

The Motivation of Teachers at Beidun School, Heping County

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Abstract

The objectives of this research were 1) to study the motivation of teachers at Beidun School, Heping County. And 2) to compare the motivation of teachers at Beidun School, Heping County by demographic factors such as gender, age, marital status, education level, work experience, and income. The population consisted of 116 teachers from Beidun School in Heping County. The instrument of this research was a questionnaire; it had valued the overall reliability of 0.98. The statistics which were used in the data analysis were percentage, mean (μ) and standard deviation (σ). The hypothesis testing used a mean comparison table. The research results found that: 1) The motivation of teachers at Beidun School, Heping County. Overall, it was at the high level. When considering each aspect, it was found that the motivation of teachers at high level with 2 aspects and at moderate level with 1 aspect. The highest level of growth needs, followed by relatedness needs, and existence needs, respectively. And 2) The teachers from Beidun School, Heping County, who were of different ages, and work experience had different levels of motivation overall. But the teachers from Beidun School, Heping County, who had different genders, marital statuses, and levels of education had no different levels of motivation overall and all aspects.

Keywords: The Motivation, Teachers, Beidun School, Heping County

Background and Statement of the problem

Beyond possessing the knowledge, abilities, and skills to manage various organizational resources, successful school education leaders must have the ability to motivate teachers by discovering various incentives to encourage them to perform effectively so that the school can achieve its teaching goals. Particularly, stimuli that affect teachers' emotional and physical needs. School management must motivate and inspire teachers to be enthusiastic and encouraging in their work. School leaders need to understand the individual characteristics of teachers in the school to determine policies, benefits, or goals that motivate teachers to perform according to the school's needs.

Work capacity has improved, and attitudes towards work differ from the past due to today's increasingly interconnected society. This makes autocratic management insufficient to make teachers work voluntarily and fully committed to the school. Additionally, the younger generation of teachers with new knowledge, abilities, and skills are ready to take on more responsibilities and will not be satisfied with merely executing orders. Instead, teachers need the ability to make decisions, job satisfaction, and pride to maximize their work. Therefore, school leaders must learn principles and techniques and accumulate real-life experience to motivate teachers in their organizations to effectively demonstrate the desired behaviors.

Rural schools in economically disadvantaged areas are characterized by teachers with a lazy attitude, lax management, lack of motivation, and a general lack of happiness. The focus of education is primarily on student safety and academic achievement. The Ministry of Education must also pay attention to school management so that it can operate normally under difficult economic conditions and harsh environments. Therefore, if any economically disadvantaged rural school can effectively manage itself, it will establish a good reputation in society and build confidence among students and parents. Teachers in these schools are also a factor that helps promote school management. Therefore, the management of rural schools must pay attention to human resource management, which will lead to teachers working to their full potential.

In terms of teachers' duties, enhancing their capacity is a crucial factor. Beidun School in Heping County, a relatively remote rural school in northeastern Guangdong Province, China, has been experiencing challenges since its

new campus opened in 2015. Since the 2021-2023 academic year, there has been a significant number of teacher absences, leaves, and resignations, leading to disruptions in teaching and affecting student learning. This situation has resulted in a lack of continuity in education and made it difficult for students to adapt. (For example, lateness, absence, leave, sick leave and resignation statistics from the 2022-2024 academic year are shown in Table 1.

Table 1 Show the statistics of lateness, absence, leave, sick leave and resignation of academic school staff in the academic year 2022 -2024

Question Type	Academic year		
	2022	2023	2024
be late	427	501	612
Absence	8	9	11
take a vacation	76	90	112
sick leave	57	71	85
Resign	4	6	11

From table 1 shows an upward trend in teacher tardiness, absenteeism, vacation leave, sick leave, and resignation rates over the past three years. This indicates a lack of work motivation among teachers at Beidun School in Heping County, which is negatively impacting student learning. The learning situation is unsatisfactory as the school has to waste time arranging substitute teachers for those who are late or absent, and hiring replacements for those on leave.

Given the history and significance of the aforementioned issues, it is recommended that school administration use this information as a guideline to improve and enhance teachers' work enthusiasm and efficiency. A study on the work enthusiasm of school teachers should be conducted, and the findings should be applied.

Objective

1. To study the motivation of teachers at Beidun School, Heping County.
2. To compare the motivation of teachers at Beidun School, Heping County by demographic factors such as gender, age, marital status, education level, work experience, and income.

Expected benefits

The study results will serve as a foundation for creating incentives to boost faculty morale and productivity, contributing to the long-term success of the institution and the overall quality of life for faculty members.

Literature Review

1. ERG Theory of Motivation

Clayton Paul Alderfer, an American psychologist, expanded on Maslow's well-known hierarchy of needs to create a unique framework called the ERG theory. This model was developed between the years 1961 to 1978, during which Alderfer rigorously tested its principles and published academic papers to support it. (Serhat Kurt, 2023)

The ERG theory simplifies human needs into three essential categories: Existence, Relatedness, and Growth, creating the acronym ERG. Unlike Maslow's five-tier model, Alderfer's approach allows for greater flexibility. For instance, his Existence category encompasses basic life essentials such as food, water, and a sense of security. These mirror Maslow's physiological and safety-related needs (1).

The second category, Relatedness, deals with our social connections and relationships with others. It includes the need for friendship, family bonds, and social esteem, which also correlates with Maslow's concepts of love and belonging.

The third and final category is Growth, which focuses on our inner drive for personal improvement and achievement. This includes aspects like creativity, problem-solving, and achieving one's full potential, matching up with the higher-level needs in Maslow's hierarchy, particularly self-esteem and self-actualization.

What sets the ERG theory apart is its concept of progression and regression. According to Alderfer, if an individual's needs in a lower category are met, they will then channel their efforts into fulfilling higher-level needs. On the flip side, if they face difficulties in satisfying higher-level needs, they will refocus their

energies on lower-level needs. This dynamic nature of human needs makes the ERG theory a valuable tool for understanding motivation, particularly in organizational settings (2).

2. Maslow's Maslow's Hierarchy of Needs vs ERG theory

As mentioned above, Alderfer's ERG theory took inspiration from Maslow's Hierarchy of Needs. While both theories aim to explain the driving forces behind human behavior, they differ in key aspects that make each unique.

Maslow's model suggests a step-by-step progression, where a person must satisfy lower-level needs, such as safety and physiological requirements, before advancing to higher-level needs like social belonging and self-actualization. In contrast, Alderfer's takes a more flexible approach. In his ERG Theory, individuals can focus on multiple needs at the same time. For instance, a person might be motivated by their growth and relatedness needs simultaneously, without having their basic existence needs fully met (3).

This flexibility in Alderfer's theory allows for the consideration of more individual differences. Alderfer argues that people can have different priorities when it comes to their needs, depending on their unique life situations. A good example would be that of an ambitious artist who, despite facing financial difficulties, is driven more by their passion for art (a growth need) than by the need to secure basic necessities (an existence need).

Another really interesting aspect of ERG Theory is the importance of perceived progress. Alderfer puts forward the idea that an individual can be motivated by a sense of progression in meeting their needs. So, for example, if someone believes they are making some progress in their social relationships, they might feel inspired to focus on personal growth, even if their social needs still have not been completely fulfilled.

ERG Theory also differs from Maslow's model through its frustration-regression principle. If a person finds it challenging to meet higher-level needs, they are likely to step back and focus on fulfilling lower-level needs. This mechanism accounts for the dynamic shifts in priorities that people often experience in life, and it adds a layer of complexity to Alderfer's model that is not present in Maslow's more linear approach.

3. Implications of the ERG Theory for managers and educators

Alderfer's ERG Theory potentially offers useful insights for managers and educators, particularly in understanding the diverse motivations that drive individuals in a workplace or educational setting. One fundamental takeaway is that people have multiple needs that are active at the same time, and it is vital to address these concurrently rather than focusing solely on one aspect.

In more traditional approaches a manager might focus on just one factor, such as job security, to motivate an employee. However, the ERG Theory cautions against such a simple approach. The theory's unique principle of frustration-regression suggests that when higher-level needs, like growth, are not met, employees might shift their focus to other needs, like social relationships or even financial rewards (4).

To illustrate this, imagine an employee who is not given the chance to advance or grow in their job. According to ERG Theory, this person might start prioritising their social relationships at work as a substitute. However, if the work environment is not conducive to social interactions, they might further shift their attention to securing additional financial benefits. Managers who understand these changing dynamics can act fast to identify and address unmet needs, enabling the employee to refocus on growth and advancement opportunities.

This understanding is also valuable in educational settings, where students also have a range of needs that require simultaneous attention. Educators can use the principles of ERG Theory to create a more motivating and enriching learning environment (5).

In summary, Alderfer's ERG Theory provides a multifaceted framework for understanding human needs and motivations, making it an invaluable tool for managers and educators alike. By taking a more nuanced approach to meet the various needs of employees or students, professionals in these fields can engender a more productive and satisfying experience for everyone involved.

4. Motivation of teachers at Beidun School, Heping County

The work motivation of teachers at Beidun School, Heping County refers to the factors that stimulate an individual to engage in work-related behaviors, experience job satisfaction, and willingly contribute to achieving organizational goals consists of Existence needs, Relatedness needs, and Growth needs. There are 3 main aspects:

4.1 Existence needs

Cheng-Liang Yang et al. (2011) Existence needs include various forms of safety, physiological and material needs. Safety needs mainly refer to the prevention from fear, anxiety, threat, danger, tension, and so on. Physiological needs refer to an individual's pursuit of satisfaction at the vitality level, such as leisure, exercise, sleep. Material needs refer to resources required for an individual's living, including food and clothing.

Lilis Sulastri (2021) Existence Needs, or the need for existence, will live following Maslow's low level of requirements, which is about physiological needs and the need for security and Hygiene Factors from Herzberg.

Alderfer (1961 – 1978, as cited in Serhat Kurt, 2023) Existence needs (E) represent the desire for maintaining life, which includes the four basic necessities (food, clothing, shelter, and medicine) and security in life and property. In simpler terms, these needs correspond to the first and second levels of Maslow's hierarchy of needs (specifically, physical security).

Xue Xiaotong et al. (2024) Need of Life: refers to physiological needs, material needs, basic needs for the working environment and conditions, etc., related to people's most basic material survival, and at the same time corresponds to the two parts of Maslow's hierarchy of needs, physiological needs and safety needs.

From the meanings of existence needs by various scholars mentioned above, the researcher has summarized that the aspect of existence needs refers to the incentives that drive teachers at Beidun School in Heping County to perform well. For teachers, these include a basic salary and financial security to cover essential living expenses like food, housing, and healthcare; a safe working environment that ensures physical safety and supports effective teaching; and access to healthcare services and support for physical and mental well-being. Additionally, existence needs are met through adequate compensation aligned with teachers' expertise, skills, and performance, comprehensive social benefits like group accident insurance and pension funds, a conducive work environment with appropriate lighting and ventilation, and competent, supportive, and fair supervision.

4.2 Relatedness needs

Cheng-Liang Yang et al. (2011) Relatedness needs include senses of security, belonging, and respect. Sense of security involves the mutual trust of humanity. The sense of belonging refers to prevention from all forms of suffering, such as isolation, loneliness and distance. People normally wish to be accepted and become members of a group. The needs for belonging include love given to others or caring accepted from others. Sense of respect simply means feeling of respect from others, such as popularity, social status, superiority, importance and compliment. Such a need gives people value to their existence.

Lilis Sulastri (2021) Relatedness Needs or related needs related to the need to interact with other people. This need is also in line with Maslow's social needs and Herzberg's hygiene factors.

Alderfer (1961 – 1978, as cited in Serhat Kurt, 2023) Relatedness needs refers to the need to interact with others and to be accepted and respected by them, which in this context refers to the needs in the second level (in terms of safety in relationships with others, or Interpersonal Security), the third and fourth levels (in terms of being accepted and respected by others, or Social Esteem) of Maslow's hierarchy of needs.

Xue Xiaotong et al. (2024) Need of Relation: It is the need for assurance of interpersonal relationships in people's social life, an intermediate level need, related to people's interpersonal relationship needs, and corresponds to both social needs and partially externalized self-esteem needs in Maslow's hierarchy of needs.

From the meanings of relatedness needs by various scholars mentioned above, the researcher has summarized that the aspect of relatedness needs refers to the incentives that drive teachers at Beidun School in Heping County to perform well, stemming from positive relationships with colleagues and supervisors. Teacher "relatedness needs" pertain to the social and interpersonal connections essential for emotional fulfillment and job satisfaction. These include building positive and respectful relationships with students to foster an engaging learning environment, establishing collaborative and supportive connections with colleagues to enhance professional growth and provide mutual support, and integrating within the school community to feel a sense of belonging and actively participate in broader educational and social networks. In addition, teachers need to be valued, understood and supported by their superiors.

4.3 Growth needs

Cheng-Liang Yang et al. (2011) Growth needs involve needs for self-esteem and self-actualization. The need for self-esteem refers to self-productive effects such as the ability to pursue, to seek knowledge, to achieve, to control, to build confidence, to be independent and to feel competent. Self-actualization refers to self-accomplishment, including achieving an individual's goals and developing his or her personality. The abilities to realize one's potential and to support the growth of others are also included.

Lilis Sulastri (2021) Growth needs are the driving needs for a person to have a creative and productive influence on himself and the environment. Realization of the need for esteem and self-realization from Maslow and motivation factors from Herzberg.

Alderfer (1961 – 1978, as cited in Serhat Kurt, 2023) Growth needs refer to the desire to grow and progress, and to be able to gain self-respect, which is comparable to the needs in the 4th level (in terms of self-esteem) and the 5th level of Maslow's hierarchy of needs.

Xue Xiaotong et al. (2024) Need of Progress: it is the intrinsic needs of individuals seeking development, the highest level of needs, related to self-development, and at the same time corresponds to the internalized self-esteem needs and self-actualization needs in Maslow's hierarchy of needs.

From the meanings of growth needs by various scholars mentioned above, the researcher has summarized that the aspect growth needs refer to the incentives that drive teachers at Beidun School in Heping County to perform well. These incentives are rooted in professional growth opportunities, such as being assigned tasks that align with their expertise and qualifications and having the autonomy to make decisions and solve problems through engaging in challenging and meaningful work. Additionally, the school supports teachers' professional development through continuing education, training, and opportunities for career advancement. More broadly, teacher growth needs involve areas requiring development and support to enhance professional effectiveness, including opportunities for workshops and courses, access to mentorship and professional networks, provision of teaching resources and technological tools, constructive feedback, collaboration with peers, and recognition in leadership roles.

Conceptual Framework

The researcher who conducted this study applied the concept of ERG theory by Clayton Alderfer (1961 – 1978, as cited in Serhat Kurt, 2023) by which the concept of ERG theory from assessing the 3 dimensions of teacher motivation including 1) Existence needs 2) Relatedness needs and 3) Growth needs, was used as the conceptual framework used in this research. As shown in figure 1.

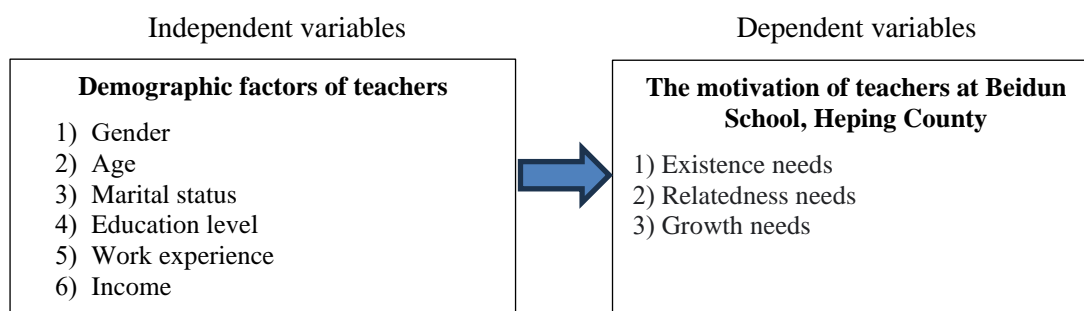


Figure 1 Conceptual framewor

Hypothesis

The teachers at Beidun School, Heping Country, who were different the demographic factors consisted of 6 items: gender, age, marital status, education level, work experience, and income had difference motivation.

Research Methodology

1. Population; The population consisted of 116 teachers from Beidun School in Heping County, including 15 administrative and management personnel, 93 full-time teachers, and 8 logistics staff.

2. Variables; The independent variables include demographic factors of teachers at Beidun School, Heping County, including gender, age, marital status, education level, work experience, and income. The

dependent variables: the motivation of teachers at Beidun School, Heping County consists of 1) Existence needs 2) Relatedness needs and 3) Growth needs.

3. Research Instruments; The research instrument used in this study was a self-administered questionnaire distributed to teachers at Beidun School in Heping County. The questionnaire was designed based on a review of literature and relevant concepts, theories, and related research. The questionnaire structure was divided into two parts:

Part 1: The questions about the demographic factors of teachers at Beidun School in Heping County consisted of 6 items: gender, age, marital status, education level, work experience, and income. The questions were multiple-choice format.

Part 2: The questions regarding the motivation of teachers at Beidun School, Heping County were divided into three categories: 1) Existence needs 2) Relatedness needs and 3) Growth needs. These questions employed an interval-level measurement approach using a Likert scale with a 5-point rating system (1 to 5) to facilitate ease of response. (Mcleod, 2023)

4. Instrument testing; The researcher ensured that the instrument used in this study was developed in accordance with sound research principles by testing the instrument using the research questionnaire to assess content validity and reliability as followings:

4.1 Content Validity Test; To assess the content validity of the researcher-developed questionnaire, the researcher presented the questionnaire to the research advisor for review. The advisor evaluated the accuracy, comprehensiveness, and appropriateness of the questionnaire's content and provided suggestions for improvement. This process ensured that the questionnaire accurately measured the intended constructs and was aligned with the research objectives.

4.2 Reliability Testing; To assess the reliability of the researcher-developed questionnaire, a pilot test was conducted with 30 non-sample teachers from Guzhai School. The questionnaire was administered to these participants, and the data was then analyzed to determine internal consistency reliability using Cronbach's Alpha Coefficient. Frost (2024) said; Analysts frequently use 0.70 as a benchmark value for Cronbach's alpha. At this level and higher, the items are sufficiently consistent to indicate the measure is reliable. Total reliability statistics are equal to 0.98.

5. Data analysis; The researcher had performed statistical methods to analyze the data. Using the ready-made program as follows:

5.1 Analysis of Questionnaire Part 1: Descriptive statistics were employed to analyze the data in Questionnaire Part 1. The analysis involved calculating frequency and percentage distributions.

5.2 Analysis of Questionnaire Part 2: Descriptive statistics were also utilized to analyze the data in Questionnaire Part 2. The analysis focused on determining the mean (μ) and standard deviation (σ) of the data. And to determine the minimum and the maximum length of the 5-point Likert type scale, the range is calculated by $(5 - 1 = 4)$ then divided by five as it is the greatest value of the scale $(4 \div 5 = 0.80)$. Afterwards, number one which is the least value in the scale was added in order to identify the maximum of this cell. The length of the cells is determined below: (Mohammed, 2016)

From	1	until	1.80	represents	Least
From	1.81	until	2.60	represents	Less
From	2.61	until	3.40	represents	Moderate
From	3.41	until	4.20	represents	High
From	4.21	until	5.00	represents	Highest

5.3 Hypothesis testing using a mean comparison table.

Research Results

1. Demographic factors; According to research result was found that the demographic factors of teachers at Beidun School, Heping County who have participated in the questionnaire by variable were as follows: The gender, it was found that teachers were predominantly female being the highest number, followed by the being male, respectively. The age, it was found that the largest group of teachers have age more than 45 years old followed by 36 – 45 years old, 25 – 35 years old, and less than 25 years old, respectively. The marital status, it was found that the highest number of teachers who have married are followed by single, and divorced, respectively. The level of education, it was found that the highest number of teachers who have bachelor's degree followed by undergraduate, and graduate, respectively. The work experience, it was found that the highest

number of teachers who have work experience more than 10 years followed by less than 1 year, 6 – 10 years, and 1 – 5 years, respectively. The income, it was found that the highest number of teachers who have income 4,000 – 5,000 yuan followed by 5,000 – 6,000 yuan, less than 4,000 yuan, and more than 6,000 yuan, respectively.

2. The motivation of teachers at Beidun School, Heping County; The motivation of teachers at Beidun School, Heping County. Overall, it was at the high level. When considering each aspect, it was found that the motivation of teachers at high level with 2 aspects and at moderate level with 1 aspect. The highest level of relatedness needs, followed by growth needs, and existence needs, respectively as shown in Tables 2.

Table 2 Presents the mean and standard deviation of the motivation of teachers at Beidun School, Heping County in overall and aspects

County	N = 116		Level of Motivation
	μ	σ	
1. Existence needs	3.98	1.08	Moderate
2. Relatedness needs	4.06	1.02	High
3. Growth needs	4.04	1.04	High
Total Average	4.03	1.05	High

3. Results of hypothesis testing

The teachers from Beidun School, Heping County, who were of different ages, and work experience had different levels of motivation overall. But the teachers from Beidun School, Heping County, who had different genders, marital statuses, and levels of education had no different levels of motivation overall and all aspects, as shown in Tables 3.

Table 3 Present a comparison of the motivation of teachers at Beidun School, Heping County, classified by gender, age, marital status, education level, work experience, and income

Demographic factors	μ	Level of Motivation
Gender	Male	High
	Female	High
Age	Less than 25 years old	Moderate
	25 – 35 years old	High
	36 – 45 years old	High
	More than 45 years old	High
Marital Status	Single	High
	Married	High
	Divorced	High
Level of Education	Undergraduate	High
	Bachelor's Degree	High
	Graduate	High
Work experience	Less than 1 year	Moderate
	1 – 5 years	Moderate
	6 – 10 years	High
	More than 10 years	Moderate
Income	Less than 4,000 yuan	High
	4,000 – 5,000 yuan	High
	5,000 – 6,000 yuan	High
	More than 6,000 yuan	High

Summary of the Study

The motivation of teachers at Beidun School, Heping County. Overall, it was at the high level. When considering each aspect, it was found that the motivation of teachers at high level with 2 aspects and at moderate level with 1 aspect. The highest level of growth needs, followed by existence needs, and relatedness needs, respectively.

The teachers from Beidun School, Heping County, who were of different ages, and work experience had different levels of motivation overall. But the teachers from Beidun School, Heping County, who had different genders, marital statuses, and levels of education had no different levels of motivation overall and all aspects.

Discussions

1. The motivation of teachers at Beidun School, Heping County

The research result showed the motivation of teachers at Beidun School, Heping County, overall were at the high level. Because Beidun School, Heping County provides teachers with opportunities for professional development and pays a basic salary for work received, covering essential living expenses such as food, housing, and healthcare. Additionally, the school provides pension funds for teachers. Consistent with the ERG theory of motivation by Clayton Paul Alderfer (1961 - 1978, as cited in Serhat Kurt, 2023) said the ERG theory simplifies human needs into three essential categories: Existence, Relatedness, and Growth, creating the acronym ERG. Unlike Maslow's five-tier model, Alderfer's approach allows for greater flexibility. For instance, his Existence category encompasses basic life essentials such as food, water, and a sense of security. These mirror Maslow's physiological and safety-related needs and the third and final category is Growth, which focuses on our inner drive for personal improvement and achievement. This includes aspects like creativity, problem-solving, and achieving one's full potential, matching up with the higher-level needs in Maslow's hierarchy, particularly self-esteem and self-actualization. And consistent with the research results of Xiaotong, X. et al. (2024) utilized the ERG motivation theory as a framework to explore factors affecting junior high school teachers' work motivation and job satisfaction. The study found that the mean values of all four variables are above 3.42, which indicates that teacher motivation in our junior secondary schools is at a high level in terms of Need of Life, Need of Relation and Need of Progress and job satisfaction.

2. Discussion of the Results of Hypothesis Test

The research result showed the teachers at Beidun School, Heping County were different ages and work experience had different levels of overall motivation. Because the teachers at Beidun School, Heping County were predominantly ages during 36 – more than 45 years old had the motivation higher than the teachers had ages under 36 years old. Consistent with the demographic theory by DeFleur's (1996) Individual Differences Theory emphasizes the inherent variability among individuals in their psychological makeup and its influence on their perception and interpretation of mass media messages. Two the theory highlights fundamental principles, 1) Nurturing and Learning: Individual differences stem from both innate biological predispositions and acquired experiences. Upbringing, education, social interactions, and cultural influences mold an individual's psychological landscape. And 2) Diverse Perspectives: Exposure to different environments, experiences, and social groups leads to a wide range of viewpoints and interpretations. Individuals perceive and evaluate messages based on their unique frames of reference.

And the research result showed the teachers at Beidun School, Heping County were different genders, marital status, level of education, and income had no different level of motivation. Because the most teachers at Beidun School, Heping County were female, hold bachelor's degrees, and earn between 4,000 - 5,000 yuan, their work motivation does not different. Consistent with the demographic theory by DeFleur's (1996) Individual Differences Theory emphasizes the inherent variability among individuals in their psychological makeup and its influence on their perception and interpretation of mass media messages. Two theories highlight fundamental principles, 1) Nurturing and Learning: Individual differences stem from both innate biological predispositions and acquired experiences. Upbringing, education, social interactions, and cultural influences mold an individual's psychological landscape. And 2) Diverse Perspectives: Exposure to different environments, experiences, and social groups leads to a wide range of viewpoints and interpretations. Individuals perceive and evaluate messages based on their unique frames of reference. And Schiffman Leon G. & Leslie Lazar Kanuk (2007) said, demographic characteristics refer to statistical data about individuals, such as their age, gender, education, education, occupation, income, religion, and ethnicity. These characteristics are used by marketers to understand consumer behavior and divide the market into segments with similar needs, preferences, and purchasing patterns.

Recommendations

1. The Beidun School, Heping County should promote and support the cultivation of respectful relationships with students to foster an engaging learning environment.

2. The Beidun School, Heping County should promote and support the establishment of collaborative and supportive connections with colleagues.

3. The Beidun School, Heping County should prioritize providing mutual support to colleagues as a means of enhancing professional growth.

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