turnover intentions for Hong Kong’s IT Professionals. Moreover, testing the hypothesis 6 is found that the technical skills training has not moderated the effect on the
relationships between pay satisfaction as well as turnover intentions. Last of all, the hypothesis 7 testing also indicates that the moderating effect of technical skills training on the relationship between affective commitment and turnover intentions is not significant for Hong Kong’s IT professionals.

5.3 Summary

This chapter depicts the statistically significant results of the identified predictors for turnover intentions in the hypothesis testing. Furthermore, examination and discussion of moderating effect between predictor variables have been conducted.

Actually, not all variables adversely influenced on turnover intentions. Probably, it might be related to excessive workload and high pressure for IT employees to adhere to the employment agreement as the feature of IT services industry in Hong Kong. It might not embody the participants at the time of making a response to the survey questionnaire. Thus, in the present study, monetary motivation does not significantly and adversely influence on turnover intentions for Hong Kong’s IT Professionals.

In addition, the result of this research does not agree with the findings of Levhari and Weiss (1974), it may reflect that except for technical skills training, there are other factors of retaining good IT employees such as monetary reward and necessary experience and worldwide exposure and experience. Thereby, it is found that technical
skills training is not significant to have an adverse influence on turnover intentions for Hong Kong’s IT professionals. According to analyzing related moderating effects, technical skills training have significantly moderated the effect on relationship between monetary motivation and turnover intentions for Hong Kong’s IT Professionals. Furthermore, the technical skills training has not moderated the effect on the relationships between pay satisfaction as well as turnover intentions. It is worth to paying attention that the result of this research is consistent with Bartel (1994) which did not interact with either pay satisfaction or turnover intentions.

In addition, the moderating effect of technical skills training on the relationship between affective commitment and turnover intentions is also not significant for Hong Kong’s IT professionals. Probably, this research’s result is persistent with the previous studies of Ahmad and Bakar (2003) and Bartlett (2001) that there had no interaction on either affective commitment or turnover intentions. Possibly, it might affect respondents’ feeling of affective commitment in Information Technology sector.

Findings of this research gives a hand to furnish more clear understanding of what factors may affect turnover intentions for Hong Kong’s IT professionals. It is worth providing up-to-date perceptions to the employers in working out stronger strategies to keep highly effective employees as technical skills training has been found a significant moderator on relationship between monetary motivation and turnover intentions.
However, achievement of these results can help IT services industry to better improve organizational performance, reduce employee turnover and financial costs, as well as reward highly effective employees. Until now, a lot of studies have been released about the antecedents of turnover intentions (Cho & Lewis, 2012; Griffeth & Hom, 2001). Monetary motivation, pay satisfaction and affective commitment are touched upon to turnover for this study.

There is a knowledge gap between different technical skills so that employees play an important role in deciding extent of turnover intentions (Newman et al., 2011). The greater the knowledge gap, the higher the employee turnover has been taken place. In view of enhancing employee retentions, the most predominant technique is to drive employees by shrinking the gap through providing technical skills training. Unluckily, no empirical studies have been carried out in Hong Kong’s IT services industry. Therefore, the present research study fills the gap of knowledge to explore how technical skills training moderates the effects of monetary motivation, affective commitment and pay satisfaction in relation to turnover intentions for Hong Kong’s IT Professionals. Chapter 6 mentions conclusion of the study and discusses the contributions and implications for IT professionals in Hong Kong. It affirms the limitations and provides recommendations for future research.
Chapter 6 - Conclusion

To conclude, different industrial sectors are most likely to employ and keep good employees that broadly make use of Information Technology to improve efficiency and productivity for extending their growth of business (UNCTAD, 2010) owing to speedy expansion in developing information technology and stronger demand of Hong Kong’s IT professionals. This research looks into the effects of technical skills training influencing monetary motivation, affective commitment, pay satisfaction, and turnover intentions of Hong Kong’s Information Technology professionals. In addition, the outcome of this research prepares up-to-date perceptions to the employers in working out stronger strategies to retain highly effective employees. The research results denote that pay satisfaction as well as affective commitment have an inverse significant influence on turnover intentions for Hong Kong’s IT professionals. This study sustains that technical skills training significantly moderates the effect on the relations between monetary motivation as well as turnover intentions for Hong Kong’s IT Professionals. The more the technical skills training, the greater the relations between monetary motivation and turnover intentions. The result of this research also makes known that monetary motivation has no significant and negative influence on turnover intentions. Last of all, the findings also demonstrate that technical skills training either does not moderate the relations between pay satisfaction as well as turnover intentions, or the relations between
affective commitment as well as turnover intentions for Hong Kong’s IT professionals.

The first section mentions achievement of research aims, goal and objectives of this dissertation, the second section sums up contributions and Implications of this dissertation, the third section confirms limitations of this dissertation and the last section provides recommendations for future research.

6.1 Achievement of Research Aims, Goal and Objectives of This Dissertation

The aims of this dissertation look for antecedents to the turnover intentions among Hong Kong’s IT professionals. The goal of this research is vital to the employers because the findings will furnish up-to-date perceptions to the employers in working out stronger strategies to retain talented employees. Carrying out these aims and research goal, seven objectives were set up. Achievement of each of the seven research objectives is outlined as follows:

The first research objective of this dissertation is to investigate the relationship between turnover intentions and monetary motivation for Hong Kong’s IT professionals. The analysis indicates that monetary motivation ($t = 1.825$, p-value $> 0.05$) is not significant to predict. Actually, this objective is not achieved because the result of this research indicated that attitude towards money might not conversely influence turnover intentions. Therefore, employers are recommended to setup reward system in order to
drive enormous effort and keep highly effective employees (Buhler, 1989).

The second research objective of this dissertation is to find out the relationship between employee turnover intentions as well as pay satisfaction for Hong Kong’s IT professionals. The result indicated that pay satisfaction (t = -3.731, p-value < 0.05) is significantly anticipated. Thus, this objective is achieved. Campbell (1993) claimed that components of compensation can enhance efficiency and lower unit labor costs and minimize turnover and strengthen endeavor. This showed that pay is considered as the major issue of a career for IT employees because it has the effect retaining employees to go on productively in workplace.

The third research objective is to investigate and find out the relationships between affective commitment and turnover intentions for Hong Kong’s IT professionals. The finding shows that affective commitment (t = -5.497, p-value < 0.05) is significantly anticipated. Thus, this objective is also achieved. This proved that committed employees recognize to better improve participation in the organization’s task. Moreover, they are willing to devote keeping with the company.

The fourth research objective is to investigate and examine the relationship between technical skills training and turnover intentions for Hong Kong’s IT professionals. In relation to the results, it denotes that technical skills training (t = 1.053, p-value > 0.05) is not significant to predict. Thus this objective is not achieved. The result of this research
does not agree with (Levhari & Weiss, 1974). It reflected that technical skills training might not reduce the opportunity of predicted turnover. The research result denoted that there is other factor such as monetary reward. Evidence indicates that technical skills training is inadequate for employee retention. However, findings support the past studies by Furnham (2014), Halaby (1986), Chiu et al. (2002) that technical skills training played role on employee performance and organizational productivity as IT employees normally have relevant skills and knowledge to perform the task with cash compensation.

The fifth research objective is to discover whether technical skills training moderates the relationships between monetary motivation and turnover intentions for Hong Kong’s IT professionals. The result denotes that the interaction between monetary motivation and technical skills training is significant. Thus, this objective is achieved. It also indicates that the impact of monetary motivation on turnover intentions can be strengthened by the effect of technical skills training for Hong Kong’s IT professionals.

The sixth research objective is to discover whether technical skills training moderates the relationships between pay satisfaction and turnover intentions for Hong Kong’s IT professionals. The interactive effect between pay satisfaction and technical skills training is not significant. So this objective is not achieved.

The seventh research objective is to discover whether technical skills training may moderate the relationship between turnover intentions and affective commitment for
Hong Kong’s IT professionals. The result indicates that technical skills training does not play role as a moderator on the relationship between pay satisfaction and turnover intentions. The interaction between affective commitment and technical skills training is not significant. Thus, this objective is also not achieved.

6.2 Contributions and Implications of this Dissertation

Owing to speedy growth in developing information technology and stronger demand of Hong Kong’s IT professionals, shortage of IT professionals is predicted to be a more seriously issue in the near future. The past study advocates that highly skilled employees’ salaries are required to increase due to war for talent (McDonnell, 2011), and hence, employers should pay attention to manage high turnover (Joshi & Agarwal, 2011). In addition, there is rare study to explore technical skills training in IT industry (McCrindle, 2006). Thus, it is necessary for looking into the relationships between technical skills training and employee turnover. Nevertheless, this study aims at exploring money attitudes viewed as a motivational tool in order to raise pay satisfaction, technical skills training, affective commitment and reduce turnover intentions for Hong Kong’s IT professionals.

This research study involves some contributions and implications to the existing literature by giving evidence that it has been given chances for further developing the
body of knowledge concerning the field of this current study.

Firstly, monetary motivation is verified that it has no significant adverse effect on turnover intentions for this research. It does not support the findings of Cao et al. (2013) and Hassan (2014). So employers take into consideration alternative ways to improve employee performance with reduction of both absenteeism and turnover. The suggested way is reward system of Buhler (1989), this way should eventually help organization to drive enormous effort, attracting more employees and decreasing in losing excellent talents.

Secondly, the past study of McDaniel et al. (2006) advocated that there is a significant adverse pay satisfaction is inversely and significantly influenced on turnover intentions. The result of this study sustains the findings of this past study. The past study has shown that increased pay satisfaction should reduce turnover as the pay satisfaction is related to procedural justice such as pay increase (Tekleab et al., 2005). This finding suggests that IT professionals may view pay increase more than other fields of their work because their average monthly income are below the pay range as compared with annual base pay for analyst programmers in organizations (Kelly, 2015). Employers should consider to raise their pay at the comparative pay scale so as to retain IT talents. As this research is made use of research samples in Hong Kong, this study thereby put in the body of knowledge concerning pay satisfaction in Hong Kong’s context. this research
would thereby contribute to the past studies of McDaniel et al. (2006) and Tekleab et al. (2005) extending to Hong Kong’s IT services industry.

Thirdly, the research results denote that affective commitment significantly and reversely influences on turnover intentions, which also sustains the findings of Meyer et al. (2002). This finding suggests that a committed employee is willing to stay in the company and does not intend to go away. As this study is made use of research samples in Hong Kong, it also attaches to the body of knowledge regarding affective commitment in Hong Kong’s context. Thus, this study would contribute to the past study of Meyer et al. (2002) extending Hong Kong’s IT services industry.

Fourthly, the results of this research denote that technical skills training has no significant reverse influence on turnover intentions but moderates the impact of turnover intentions and monetary motivation for Hong Kong’s IT professionals. First of all, finding suggests that IT professionals do not want to stay with their companies due to technical skills training provided to them. Senior management should pay attention to other initiatives about their retention scheme. It is because the research results also denote that there is other factor known as monetary reward. Evidence indicates that only technical skills training is not adequate for employee retention. However, findings support the past studies by Furnham (2014), Halaby (1986) and Chiu et al. (2002) that technical skills training plays an important role on employee performance and organizational
productivity because IT employees who must have relevant skills and knowledge to perform the task with compensation by money.

Fifthly, findings do not support that technical skills training moderates the relation between pay satisfaction as well as affective commitment with turnover intentions. Senior management should review current pay range of their employees in relation to procedural justice and invest on training regarding new advances of information technology to give them the feeling of values so that they will not leave their organization.

Sixthly, Information Technology researchers can look for the research methodology made use of this study useful and the findings inspiring. The general demographic details gathered from the online survey questionnaire including gender, age, highest level of educational qualification, years of working experience, job nature and monthly income are required to give a figure of respondents. In addition, other data gathered are conducted analysis by testing reliability and validity such as Cronbach’s alpha technique, exploratory factor analysis (EFA), confirmatory factor analysis (CFA) and multiple linear regression (MLP). To boost the interpreted findings and outline conclusion, the researcher focused on analyzing IT professionals’ responses to each key variable of the survey questionnaire manages to them.

The methodology consists of the requirement to evaluate the measurement of the taken data. As the question items in this study are made of past studies, the evaluation of
measurement make known an acceptable reliability that Cronbach’s alpha values for all variables are above 0.7. It is obvious that the scales of measurement for this research fulfil the tests of both the reliability and validity. To test the hypotheses’ validity, CFA verifies the model fit by using the collected data and the items’ validity make use of measuring the relation of the latent variables. On the other hand, EFA is adopted in this study and affirmed the items as well as indicated that the hypothesized framework does not exist common method bias. In view of testing the hypotheses, MLP is made use of providing empirical supports to affect monetary motivation, pay satisfaction, affective commitment, technical skills training and turnover intentions for Hong Kong’s IT professionals.

To sum up, the contributions of this study to the current body of knowledge are given a deeper understanding of essential factors that affect the turnover rate of Hong Kong’s IT professionals. Furthermore, this study also contributes to employers who must better understand to formulate solid strategies keeping talented employees.

6.3 Limitations of this Dissertation

This study has caused major potential limitations. At first, technical skills training is developed as the independent and moderating variables in relation to turnover intentions. It is found that no more past studies especially addressed this key variable for Hong Kong’s IT services industry.
The results of generalizability are limited to other circumstances, more especially, in diverse cultures and industries. The survey samples of this study collected from the Hong Kong Computer Society’s professional members who have been working in IT sector.

Owing to very limited time and resources, this study is designed with cross-sectional research approach with a marginal internal validity due to insufficient time of taking survey data (Ghauri & Gronhaug, 2010). Regarding research instrument, self-report survey is carried out in using internet for data collection but it may potentially exist common method bias (MacKenzie & Podsakoff, 2012). Besides, a population bias may probably exist due to exposure of certain non-random elements.

Last of all, findings do not sustain monetary motivation has no significant adverse effect but also the relations between pay satisfaction as well as affective commitment with turnover intentions are not moderated by technical skills training. Findings suggest employers to set up a reward system attracting more employees and decreasing in losing excellent talents. In addition, IT employees’ current pay range in Hong Kong should be reviewed in relation to procedural justice and investment on training regarding new advances of information technology in order to keep highly effective employees.
6.4 Recommendations for Future Research

At first, current survey samples are collected from the Hong Kong Computer Society’s professional members who have worked in IT sector. Target population is also restricted to IT professionals in Hong Kong, it may restrict the generalizability to other circumstances, more especially, in diverse cultures and industrial sectors. Thus, increased sample size with other professionals is suggested to further generalize solid results to diverse geographical areas, especially, in various cultures and industry sectors. This will thereby support the findings to explore further relationships among affective commitment, pay satisfaction and monetary motivation influencing turnover intentions on particular segments.

Secondly, it is highly recommended that a longitudinal research should be more acceptable to get sufficient responses over a longer period of time for this research when time and resources are permitted (Saunders et al., 2012).

In view of further exploring keeping IT professionals to stay, a mixed methods research approach involving both quantitative and qualitative techniques is suggested which combines a stringent review of literature with one-to-one interview analysis. This mixed methods research has never used in past studies, and thus this future study may indicate different insights into solid strategies of keeping talented employees. Furthermore, common method bias should be thereby reduced in this mixed research
method. Last of all, a greater degree of random sampling is also conducted by longitudinal study.
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Appendix A

Organization Consent Form
Appendix A: Organisation Consent Form

Organisation Consent Form for the Research Project:

The effects of technical skills training on the influence of monetary motivation, pay satisfaction and affective commitment on turnover intentions among Information Technology Professionals in Hong Kong

Document Version 1.0; dated 3 July 2015

On behalf of the Hong Kong Computer Society (HKCS), I, ______________________, have read the Organisation Information Statement on the above named research project to be conducted by Mr. K. C. Wong under the supervision of Dr. Anthony Chia from the University of Newcastle, Australia. I have had the opportunity to have questions answered to my satisfaction.

As duly authorised by the HKCS, I consent to the following:
1. the above named researchers inviting all professional members of the Society to participate in an online survey in this research;
2. the HKCS sending out the attached Participant Information Statement and survey link via an email to all professional members inviting them to participate in the research by completing an anonymous online survey; and
3. the members reading through the Participant Information Statement before answering the survey;

On behalf of the Society, I give my consent freely and I understand that the project will be conducted in accordance with the Information Statement, copies of which I have retained.

Printed Name: ________________________________________

Signature: ________________________________________

Date: ________________________________________
Appendix B

Organization Information Statement
Appendix B: Organization Information Statement

Organization Information Statement for the Research Project:

The effects of technical skills training on the influence of monetary motivation, pay satisfaction and affective commitment on turnover intentions among Information Technology Professionals in Hong Kong


The Hong Kong Computer Society (HKCS) is invited to participate in the research project identified above which is being conducted by Mr. K. C. Wong and supervised by Dr Anthony Chia from the Newcastle Business School at the University of Newcastle, Australia.

Why is the research being done?

The aim of this study is to examine various antecedents of turnover factors among IT professionals in Hong Kong. The research goal is important to the employers as the research findings will provide new insights to the employers in formulating solid strategies to keep talented employees.

What is being asked of the HKCS?

We request the consent of the HKCS in the IT Services Industry to:

a) Grant us to survey the professional members of the HKCS comprising the grades of distinguished fellow, fellow and full membership in the IT Services Industry;

b) Send out the attached Participant Information Statement and survey link via an email to all professional members inviting them to participate in the research by completing an anonymous online survey; and

c) Notify the members to read through the Information Statement before answering the survey.

What choice do you have?

Participation in this research is wholly voluntary. Although we have invited you to participate in this research, the online survey is wholly anonymous so that neither responses nor individuals will be identified. Thus, there is no record to look for you or whether you have participated or not. If you do decide to participate, you may withdraw from the research project prior to the return of the completed questionnaire.
Appendix B: Organization Information Statement

What are the risks and benefits of participating?
There are no risks and direct benefits for any individual participant. A summary of research findings will be reached to Hong Kong Computer Society. The research findings will also be reached to interested participants upon receipt of their requests by e-mail once the research project has been completed. Employers in Hong Kong’s IT Services Industry also get advantage of deeper understanding on the turnover factors and work out more solid retention strategies keeping effective IT employees in Hong Kong.

How will privacy be protected?
No individual respondent is identified when all data collected in this research is anonymous. The anonymity of your responses is safeguarded because all research findings will be reported aggregated and you are not required to provide any identifying information. The data are stored in secure computers which are safeguarded by password protection accessible only by the researcher and the supervisor. According to the policy and regulation of the University, data must be kept for five years after the approval of the dissertation.

How will the information collected be used?
The results from this research will be used in doctoral dissertation of the researcher. In addition, results can be possibly reported in scholarly journal articles and conference paper. On the other hand, the copies will be reached to those participants upon requests, once the report is approved by the Board of the Faculty. It is expected that the report will be available by May 2016.

What do you need to do to participate?
Once this Organisation Information Statement has been read and understood, should the HKCS wish to provide its consent to the research project as stated above, you are requested to sign the attached Organisation Consent Form on behalf of the HKCS so providing informed written consent and then return by e-mail. The Participant Information Statement for the professional members and copy of the survey are also attached for information. It is much appreciated if you could help sending out the attached Participant Information Statement and survey link via an email to all professional members inviting them to participate in the research by completing an anonymous online survey.

Further information
If you would like further information please contact Mr. K.C. Wong or Dr. Anthony Chia via the contact details listed on the letterhead above.

Thank you for considering this invitation.

Dr. Anthony Chia
Tel: 852-93056619
Email: accchia@hotmail.com

Mr. K.C. Wong
Tel: 852-39282664
Email: c3119254@uon.edu.au
Appendix B: Organization Information Statement

Complaints about this research:
This project has been approved by the University’s Human Research Ethics Committee, Approval No. H-2015-0186. Should you have concerns about your rights as a participant in this research, or you have a complaint about the manner in which the research is conducted, it may be given to the researcher, or, if an independent person is preferred, to the Human Research Ethics Officer, Research Office, The Chancellery, The University of Newcastle, University Drive, Callaghan NSW 2308, Australia, telephone (02) 49216333, email Human-Ethics@newcastle.edu.au.

If you would like further information, please contact the DBA researcher, Mr. K. C. Wong at 852-39282664 or through e-mail at c3119254@uon.edu.au or contact supervisor, Dr. Anthony Chia at 852-93056619 or through e-mail at gechia@hotmail.com.
Appendix C

Participant Information Statement
Appendix C: Participant Information Statement

Dr. Anthony Chia
DBA Project Supervisor
Newcastle Business School
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University Drive
Callaghan NSW 2308
University of Newcastle, Australia
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Email: nchie@hotmail.com

Mr. K. C. Wong
DBA Researcher
Newcastle Business School
Faculty of Business and Law
University Drive
Callaghan NSW 2308
University of Newcastle, Australia
Tel: 852-39282644
Email: g3119254@uon.edu.au

Participant Information Statement for the Research Project:

The effects of technical skills training on the influence of monetary motivation, pay satisfaction and affective commitment on turnover intentions among Information Technology Professionals in Hong Kong

Document Version 2.0; dated 3 July 2015

You are invited to participate in the research project identified above which is being conducted by Mr. K. C. Wong and supervised by Dr. Anthony Chia from the Newcastle Business School at the University of Newcastle, Australia.

Why is the research being done?

The aim of this study is to examine various antecedents of turnover factors among IT professionals in Hong Kong. The research goal is important to the employers as the research findings will provide new insights to the employers in formulating solid strategies to keep talented employees.

Who can participate in the research?

You are eligible to participate in this research project if you are a professional class of membership of the Hong Kong Computer Society (HKCS) comprising the grades of distinguished fellow, fellow, and full membership and have been working in Hong Kong's IT Services Industry.

What choice do you have?

Participation in this research is wholly voluntary. Although we have invited you to participate in this research, the survey is wholly anonymous so that neither responses nor individuals will be identified. There can be no record of you or whether or not you have participated. If you do decide to participate, you may withdraw from the project at any time prior to the electronic submission of your survey. As the survey is anonymous, it is implied that you have given your consent once we have received your completed questionnaire. Thus, you cannot withdraw once you have submitted your survey.
Appendix C: Participant Information Statement

What you are being asked to do?
If you agree to participate, you are required to complete an online questionnaire found at the following address: https://www.surveymonkey.com/s/JLP3Q2M.

How much time will it take?
The questionnaire will take around 10-15 minutes to complete.

What are the risks and benefits of participating?
There are no risks and direct benefits for any individual participant. A summary of research findings will be reached to Hong Kong Computer Society. The research findings will also be reached to interested participants upon receipt of their requests by e-mail once the research project has been completed. Employers in Hong Kong’s IT Services Industry also get advantage of deeper understanding on the turnover factors and work out more solid retention strategies keeping effective IT employees in Hong Kong.

How will your privacy be protected?
No individual respondent is identified when all data collected in this research is anonymous. The anonymity of your responses is safeguarded because all research findings will be reported aggregated and you are not required to provide any identifying information. The data are stored in secure computers which are safeguarded by password protection accessible only by the researcher and the supervisor. According to the policy and regulation of the University, data must be kept for five years after the approval of the dissertation.

How will the information collected be used?
The results from this research will be used in doctoral dissertation of the researcher. In addition, results can be possibly reported in scholarly journal articles and conference paper. On the other hand, the copies will be reached to those participants upon requests, once the report is approved by the Board of the Faculty. It is expected that the report will be available by May 2016.

What do you need to do to participate?
Please read this Participant Information Statement and be sure you understand its contents before you commence the questionnaire. If there is anything you do not understand, or you have questions, contact the researcher. Once you have read and understood the statement and wish to proceed, please click on the link to https://www.surveymonkey.com/s/JLP3Q2M.

Further information
If you would like further information please contact Mr. K. C. Wong or Dr. Anthony Chia via the contact details listed on the letterhead above.

Thank you for considering this invitation.
Appendix C: Participant Information Statement

Dr. Anthony Chia
Tel: 852-93056619
Email: acchua@hotmail.com

Mr. K. C. Wong
Tel: 852-39282664
Email: s3119254@uon.edu.au

Complaints about this research:
This project has been approved by the University’s Human Research Ethics Committee, Approval No H-2015-0186. Should you have concerns about your rights as a participant in this research, or you have a complaint about the manner in which the research is conducted, it may be given to the researcher, or, if an independent person is preferred, to the Human Research Ethics Officer, Research Office, The Chancellery, The University of Newcastle, University Drive, Callaghan NSW 2308, Australia, telephone (02) 49216353, email Human-Ethics@newcastle.edu.au.

If you would like further information, please contact the DBA researcher, Mr. K. C. Wong at 852-39282664 or through e-mail at s3119254@uon.edu.au or contact supervisor, Dr. Anthony Chia at 852-93056619 or through e-mail at acchua@hotmail.com.
Appendix D

Online Questionnaire
Appendix D – Online Questionnaire

DBA Survey Questionnaire
The effects of technical skills training on the influence of monetary motivation, pay satisfaction and affective commitment on turnover intentions among Information Technology Professionals in Hong Kong

This survey questionnaire is to examine the effects of technical skills training on the influence of monetary motivation, pay satisfaction and affective commitment on turnover intentions among Information Technology Professionals in Hong Kong. You should read through the Participant Information Statement before answering the questionnaire. It takes around 10-15 minutes to complete.

Please read through each of the following questions and choose the most suitable answer that closely reflects your opinion. There are no right or wrong answers.

Section A: Monetary Motivation

1 – Strongly Disagree  2 – Disagree  3 – Neutral  4 – Agree  5 – Strongly Agree

1. I want to be rich.
2. It would be nice to be rich.
3. Have a lot of money (being rich) is good.
4. I am motivated to work hard for money.
5. Money reinforces me to work harder.
6. I am highly motivated by money.
7. Money is good.
8. Money is important.
9. Money is valuable.
### Appendix D – Online Questionnaire

#### Section B: Pay Satisfaction

1 = Strongly Dissatisfied  
2 = Dissatisfied  
3 = Neutral  
4 = Satisfied  
5 = Strongly Satisfied

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<tr>
<td>10. My take-home pay</td>
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<td>11. My current salary</td>
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<td>12. My overall level of pay</td>
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<td>13. Size of my current salary</td>
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#### Section C: Affective Commitment

1 = Strongly Disagree  
2 = Disagree  
3 = Neutral  
4 = Agree  
5 = Strongly Agree

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<td>14. I am extremely glad that I chose this company to work for over others</td>
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<td>15. I talk up this company to my friends as a great company to work for.</td>
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<td>16. I am proud to tell others that I am part of this company.</td>
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Appendix D – Online Questionnaire

Section D: Technical Skills Training

17. Did you attend any technical skills training course for the past 12 months?
   - Yes
   - No

   If No, please skip the following questions in this section and continue to answer next section.

The following set of questions relate to the course you have attended, please evaluate your level of satisfaction.

1 = Not at all  2 = To a small extent  3 = To a moderate extent  4 = To a great extent  5 = To a very great extent

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<td>18. To what extent did you use the knowledge and/or skills prior to attending this course?</td>
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<td>19. To what extent have you had the opportunity to use the knowledge and/or skills presented in this course?</td>
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<td>20. To what extent have you actually used the knowledge and/or skills presented in this course, after completing the course?</td>
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<td>21. To what extent has your confidence in using the knowledge and/or skills increased as a result of this course?</td>
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<td>22. To what extent did you receive the assistance necessary in preparing you for this course?</td>
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<td>23. To what extent has the content of this course accurately reflected what happens on the job?</td>
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<td>24. To what extent have you had access to the necessary resources (e.g., equipment and information) to apply the knowledge and/or skills on your job?</td>
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<td>25. To what extent have you received help, through coaching and/or feedback, with applying the knowledge and/or skills on the job?</td>
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**Appendix D – Online Questionnaire**

The following set of questions relate to the course you have attended, please evaluate your job performance change.

1 = Not at all  
2 = To a small extent  
3 = To a moderate extent  
4 = To a great extent  
5 = To a very great extent

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<th>26. As a result of this course, my performance on the course objectives has changed by (%)</th>
<th>1</th>
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<th>27. As a result of this course, my overall job performance has changed by (%)</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
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</table>

**Section E: Turnover Intentions**

1 = Strongly Disagree  
2 = Disagree  
3 = Neutral  
4 = Agree  
5 = Strongly Agree

<table>
<thead>
<tr>
<th>28. I have been thinking about quitting the present job.</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
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<tr>
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<tr>
<th>29. I have been evaluating the cost of quitting my job.</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
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<tr>
<th>30. I intend to quit.</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>31. I will quit my job in the next six months.</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
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</table>
Appendix D – Online Questionnaire

Section F: General Demographic Questions

F1. What is your gender?
   ☐ Male ☐ Female ☐ Others

F2. What is your age?
   ☐ 18-24 ☐ 25-34 ☐ 35-44 ☐ 45-54 ☐ 55 or above

F3. What is your highest level of educational qualification?
   ☐ High school graduate ☐ Higher diploma / Associate degree
   ☐ Undergraduate degree ☐ Postgraduate degree

F4. How many years have you been working in your current company?
   ☐ 2-5 years ☐ 6-10 years ☐ 11-15 years ☐ 16-20 years ☐ More than 20 years

F5. How many years have you been working in the field of IT services industry?
   ☐ 2-5 years ☐ 6-10 years ☐ 11-15 years ☐ 16-20 years ☐ More than 20 years

F6. What is your job nature?
   ☐ Software development
   ☐ IT management
   ☐ Technical services
   ☐ IT Sales and Marketing
   ☐ Telecommunications and networking
   ☐ Operation services
   ☐ IT Education and Training
   ☐ Others

F7. What is your monthly income (in HK dollars)?
   ☐ Less than $10000
   ☐ $10000 - $20000
   ☐ $20001 - $40000
   ☐ $40001 - $60000
   ☐ More than $60000

*** End of Questionnaire ***
Appendix E

Email Invitation Letter
Appendix E: Email Invitation Letter

RE: Email Invitation Letter to HKCS - Outlook Web App - Light 版本

RE: Email Invitation Letter to HKCS
Chun Law (HKCS) [chunlaw@hkcs.org.hk]

Received 6/5/2015 16:38 回覆。

已傳達: 2015年5月6日 16:20

收件者: WONG KWOK CHOU

簡: Grace Lo [gracea@hkcs.org.hk]

Dear Mr. Wong,

Thank you for your email. We receive your email request. Since you are valid HKCS member, in principle, we will support your survey through posting it on our platform and allow you to use our professional members as the research samples. Before posting / disseminating your survey to our members, please kindly send us the survey letter / approval letter from the supervisor / school / university.

Should you have any enquiries, please feel free to contact us at 2834-2228.

Regards,

Law Chi Chun
Assistant Manager
Hong Kong Computer Society Secretariat
Tel: +852 28342228 Fax: +852 28343003 URL: www.hkcs.org.hk
Address: 5/F., HKPC Building, No.78 Tat Chee Avenue, Kowloon, Hong Kong (Map)

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Renew HKCS Membership
Update HKCS Member’s Information
Apply HKCS Membership

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https://webmail.vtc.edu.hk/own/?ae=Item&te=IPM.Note&id=RgAAADgDNuF%2bqmg... 7/5/2015
Appendix E: Email Invitation Letter

RE: Email Invitation Letter to HKCS - Outlook Web App, Light 版本

-----Original Message-----
From: WONG KWOK CHOU [mailto:kcwongk@vtc.edu.hk]
Sent: Tuesday, May 5, 2015 8:38 PM
To: chunlaw@hkcso.org.hk
Subject: Email Invitation Letter to HKCS

To: Mr. Law Chi Chun
Assistant Manager
Hong Kong Computer Society

Dear Mr. Law,

Here is HKCS Full Member, Wong Kwok Chou of membership number Full-20292.
I am a DGA candidate of the Newcastle Business School of Faculty of Business and Law at the University of Newcastle, Australia. My supervisor is Dr. Anthony Chia who can be contacted at acchia@hotmail.com. My project title is "The effects of technical skills training on the influence of monetary motivation, pay satisfaction and affective commitment on turnover intentions among Information Technology Professionals in Hong Kong".

With your consent, those professional members of the Hong Kong Computer Society (HKCS) comprising the grades of distinguished fellow, fellow and full membership can be invited to participate in the research project by filling in the research questionnaires via online e-mail survey.

The aim of this research project is to examine various antecedents of turnover factors among IT professionals in Hong Kong. The research results reveal the opportunities for employers working out solid strategies with the moderating effects of monetary motivation, pay satisfaction and affective commitment in relation to turnover intentions and make better operational performance. Your members' participation in this study is voluntary.

All information collected in the study is confidential and anonymous. The data will merely be used for the purposes of academic research. No individual will be identified in the research project. The professional members will withdraw from the participation in the email survey at any time without aftermath.

We need your approval or endorsement email to support my research through your HKCS platform and allow us to use your professional members as the research samples. Formal confirmation will be forwarded to you once my ethics application is approved.
Thank you for considering this invitation.

Regards,
Mr. K. C. Wong
Student Researcher
5 May, 2015

https://webmail.vtc.edu.hk/owa/?enc=Item&f=IPM.Note&kid=RgLAAADgDNuH%2bgm... 7/5/2015
Appendix E: Email Invitation Letter

RE: Email Invitation Letter to HKCS - Outlook Web App - Light 版本

Email: c3119254@uon.edu.au / kwongkc@vtc.edu.hk Mobile: 92748096
Disclaimer - This above message, including any attachment, may contain personal, confidential and/or proprietary information, and is intended only for the person(s) or entity/entities to whom it was originally addressed. If you are not the intended recipient, please notify us and destroy this message immediately. Further transmission, dissemination or other use of, or taking of any action in reliance upon, such information by anyone other than the intended recipient(s) is prohibited and may contravene local or international law. Moreover, email communications cannot be guaranteed to be error-free or virus-free. We disclaim any liability arising therefrom. All information and opinions given therein are entirely those of the message sender(s) and are not necessarily endorsed by the Vocational Training Council.

https://webmail.vtc.edu.hk/owa/?ae=Item&t=IPM.Note&id=RgAAAADgDNUH%2bgm... 7/5/2015
Appendix F

Definitions of Essential Terminology
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<table>
<thead>
<tr>
<th>Terminology</th>
<th>Definition</th>
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<tbody>
<tr>
<td>Technical skills training</td>
<td>Technical skills training is generally to develop hard skills, which is designed to enhance knowledge, make better skills and change attitudes (Kirkpatrick &amp; Kirkpatrick, 2006).</td>
</tr>
<tr>
<td>Pay satisfaction</td>
<td>Pay satisfaction is defined as a main part of job satisfaction, but there are an overall host of other factors including working relationships, self-existent jobs and natural working circumstances to play the role (Allen et al., 2006).</td>
</tr>
<tr>
<td>Affective commitment</td>
<td>Affective commitment refers to an estimation of emotive passion to the company (Wang, 2004).</td>
</tr>
<tr>
<td>Turnover intention</td>
<td>Turnover intention refers to an aware and intent inclination to leave the company (Kim et al., 2000).</td>
</tr>
<tr>
<td>Equity theory</td>
<td>Individuals are motivated as their deemed performance are equal to the rewards that they accept (Adams, 1963).</td>
</tr>
<tr>
<td>Monetary motivation</td>
<td>Monetary motivation is to use cash compensation in attracting, keeping and motivating employees as well as achieving the goals of organization all over the world (Allen et al., 2006).</td>
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