

**MOTIVATION OF ADMINISTRATORS IN MECHANICAL  
AND ELECTRICAL VOCATIONAL COLLEGE  
UNDER HENAN PROVINCE**

Guo Changjin

Master of Education

Leadership in Educational Administration

Faculty of Education, Bangkokthonburi University

[6633302008@bkkthon.ac.th](mailto:6633302008@bkkthon.ac.th)

**ABSTRACT**

The objectives of this research were: (1) to study the level of motivation of Administrators in Mechanical and Electrical Vocational College under Henan Province; and (2) ) to compare teacher's perceptions of motivation in Mechanical and Electrical Vocational College under Henan Province, classified by work experience and educational level .

The research methodology was survey research. The population consisted of 429 teachers in Mechanical and Electrical Vocational College under Henan Province, the People' s Republic of China. The sample consisted of 205 teachers. The sample size was determined by Krejcie and Morgan's Table and obtained by simple random sampling technique. The instrument used for data collection was a five-point rating scale questionnaire. The statistics used for data analysis were frequency, percentage, mean, Standard Deviation, and t-test .

The research results showed that; (1) motivation of administrators in Mechanical and Electrical Vocational College under Henan Province, overall and in each aspect was at a high level; and (2) comparison of motivation of administrators in Mechanical and Electrical Vocational College under Henan Province, classified by work experience and educational level, overall and in each aspect were not different.

**Keywords:** Motivation, Administrators, Mechanical and Electrical Vocational

College, Henan Province

## **INTRODUCTION**

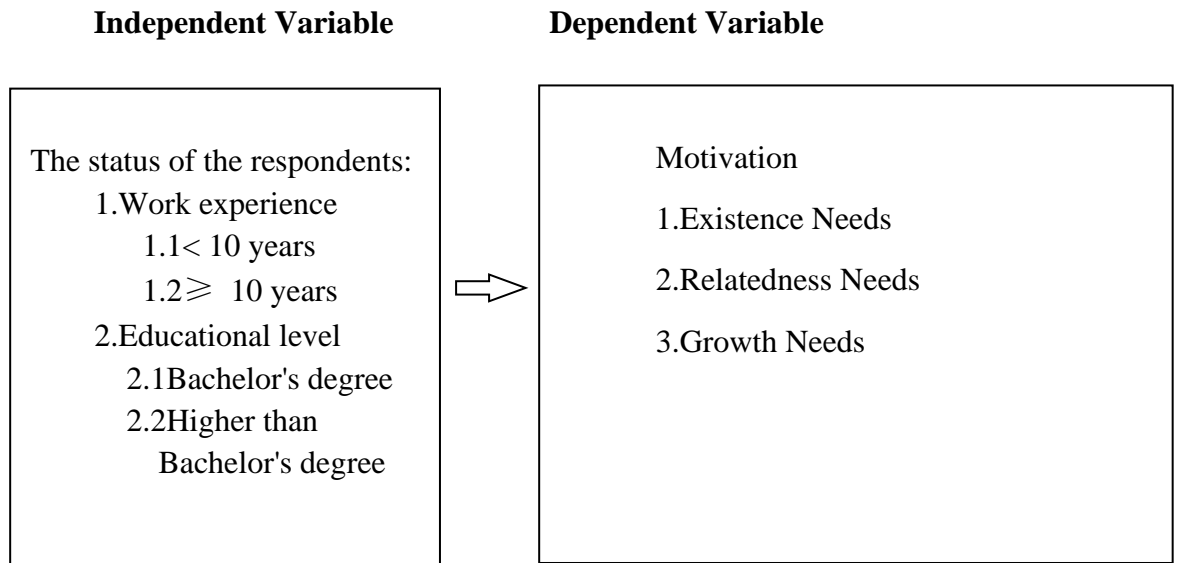
The motivation research of university administrators is a crucial part of the higher education management system. With the rapid development of higher education in China and the reform of social and economic environment, the role of university administrators has become more and more prominent. In the traditional university management mode, the administrators personnel mainly undertakes the logistics support, daily affairs teacher and other functions. At the same time, the work of university administrators not only involves routine teach, but also needs to have a strong strategic vision and innovative consciousness, which puts forward higher requirements for their personal ability and development. How to improve their work enthusiasm through diversified and three-dimensional motivation methods has become the focus of research. However, with the promotion of "double first-class" construction, scientific research innovation and teaching quality improvement and other tasks, the administrators functions of universities have gradually expanded, involving strategic planning, discipline construction, international development, resource allocation, policy implementation and other aspects. At this time, how to mobilize the enthusiasm of administrators through a scientific and effective motivation mechanism and improve their work efficiency has become the core problem to improve the overall teach level and competitiveness of the school.

### **Research Objectives**

1. To study the level of motivation of administrators in Mechanical and Electrical Vocational College under Henan Province.
2. To compare teacher ' s perceptions of motivation in Mechanical and Electrical Vocational College under Henan Province, classified by work experience and educational level.

## Research Framework

In this research, the researchers the concepts of Clayton Alderfer (1969) concept in motivation. Define a conceptual framework for motivation of administrators in Mechanical and Electrical Vocational College under Henan Province, as shown in Figure 1:



**Figure 1** Conceptual Framework

## Methods of conducting research

Population: The population were teachers in Mechanical and Electrical Vocational College under Henan Province in year 2025 consisted of 429 teachers.

Sample: The sample is 205 administrators from Henan Mechanical and Electrical Vocational College. The sample size was determined in the form of Krejcie & Morgan tables (1970) and obtained by simple random sampling.

## Research instruments

The instrument used in this study was a questionnaire. This questionnaire is divided into two parts as follows:

Part 1: Questionnaire about the general information of the respondents.

Past 2: The Questionnaire on the motivation of Administrators Mechanical and Electrical Vocational College under Henan Province. consists of three aspects:

- 1) Existence Needs
- 2) Relatedness Needs

### 3) Growth Needs

#### **Data analysis**

Data collection the study collects the information by sending the questionnaire to the University and receiving it in person, details are as follows:

1) Determine the integrity of the questionnaire.

2) In the first part of the questionnaire, the personal general data of the respondents are presented in the form of a percentage description table according to the frequency distribution.

3) In the second part of the questionnaire, percentage, mean and standard deviation are used for data analysis. Explain the result table and find out the factors affecting the efficiency level through comparison.

Average value of motivation of administrators level (Best:1970)

4.50-5.00 means      motivation of administrators was the  
highest level

3.50-4.49 means      motivation of administrators was the  
high level

2.50-3.49 means      motivation of administrators was the  
moderate level

1.50-2.49 means      motivation of administrators was the  
low level

1.00-1.49 means      motivation of administrators was the  
lowest level

4) Compare: The comparison of the motivation of Administrators Mechanical and Electrical Vocational College under Henan Province classified by educational level and work experience by t-test (independent t-test).

## Data analysis result

**Table 1** General information of the respondents:

(n=205)

General Information	Frequency	Percentage
<b>1. Educational Level</b>		
1.1 Bachelor's degree	92	44.90
1.2 Higher than Bachelor's degree	113	55.10
Total	205	100
<b>2. Work Experience</b>		
2.1 < 10 years	94	45.90
2.2 $\geq$ 10 years	111	54.10
Total	205	100

Table 1 was found that the administrators of Mechanical and Electrical Vocational College under Henan Province motivation level had the respondents had a bachelor's degree 92 people representing 44.9%, and 94 people have less than 10 years of work experience, representing 45.9%.

**Table 2** Show the Mean, Standard deviation and level of the motivation of Administrators in Mechanical and Electrical Vocational College under Henan Province, overall and in each aspect:

(n=205)

No.	Motivation	$\bar{X}$	S.D.	Level
1	Existence Needs	3.97	0.80	high
2	Relatedness Needs	3.79	0.96	high
3	Growth Needs	3.75	0.99	high
Total		3.84	0.67	high

Table 2 was found that the motivation of Administrators in Mechanical and Electrical Vocational College under Henan Province: overall and in each aspect at a high level ( $\bar{X} = 3.84$ ). Considering and in each aspect, Existence Needs had the highest mean ( $\bar{X} = 3.97$ ), followed by Relatedness Needs ( $\bar{X} = 3.79$ ), and Growth Needs had the lowest mean ( $\bar{X} = 3.75$ ).

**Table 3 :** Comparison of motivation of Administrators in Mechanical and Electrical Vocational College under Henan Province, classified by educational level, overall aspect.

(n=205)

No.	Motivation	Educational level				t	P
		Bachelor's degree		Higher than Bachelor's degree			
		$\bar{X}$	S.D.	$\bar{X}$	S.D.		
1	Existence Needs	4.04	0.75	3.91	0.84	-1.086	0.279
2	Relatedness Needs	3.79	0.99	3.78	0.94	-0.095	0.925
3	Growth Needs	3.83	0.94	3.68	1.03	-1.091	0.277
	Total	3.89	0.65	3.79	0.69	-1.010	0.314

Table 3: t-test shows that teachers with different educational level came to recognize the the motivation of Administrators in Mechanical and Electrical Vocational College under Henan Province, classified by educational level, overall was not different.

**Table 4:** Comparison of motivation of Administrators in Mechanical and Electrical Vocational College under Henan Province, classified by work experience level, overall aspect.

(n=205)

No.	Motivation	work experience				t	P
		<10years		≥10years			
		$\bar{X}$	S.D.	$\bar{X}$	S.D.		
1	Existence Needs	4.10	0.66	3.86	0.89	2.213	0.028*
2	Relatedness Needs	3.77	1.01	3.80	0.92	-0.227	0.821
3	Growth Needs	3.78	0.98	3.72	1.00	0.415	0.678
	Total	3.88	0.69	3.79	0.66	0.963	0.336

\*P < 0.05

Table 4: t-test was found that, administrators with different work experience came to recognize the motivation of Administrators in Mechanical and Electrical Vocational College under Henan Province, classified by work experience, overall was not different but Existence Needs aspect was different.

## **Discussion**

Based on the research objectives, the discussion will be presented as follows:

### 1. Discussion about major findings of objective 1

The level of motivation of Administrators in Mechanical and Electrical Vocational College under Henan Province, overall and in each aspect at a high level. Considering all aspects comprehensively, it is found that all aspects are at a high level. Existence Needs scored highest, followed by Relatedness Needs , while Growth Needs had the lowest average. The high level of motivation of school administrators comes from the clear vision of leadership, the concern for teacher development and the effective communication mechanism. In addition, the good incentive mechanism improves the enthusiasm of administrators' work, so as to promote the continuous improvement of education quality.

1) Existence Needs was found, the level of motivation of administrators in Mechanical and Electrical Vocational College under Henan Province overall at a high level. This indicates that administrators place significant importance on job security, stable economic conditions, and welfare systems, which are fundamental to their professional satisfaction and performance. This study's findings are consistent with Maslow's (1943) hierarchy of needs theory, which posits that fulfilling basic existence needs is essential for individuals to focus on higher-level motivations. Specifically, the high level of existence needs satisfaction among administrators underscores the institution's effectiveness in providing a secure and supportive work environment. The highest-rated items, such as welfare systems (e.g., paid leave) and basic needs during work hours, highlight the critical role of institutional support in fostering teacher motivation. These results align with Herzberg's (1959) two-factor theory, which identifies job security and working conditions as hygiene factors that prevent dissatisfaction and create a foundation for motivation.

The high level of existence needs satisfaction in Mechanical and Electrical Vocational College equips the institution to retain skilled administrators and maintain a stable workforce. This study's findings are consistent with recent research by Li

(2020), which demonstrated that addressing basic needs is pivotal for reducing turnover rates in educational institutions. Li emphasized that institutions prioritizing welfare systems and job security are more likely to foster long-term commitment among staff, thereby enhancing overall educational quality.

2) Relatedness Needs was found, the level of motivation of administrators in Mechanical and Electrical Vocational College under Henan Province overall at a high level. This suggests that administrators value interpersonal relationships, recognition, and a supportive work atmosphere, which contribute to their sense of belonging and professional fulfillment. The highest-rated aspect, a supportive and inclusive working atmosphere, reflects the institution's success in cultivating a collaborative culture. This study's findings are consistent with Deci and Ryan's (2000) self-determination theory, which highlights relatedness as a core psychological need that drives intrinsic motivation. The emphasis on recognition and respect from colleagues and leaders further aligns with studies by Wang (2019), who found that positive social interactions in the workplace significantly enhance job satisfaction and performance.

The strong focus on relatedness needs among administrators in Mechanical and Electrical Vocational College underscores the institution's ability to foster a cohesive and inclusive environment. This study's findings are consistent with Zhang (2018), who argued that educational institutions with strong interpersonal networks are better positioned to navigate challenges and adapt to changes. The high level of relatedness needs satisfaction also suggests that administrators feel valued and integrated into the institution's mission, which is critical for sustaining motivation and engagement.

3) Growth Needs was found, the level of motivation of administrators in Mechanical and Electrical Vocational College under Henan Province overall at a high level, though slightly lower than existence and relatedness needs. This indicates that administrators are motivated by opportunities for professional development, career advancement, and personal growth. The highest-rated item, obtaining guidance from senior administrators, highlights the importance of mentorship and continuous learning. This study's findings are consistent with Vroom's (1964) expectancy theory, which

posits that individuals are motivated when they believe their efforts will lead to desired outcomes, such as skill development and career progression. The slightly lower scores for growth needs may reflect areas for further institutional investment, such as expanding professional development programs and innovation opportunities.

The emphasis on growth needs aligns with broader research on teacher motivation, such as that by Chen (2021), who found that career advancement opportunities and professional autonomy are key drivers of teacher retention and performance. The findings suggest that while the institution is effective in meeting basic and social needs, there is potential to further enhance growth-oriented initiatives to fully realize teacher potential.

## 2 Discussion about major findings of objective 2

The comparative analysis results from the level of motivation of administrators in Mechanical and Electrical Vocational College under Henan Province, classified by education and work experience.

1) Administrators with different educational levels came to recognize the level of motivation of administrators in Mechanical and Electrical Vocational College under Henan Province, classified by educational level overall was not different. This suggests that both bachelor's degree holders and those with higher qualifications share similar levels of motivation across existence, relatedness, and growth needs. Consistent with Brown (2017), who found that educational attainment does not necessarily correlate with differences in workplace motivation when institutional support and job conditions are uniformly strong. The results imply that the institution's policies and environment are equally effective in motivating administrators regardless of their educational background.

2) Administrators with different work experience came to recognize the level of motivation of administrators in Mechanical and Electrical Vocational College under Henan Province, but classified by work experience overall have a significant difference in the existence needs aspect of motivation. Administrators with less than

10 years of experience reported higher satisfaction with existence needs compared to their more experienced counterparts.

This study's findings are consistent with Johnson (2019), who noted that early-career administrators often prioritize job security and basic benefits as they establish their professional lives. The lack of significant differences in relatedness and growth needs suggests that the institution successfully meets these needs across all experience levels, fostering a uniformly supportive and growth-oriented environment. These results highlight the importance of tailoring support mechanisms to address the specific needs of administrators at different career stages.

### **Recommendations of research**

1. Strengthen welfare and security systems. Optimize paid leave, medical insurance, pensions, and housing subsidies. Ensure basic needs like meals and rest areas are met during work to enhance administrators' sense of security and belonging.

2. Create an inclusive work environment. Establish democratic communication channels for feedback, organize team-building activities, and encourage leaders to provide recognition. Foster positive relationships to boost job satisfaction.

3. Provide systematic career development paths. Offer training programs, academic exchanges, and innovation projects. Define clear promotion mechanisms with fair evaluations to support professional growth.

4. Address junior administrators' needs (<10 years' experience). Increase base salaries and financial stability. Implement housing support, mental health counseling, and job training to reduce turnover and improve adaptability.

5. Enhance mentorship and resource support. Launch senior-to-junior mentorship programs. Expand access to teaching research resources, including project platforms, equipment, and collaboration opportunities.

## References

- Brown, K. (2017). *Educational attainment and workplace motivation: A comparative analysis*. *Journal of Vocational Behavior*, 101, 152-167.
- Chen. (2021). Research on the relationship between teacher career development and performance. *Journal of Teacher Education Research*, 33(2), 56-63.
- Deci, E. L., & Ryan, R. M. (2000). *The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior*. *Psychological Inquiry*, 11(4), 227-268.
- Herzberg, F. (1959). *The motivation to work* (2nd ed.). Wiley.
- Johnson, R. (2019). *Career-stage differences in job security priorities*. *Career Development International*, 24(1), 50-68.
- Li, H. (2020). *Basic needs satisfaction and turnover reduction in educational institutions*. *Journal of Educational Administration*, 58(3), 321-335.
- Maslow, A. H. (1943). *A theory of human motivation*. *Psychological Review*, 50(4), 370-396.
- Vroom, V. H. (1964). *Work and motivation*. Wiley.
- Wang, Y. (2019). *Social interactions and job satisfaction in workplace settings*. *Organizational Behavior and Human Decision Processes*, 152, 24-38.
- Zhang, L. (2018). *Interpersonal networks and adaptability in educational institutions*. *Educational Management Administration & Leadership*, 46(5), 789-805.