

# Motives and Achievements of Online On-Job Training of Middle and Elementary School Teachers

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**Abstract:** The purpose of this study is to examine the correlations between motives (including Interest in Knowledge, Pursuit of Achievement, Social Participation/Other's Influence, Evasion/Stimulation, Professional Development) and achievements of online on-job training of middle and elementary school teachers, as well as the impact of variables on overall learning achievement. Research subjects are students of Network Technology and Management and Multimedia and Program Design graduate credit point classes of National Taipei Normal College's asynchronous distance education program. Literature review and survey analysis are employed. The outcomes indicate: Teachers are highly motivated to participate in online on-job training. Typical correlation test shows motives and learning achievements supplement and affect each other.

**Keyword :** online on-job training, motivation, learning achievement, asynchronous distance education

## 1. Introduction

The purpose of this study is to examine the correlations between the motives and achievements of online on-job training of middle and elementary school teachers in an asynchronous environment. Main objectives include: Exploration of different motives and achievements of online on-job training of middle and elementary school teachers, correlations between the motives and achievements, and the impact of variables on overall learning achievement.

## 2. Literature Review

### 2.1 Connotation of Distance Learning

The characteristic of distance learning is that teachers through technology-based systematic materials help students who are in different places learn [1].

### 2.2 Factors Affecting Achievement of E-Learning

N.H. Chen believes: Establishment of e-learning systems should take into account environmental components that affect learning achievement: (1) Teacher side; (2) Student side; (3) Teaching material side; (4) Classroom side [2].

## 3. Research Method and Tool

### 3.1 Scope of Research

Research subjects are teachers who took part in *Network Technology and Management, Multimedia* and *Program Design* graduate credit point classes of National Taipei Normal College's asynchronous distance education program from September 2003 to April 2004.

### 3.2 Research Tool

This study compiles "Survey Questionnaire on Online On-Job Training of Middle and Elementary School Teachers," including three parts: The first part is "Basic Data and Past Information Training." The second part is "Questionnaire on Motives behind Teachers' Participation in Online On-Job Training." The third part is "Questionnaire on Achievement of Teachers' Participation in Online On-Job Training."

## 4. Research Outcomes

### 4.1 Analysis of Motives of Teachers' Participation in Online On-Job Training

This study employs Likert Scale to measure degree of importance. Analysis shows that average scores of "Interest in Knowledge" and "Professional Development," indicating teachers are more aggressive in these two areas and less aggressive in "Pursuit of Achievement," "Social Participation/Other's Influence" and "Evasion/Stimulation." The average scores of all the questions fall between 2.88~4.45.

### 4.2 Analysis of Achievements of Teachers' Participation in Online On-Job Training

The average score of "Learning Satisfaction" is higher. The average score of "On-Job Training/On-Job Application Achievement" is not enough. The average scores of all the questions fall between 3.78~4.24, indicating at present teachers' achievement of online on-job training is very high.

## 5. Conclusions

### 5.1 Teachers' Online On-Job Training Motives and Achievements

Among the motives, "Interest in Knowledge" and "Professional Development" are the strongest, followed in order by "Pursuit of Achievement," "Social Participation/Other's Influence" and "Evasion/Stimulation," indicating teachers highly agree with and are very interested in online on-job training.

### 5.2 Correlation between Teachers' Online On-Job Training Motives and Achievements

Correlation coefficients of .27, .34 and .41 are noted between motive categories ("Interest in Knowledge," "Professional Development" and "Evasion/Stimulation") and learning achievement category "Learning Satisfaction," indicating in product-moment correlation test teachers' online on-job training motives are closely associated with learning satisfaction.

## Reference

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- [2] Chen Nien Hsing and Wang Min Huang (1997), *Tools for Web Courseware Production*, Eighth International Information Management Forum Symposium, pp.667-674.