

## **The Effects of Business's Teacher Continuing Professional Education on the Aspects of Adult Learners Character and Needs**

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### **Abstract**

*This study investigated the effects of business's teacher continuing professional education on the aspects of adult learners' character and needs. University, technology, college, and high school business's teachers participated in the experiment. Percentage, average, standard deviation, t-test, one-way-ANOVA, and Spearman analysis were used to analyze the collected data. In addition, questionnaires were given immediately after the learning activity in order to collect information regarding the participants' feelings and attitudes toward the knowledge construction activity in the business's teacher continuing professional education. The results showed that the educational recipients needed to be positive about our personal values, adapt their lives, achieve goals, and reduce the self-defense. As for the education projects, we should set up the educational purposes with the recipients; with out-of-school tours and personal experiencing; contain the learning with more actual life and working experiences; moreover, prevent studying evaluation, which fall into the AERA of paper testing. Furthermore business's teachers should try to motivate the recipients' will to learn, release the learning stress, avoid role conflict, establish their very own confidence, and concept of accepting life-long learning.*

**Key Words:** *adult, learner's character and needs, business's teacher, continuing education*

### **1. Background**

Education is a long-range program. The good or bad quality of education definitely relates to horizontal level of national and social development in the future. Especially in the educational structure, the quality of business's teacher is the key point of determining whether the educational target can be reached or not ( Jian Mao-Fa, 2003 ). So, the quality of business's teacher is the important factor to reach

educational target. Meanwhile, it is an important role to promote future national and social development. Under the fast change of current society, general Adults are influenced with the factors of globalization, knowledge and Post-Modernization. They must pursue further education or increase relational knowledge about life and job to fit the request of current society (Huang Fu-Shun, 2005) . The teaches, also, are adults and need to have further education, learn more to promote the quality for reaching the educational target and advance national and social development. With such common view, relational organizations for education actively process the in-job training and propose the importance of in-job training education. When Ministry of Education proposes the policy of Business's teacher Quality Action Plan in 2006 and invests lots of funds in it, could it reach the deserved effects? Inspecting the educational organizations which processed or planned in-job training for business's teachers, if the characteristics and requirement are considered to design various courses and use different teaching policy or carry out with traditional method without considering the characters and necessity of adult learners. It might have harmful affect if not considering characteristics and necessity. Therefore, the purpose of this paper is to discuss the in-job training of business's teachers with the characteristics and necessity of learner. First, we have to understand the characteristics of adult learners. Second, we will discuss the request of adult learners and proceed statistics analysis with questionnaire. Finally, this paper will offer notice and summary to the business's teachers of in-job training education.

## **2. Review of Literature**

### **2.1. Characteristics of Adult Learner**

What is adult learner? Adult learners include adult student, mature student, non-traditional student that study in the educational system. Also, adult learners include the adults who engage in self-leading learning and informal learning. In which, adult students indicate that the adult had finished the first stage of formal education and return to the educational system. Mature students are defined with the standard of age. The mature students in higher education indicate the ones who start the higher education learning by the age over twenty-one. Non-traditional students indicate the ones who enter into higher education from middle education not continuously and directly. (Huang Fu-Shun, 2002b)

Characteristics come from the comparisons. It means differences between big and small, strong and weak, or high and low, but not the types. In addition, it can compare from different angles or layers. Therefore, what difference between adult and general learners and what characteristics for them can be discussed from the following layers –variability, physical layer, psychological layer and society layer

#### **2.1.1 Variability**

There are two phases needed to be discussed is variability of adult. One is that adult is more variable than child. It is a wrong opinion to regard adult as common student ( Long ,1990 ) . Another statement of the variability, young men have common characteristics than old men. The heterology reaction of adult in education is meaningful. First, the adult learning targets are different; second, the adult education should be toward to individualization; third, in class education when business's teachers draw up the teaching plan, the most possible method is to design the whole teaching activity design should with the base of most adults in a group. However, it is hard to do. Yet in the practical teaching activity, do not ignore people in both ends of the group distribution curve. That is to say, the business's teacher must make an essential balance between group characteristics and individual characteristics (Huang Fu-Shun, 2002). So, the variability of adult is greater than other learners. And the more the age of the learner is, the greater the

variability will be. The adult business's teachers must notice the heterology of adults and emphasis the characteristics of group in group teaching.

### **2.2.2. Physical Layer**

Adults have many physical characteristics. Some of them are not easy to be found, such as adult appearance, structure of mature phase, body size, white hair, wrinkle, hearing and vision ageing, strength reducing, and other problems about health (Long, 1990). The adult learners will be influenced by many biological situations in learning, includes:

#### **a. Vision**

The vision will appear decay in adult stage and is not easy to be sensitive. The adults with the age more than 40 will become aware of it (Huang Fu-Shun, 2002b). Forty percent of adult has the problem of presbyopia. The adult education should adopt the protection measures (Long, 1990).

#### **b. Hearing**

Hearing decay is happened that the ageing of hearing system influences the sound wave frequency or the identification ability of strength (Huang Fu-Shun, 1993a). The hearing and vision are complementary. The hearing problem is not valued by common people. The main reasons are: it is hard to define clear standard for hearing problem; the learners do not realize such problem or ignore it; many organizations do not build standard to measure basic hearing (Long, 1990).

#### **c. Physical Vigor**

The adult learners will face the problem of hearing decay in learning. The business's teachers will not feel the decay of physical vigor of learners. Maybe they just find the situation of tiredness of learners becoming more and more. The trouble is the adult learners will think of giving up learning and want to leave learning filed due to the heavy burden in physical vigor (Long, 1990).

#### **d. Reduction of Excretory System Function**

In adult stage, the kidney almost reduces half of renal tubules. The ability of storing and filtering the junk in blood and the capacity of bladder will reduce and decline sharply. Therefore, the so-called class order in traditional school education does not apply to adult learners (Huang Fu-Shun, 2002b).

#### **e. Health**

The health problem influencing adult learners include obstructing learning, easy to be distractive and so on. The adult business's teacher does not pay attention to the health problem of adult learners. These results in harmful experiences existing in learning activity of adult and the recognition will be affected by drugs for adult learners (Long, 1990).

#### **f. Increment of Reaction Time**

The adults aged continuously due to the health situation such as decay of individual vigor, physical vigor, and the nerve conduction activity slow down. Therefore, the time for receiving stimulation to have reaction for an individual increases remarkably. Reaction slow down relates to the proceeding way of learning activity, increment of learning time, content of learning and inspecting learning result by using tests ( Huang Fu-Shun, 2002b ) .

Due to the increment of reaction time, a well-down design in contents of courses for adult learners should be scheduled. Such courses should avoid too much content, too fast teaching progress to help the adult learners having good learning effect.

### **3. Psychological Layer**

The adult learners carry out the learning activities in adult stage. Maybe it is because the individual does not learn sufficiently or the individual learns again due to other environments, job progress or socialization. So, in psychological layer, there are several characteristics existed.

#### **3.1 The pressure comes from multiple ways**

The opportunity for the adults to face life challenge and role play is higher than children and teenagers. The learning circumstance for the adults is more complicated than children and teenagers ( Huang Fu-Shun,2002b ) .

#### **3.2 Higher self-demanding**

Generally, the adult learners have higher degree in self-respect and have higher anticipation in self-image. Therefore, from this concept, many adult business's teachers think the adult learners have the ability of self-directed learning, necessity of pursuing learning and strong learning intentions. All of them can assist the shape of self-concept and expectation of self-achievement and development (Huang Fu-Shun, 2002b).

#### **3.3 The development of intelligence expresses stable condition**

Merriam & Caffarella (1999) emphasized the peak of adult thinking was intelligence. The intelligence was the creation of the interaction between culture and society. In the intelligence development of adults, the fluid ability is on the downside. Yet, the crystallized ability increases by following the growth of aging that the progress in intelligence, special knowledge, the ability of critique and deliberation expressed are stronger than children and youngers. To even up scarcity and superabundance for both, basically the intelligence development of adult expresses situation of stability (Huang Fu-Shun, 2002b).

#### **3.4 Society Layer**

To understand the social layer of adult learners, we can discuss with four parts - cognition, personality, experience and role.

##### **3.4.1 Cognition**

Piaget proposed four stages in 1971 including sensorimotor stage, preoperation period, concrete operational stage and formal operational stage respectively. People have the ability to consider abstract idea and use assumption knowledge in twenty years old. The adult business's teacher should emphasize on leading adults to reach formal operational stage (Long, 1990) carefully. Therefore, as to the appreciation standard of identification, it cannot be estimated with age. An objective index should be developed for such standard.

##### **3.4.2 Personality**

The composition of personality is diversified and complicate. The containing layers of personality are extensive and influenced externally & internally. Long (1990) thought the structure of personality was influenced by environment. Study the personality in specific field, the structure of personality would influence learning standard of personnel. Individual behavior results in the unit for attitude and conviction. The conviction that existed in individual previously related to values system. The observers could not pay close attention to all of the changes. Optimistic personality can expand experiences of people. Also it can expand attitude properly and assist the learners deliberating with various information. In education, the adult business's teacher can build the conviction and values of learners and find out the way to encourage adult learners fro promoting self-values of adult learners.

##### **3.4.3 Experience**

Experience is substantially an important characteristic in adult learning. Long (1990) proposed that there were three characteristics of experiences for adult learners.

1. Adult had more experiences.
2. Adult had more different experiences.
3. Adult experiences had different organizations.

Experiences can be the source and method of proceeding learning. It might be an aid or an obstruction. Furthermore, since experiences would be accumulated with the increasing of aging gradually, adult's experiences would become the standard of self-identification about how they treated themselves (Huang Fu-Shun, 2002b).

In a word, adult learners have many different experiences. The aid formed by experiences could be the obstruction of for the learning. The adult business's teacher should help the adult learners to expand the learning experiences to shape the standard that they identified in their minds.

#### **3.4.4 Role**

Because current society does not have definite identification in the role of adult students, so it causes that many adults not join the activity of education. There are many roles that adult students must play and how to solve the problem of role conflict also need to be cared about. With the development of science and technology, social changes, fast dying of knowledge, approaching of information age, the expanding of continuous activities of education becomes instant. Therefore, as to the source of adult student role, more concrete knowledge and comprehension will be obtained in the future. The adult business's teachers should understand the roles change of adult students and the influence of these roles to the adult education course and content (Huang Fu-Shun, 2002b).

#### **2. Demand of Adult Learner**

The word of demand is applied widely in social science. It is a complicated and diversified idea. Its nature comes from the thrust and motive. Demand is a situation in short of supplies for the internal part of individual. The existence of such situation will transfer into the power of certain behavior, which will lead individual to pursue the activities to balance such shortage (Chen Yu-An). However, Chang Chun-Hsing (1991) thought demand was the reason of forming thrust and motive. Demand produces thrust; thrust produces motive. Yet, these three are linked together. The boundaries are not easy to be divided. The second meaning of demand means the status of shortage in inner mind for individual. Such shortage might be for physiology or might be for mentality in nature. However, even such shortage existed, it was not certainly an inner power bringing the individual to express some behavior.

Demand is the point of view of individual that is different with the expected knowledge stage. Learning demand and attitude are planned as standard course (Ronald, 1982).

The learning demand of adult learner is brought by motive. The motive includes many directions. The adult learners must learn and think learning is valuable. If they do not have motives to learn, then learning will not appear. It is totally different in demands between adult learning and younger learning. Adult learners have different experiences in life to develop personal view of life and values ( Sharon ,2003 ) .

Houle ( 1992 ) thought there were three types of demands that adult learners will have: 1. the differences between individual status and target status; 2. status that individual hopes or prefers; 3. status that individual feels shortage in demand.

In the field of adult education, demands usually indicates shortage status ( Huang Fu-Shun, 2002b ) .

To sum up, the demand is defined as feeling shortage in mentality and physiology of individual. Some behaviors will be produced to satisfy individual values.

### **3. Requirement Influencing Adult Learners**

Lovell ( 1992 ) thought different learning motive for individual will influence learning. In this chapter, we will discuss what influences individual learning and carry out new learning. Below shows four items that influence adult learners in demand.

#### **Motive**

It is an intervening variable between stimulation and reaction. The behavior brought by motive is objective and directive (Huang Fu-Shun, 1996). According to Maslow's Need-hierarchy Theory, it can be divided into seven layers. There are not only distinct in heights, but also distinct in sequences for the demand of each layer. Only the lowest demand is satisfied, the higher demand will be produced. Maslow divided the demands of seven layers into two types. The lower four layers are named basic demand. They are also named shortage motive due to the shortage of mentality or physiology. The higher three layers are named growth demand. They are not caused due to the shortage of physiology, but produced due to the demand of self-growing and self-experimenting internally. The growing demand will be produced while the basic demand is satisfied. However, growing demand has the effect on leading basic demand (Huang Fu-Shun, 2002b).

When there is a relation between motive and demand appeared, the demand will be created. It will produce thrust to lead behavior. The individual will be led to create proper activity for satisfying personal demand. If such activity can make people producing thrust, then it will be enhanced to make the future situation satisfying the demand more than before. Such enhancement results in learning and influence the whole operation (Lovell, 1992). With the high development of society, the thirst for knowledge of everyone will be strong. Individual will learn due to the reason of learning. People want to know what they do not know continuously and develop potential self-fulfillment (Huang Fu-Shun, 200b). Therefore motive can promote adult learners to create thrust. It can make people having the power to do activity for satisfying personal demand.

#### **Stimulation of Requirement**

For influenced by inconsistency, complication, amazement and irregular events, individuals will be curious for something and create the motive of demand. Part of activity for learning will be regarded as processing affairs or solving problems in working environment. Such demand will bring activities, e.g., expectation, reading, listening music, finding science, painting, carving, learning machine and equipment and so on (Lovell, 1992). The demand of adult learner always will be stimulated with outside environment. And the activity will be brought to satisfy the demand of learning for adult learner.

#### **Differences in Achievement Motive**

The accomplishment motive indicates the inner motive of pursuing accomplishment for personal. In the process of forming accomplishment motive, there are two directions of mental functions that are opposite in consciousness – one is wishing success and one is fear of failure. Repealing by implication of these two mental functions will form the accomplishment motive. So, the behavior of accomplishment is regarded as the resistance results of two forces. The motive of wishing success and fearing failure is internal and meaningless. In the way of wishing success, the individual always needs to evaluate the probability of success or failure and the internal stimulation. The process is determined according to the process of consciousness and objective assumption. Job with lower difficulty will have high probability of success. Yet the value obtained from such success of easy job is not equal to the result obtained from the hard job. The accomplishment motive is strong. Therefore, the learning activity will be paid attention and welcome popularly. One kind of new learning standard grows in the society (Huang Fu-Shun, 2002b). The adult

learners should strengthen the internal accomplishment motive in the process of learning to wake up the mind of wishing success. It can make the adult learners joining the learning activity continuously.

### **Learning Motive**

Learning motive means one type of mental progress, that will bring learning activity of individual, keep learning activity and continue the behavior to reach the goal of learning. So, learning motive is the most important and original thrust of learning behavior (Huang Fu-Shun, 1996).

According to the research of Lovell (1992), the adult learners are divided into five categories.

1. 50% of people do not have special reason or target to learn. Such people should not real learners.
2. 25% of people learn just for linking with the demand of job currently or in the future.
3. 9% of people care about and change the social interaction and human relation. So they have to learn more.
4. 9% of people want to change their lives through learning.
5. 6% of people stimulate and expand their life/intelligence level with learning.

From the results we can know: the adult learners in each group have similar motives that build characteristics of demography. For example, learning of young people is regarded as job-orientation; learning of old women is thought as related to social service. Such opinion is not correct.

Demand is just like the trigger in learning motive. It will trigger the idea of learning for adult and make the adult moving to learn for satisfying the different demands in learning ( Huang Fu-Shun, 2002b ) 。

## **3. Method**

### **1. Structure and Content of Questionnaire**

According to the purpose and requirement of investigation of this study, we design a questionnaire of “The study of business’s teacher’s continuing education”. It can be divided into basic information, characteristics and demands of adult learner and performance of adult learners:

#### **Basic Information**

Basic information is used to understand researcher’s background including age, years of teaching experience, serving school, the way to acquire the message to join such learning activity, if the one had been joined the activity of business’s teacher’s continuing education in the past five years, personal will of joining business’s teacher’s continuing education for this time and so on.

#### **Characteristics and Demands of Learners**

As mentioned above, this study has been designed with 10 questions in characteristics and demands of learners respectively in accordance with the characteristics of adult learners stated in the study of business’s teacher’s continuing education. These questions adopt Likert-type Four Points Scale. The examined objects should do self-assessment with every question by circling suitable answer after judging the personal characteristics and opinion of each item. The way to score for the investigated business’s teacher is listed as follows:

Answers with

Strongly Agree:	four points
Agree:	three points
Disagree:	two points

Strongly Disagree:	one point
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For the result of each questionnaire, the higher the scores is, the higher the identification will be.

### **Learning Performance**

After joining the business's teacher's continuing education, the learners can self-examine learning effect. There are twenty questions designed for the learners. These questions adopt Likert-type Four Points Scale. The examined objects should do self-assessment with every question by circling suitable answer after judging the learning effect. The way to score for the investigated business's teacher is listed as follows:

Answers with

Strongly Agree: four points

Agree: three points

Disagree: two points

Strongly Disagree: one point

For the result of each questionnaire, the higher the scores is, the higher the learning performance will be.

### **Data Analysis Methods**

- Analysis of Frequencies, Percentile, Mean and Std. Deviation to examine individual data of examined objects; examined objects self examine characteristics of learners and identification of demand; and the learning effect.
- T-test can analyze the difference among objects with different backgrounds. Use t-test to check if there is a significant difference in characteristics of learners and demand between two groups with different background variables. The significant difference will be analyzed with three types of evaluation - 05 ( conspicuous, .01 ( very conspicuous ) and 001 ( extreme conspicuous ) .
- One-way ANOVA can analyze the differences of examined objects with different backgrounds: age, years of teaching experience, serving school, the way to acquire the message to join such learning activity, and personal will of joining business's teacher's continuing education for this time.

### **Structure of the Study**

To sum up, this study is used for the business's teachers proceeding specialized education and discusses the characteristics and demand of learners. According to relational documentation and study purpose, the questionnaire is designed to carry out examination, analyze the result and propose the suggestions. The structure and flowchart of this study is listed below:

Business's teacher's continuing education research			
Basic information (data) of business's teacher		Age years of teaching experience serving school data resource having joined learning activity personal will of joining learning activity	
Structure of questionnaire	Basic Information	Characteristics and demands of learners	Learning Performance
Discussion and Suggestion			

#### 4. Result

##### A. Basic Information

The business's teachers who join continuing professional education that investigated in this research are thirty. There are thirty questionnaires released and received. In which, twenty five questionnaires are effect, occupied 83.33%. The background information are described as follows:

##### 1. Age

For the age of business's teachers who accept the investigation of this research, the percent for the ones with the age under 25 is 12%; with the age between 26-30 is 12%; with the age between 31-35 is 44%; with the age between 36-40 is 24%; with the age between 41-45 is 1%; with the age between 46-55 is 1%.

##### 2. Teaching Experience

The percent for the ones with teaching experience under five years is 44%; between 5-10 years, it is 36%; between 11-15 years, it is 12%; between 16-20 years, it is 4%; and more than 20 years, it is 4%.

##### 3. Serving School

The percent for the ones who serve for high school is 64%; for college, it is 7%; for school of technology, it is 12%; and for university, it is 16%.

##### 4. Way to Get Information

The percent for the ones who get information from school's board is 72%; from Internet is 8%; from colleagues or friends is 5%.

##### 5. If the business's teachers had joined the continuing education activities in recent five years

The percent for the ones who had joined the continuing education activities in recent five years is 72%; not joined the activities is 28%.

##### 6. The will to join business's teacher's continuing education

The percent for the ones who are strongly glad to attend the education is 92%; glad to attend the education is 8%.

## **B. Characteristics and demands of learners**

For the evaluated result of the investigated business's teachers about the characteristics and demands of learners: if the mean value is greater than 3, it means "agree" and "strongly agree". If the mean value is 2-3, it means the result is between "agree" and "disagree". If the mean value is smaller than 2, it means the result is between "disagree" and "strongly disagree". Below is the explanation:

### **1. Items evaluated between "agree" and "strongly agree"**

There are ten items of "agree" and "strongly agree" evaluated by the investigated business's teacher, including: *the learning target for all the learners are consistent; the motive of attending learning is inner motive; people have high expectancy to themselves; get new ability due to transforming information from the learning, have different background experiences; learning performance is influenced by different experiences; play different roles in the process of learning and studying activities; attend the learning activities for self-satisfaction; attend the learning and studying activities to promoting specialized ability; attend the learning and studying activities to make progress on himself/herself.*

### **2. Items evaluated between "agree" and "disagree"**

There are eight items of "agree" and "disagree" evaluated by the investigated business's teacher, including: *teaching goals; content and process should be designed towards individualization; the motive of attending learning activities is external motive; learning performance is influenced by vigor decay; learning performance is influenced due to the increase of reaction time in learning and studying; face to much pressure in learning and studying activities; have relational knowledge, produce botheration due to the role conflict; attend the learning and studying activities due to the influence by the external environment.*

### **3. Items evaluated between "disagree" and "strongly disagree"**

There are two items of "agree" and "disagree" evaluated by the investigated business's teacher, including: *learning is influenced due to the vision decay in learning procedure; learning is influenced due to the hearing decay in learning procedure.*

## **C. Learning Performance**

For the evaluated result of the investigated business's teachers about learning effect: if the mean value is greater than 3, it means "agree" and "strongly agree". If the mean value is 2-3, it means the result is between "agree" and "disagree". Below is the explanation:

### **1. Items evaluated between "agree" and "strongly agree"**

There are eight items of "agree" and "strongly agree" evaluated by the investigated business's teacher, including: *business's teacher stimulates the motive of learners; the teaching place of learning should have good illumination equipment; business's teacher's idea and values can be built in the process of learning; promote the positive thinking of business's teacher; learning can expand experiences and build standard of self-identity; confirm the importance of learning while facing role conflict; attending learning can satisfy individual's values; learning content can combine job and life experiences; keep learning due to get more from learning.*

### **2. Items evaluated between "agree" and "disagree"**

There are twelve items of "agree" and "disagree" evaluated by the investigated business's teacher, including: *Teaching plan should be based on multiple learners; the principle of learning content should be based on instant application; business's teacher cares about the health of learners; time for a class is flexible; well learning content make learners reaching good learning effect; release personal pressure properly in the procedure of learning; make the content of course satisfying the demands of all learners as possible; stimulates learners to have deep conversation in teaching activity; use multi-way as teaching*

method; teaching material must be prepared and designed completely; build the confidence of learner; build the idea of lifelong learning for learners.

## 5. Conclusion

In the front part, this paper introduces the characteristics and demands of learners. In this part, we discuss the in-job training education for the business's teachers and offer some possible suggestions for the adult learners with the basis of characteristics and demands of learners. It can be divided into two sections:

### A. As to the way in in-job training education design for business's teacher

For the in-job training business's teacher has special characteristics and demands, so in-job training education organization and the business's teachers who work for the organization cannot take the in-job training education business's teachers as general students. They should consider the characteristics and demands of adult learners mainly, then experiment the idea in the in-job training education. Below shows the suggestions for learning context and instruction design.

#### 1. Learning context

Due to the decay of physiological organs, the vision and hearing of in-job training business's teachers will be influenced by the ageing. Therefore, they always have the problem of presbyopia and Hard of Hearing. In the learning environment of learners, it is necessary to have well illumination equipment. Do not make the place of seat far from the blackboard. Business's teacher's writing should be large, straight and easy to be identified by the in-job training business's teachers. The learning environment for in-job training business's teachers should be set in quiet place without the interference of noise. Moreover, due to the reducing of excretory system function for adult learners, the capacity of bladder is declined sharply. So, the classroom should be closer to lavatory for the convenience of learners. In addition, the security should be pay attention to, such as illumination of lavatory, non-slip, to prevent from adult learners injuring.

Except the physiological ageing, the phases of society and mentality also influence learning performance of adult learners. The adult business's teachers should reduce the pressure of adult learners, shape the self-concept of in-job training business's teacher to promote inner self-value.

#### 2. Instruction Design

- Learning Goal

The content of in-job training education should fit the demands of the in-job training business's teachers. Combine the job and life experiences and find the problems in teaching or life of the business's teacher. According to the such result, concrete and correct teaching goal can be developed. The goal cannot be planned too abstract to be reached by the in-job training business's teachers. Moreover, while planning the goal, the business's teacher can discuss with the in-job training members to complete the goal of the course.

- Preparation of Teaching Material

For the visions of in-job training business's teachers are ageing popularly, it would be better to assist business's teachers designing good teaching materials. Book bound will be better. Do not let in-job training business's teachers write too much notes in class. And the script of the book should be enlarged as possible to avoid eye strain or vision decay of in-job training business's teacher. It is suggested that using the way of combining figures, drawing, illustration to have deep expression for in-job training business's teachers.

- Teaching Method:

Because the physiological characteristics reaction time of in-job training business's teachers are

longer, the business's teacher must slow down the speed and extend learning time in the way of teaching. Another important potential characteristics for in-job training business's teachers is that the adult learners have rich experiences. So, it is suggested that business's teachers can lead these experiences to the content of the course in designing, with the way of quiz. It can increase the learning will of adult learners. As to the teaching method of in-job training education, many ways can be adopted, e.g., visiting, interviewing, operations and so on. It can increase the enjoyment of in-job training business's teachers and promote learning performance.

- **Content of Learning:**

The business's teachers, due to the vigor decay, always feel tired. Therefore, in the plan of the course, proper schedule should be arranged from easy to hard. Avoid to arrange too many courses. Otherwise, the in-job training business's teachers cannot absorb within limited time. Such situation might cause obstruction in learning or fearing on learning and then not willing to continue learning. For each class, the key content of last class should be reviewed to help the in-job training business's teachers practicing again.

- **Evaluation of Learning:**

In the process of examination, it is necessary to have enough time for the business's teacher to prepare. For the paper test, the business's teacher should have plenty of time to answer. Or use another ways as the basis of examination, e.g., achievement show, acting, drama and so on.

## **B. As to the business's teacher who engages in teaching the ones of in-job training**

### *1. Make the characteristics of learners and idea of demand being applied in the teaching field*

The business's teachers who engage in teaching in-job training business's teacher should apply the adult education idea to the teaching place (Helen, 1998). In teaching procedure, the business's teachers should understand the characteristics and demands of adult learners. The vigor of learners must be considered in the process of learning. Heavy load must be prevented. The business's teacher who engage in teaching in-job training business's teacher should encourage the in-job business's teachers learning with positive and supporting attitude, help learners to solve problems with opening discussion. In addition, the heterogeneity for in-job training business's teachers are great, the business's teachers who engage in teaching in-job training business's teacher should create good learning climate and teams to make the in-job training business's teachers having the spirit of team and identify the learning organization to make the whole organization creating the culture of happy learning.

### *2. Increase the learning motive of in-job training for the business's teacher*

While carrying the in-job training education activities, the business's teacher should arrange the teaching goals and teaching ability of the in-job training business's teachers in pairs. Provide lots of successful experiences to the in-job training business's teacher. The more the successful experiences they can get, the more the feeling of achievement they will have from learning. Encourage the in-job training business's teachers cooperating with each other and build well learning climate to help learner being happy to study.

### *3. Release the pressure of in-job training on the business's teacher to prevent roles conflict*

There are so many roles that in-job training business's teachers should play. When the role conflict appears, it always influences learning of the in-job training business's teacher. So, it is necessary to strengthen the motive of the in-job training business's teacher to make them drive out difficulty for learning activity. In addition, for the in-job training business's teacher always plays multi-role in teaching. As a result, though the business's teacher enters into the classroom for learning, yet with the

anxiety in inner spirit, how can he/she obtain well learning effect? It is suggested to teach courses of releasing pressure to the in-job training business's teachers in the process of learning. Only the business's teachers have correct way to release pressure, the accumulated pressure of the in-job training business's teacher will not produce bad mental ill.

#### 4. Build the confidence of in-job training for the business's teacher and build the correct idea of lifelong learning

The in-job training business's teachers might not have confidence in the procedure of learning due to past experiences. Therefore, building the confidences of in-job training business's teachers to learn, and advocate the idea of lifelong learning to make them studying continuously.

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