

# A study on the impact of the occupational performance of teachers in adult education institutions on instructional satisfaction

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## Abstract

This study treated adult in-service students of adult education institutions as the subjects and collected data through a questionnaire survey. This study conducted confirmatory factor analysis, and reliability analysis in order to develop questionnaire on "Occupational Performance of Teachers in Adult Education Institutions" and "Instructional Satisfaction in Adult Education Institutions". The collected data were analyzed to discuss the occupational performance and instructional satisfaction in adult education institutions, as well as the correlation between the two and their predictability. It is found that occupational performance and instructional satisfaction in adult education institutions are highly positively correlated and greatly predictable. It is therefore suggested that teachers in adult education institutions work actively to deliver their occupational performance so as to enhance instructional satisfaction and help students to achieve their learning objectives in an effective manner.

## Research purposes

1. To explore the connotation of the occupational performance of teachers and instructional satisfaction in adult education institutions.
2. To design questionnaires on the occupational performance of teachers and instructional satisfaction in adult education institutions.
3. To explore the influence that the occupational performance of teachers exerts on students' learning satisfaction in adult education institutions.
4. To draw a conclusion and propose suggestions according to the study results on how teachers in adult education institutions should deliver their occupational performance effectively so as to improve the instructional satisfaction of adult learners.

## Research methods and process

Based on the literature review and analysis, this study first explored the connotation of the occupational performance of teachers and instructional satisfaction in adult education institutions, so as to design the first draft of the questionnaire on "Occupational Performance of Teachers in Adult Education Institutions" and "Instructional Satisfaction in Adult Education Institutions". Next, it took adult students participating in teaching activities of adult education institutions (including open university, community university, workers' university, university for the elderly, tribal university, and continuing education classes) as subjects to pilot test the questionnaire in order to improve the reliability and validity of the questionnaire. Afterwards, the formal questionnaire was designed to conduct the formal survey; after the survey, the collected data were analyzed with the method of descriptive statistics and inferential statistics to understand the subjects' attitudes toward teachers' occupational performance and instructional satisfaction, to realize the difference among subjects of different social variables on satisfaction with teachers' occupational performance and instructional satisfaction, and to analyze and discuss the correlation between teachers' occupational performance and instructional satisfaction. Lastly, this study draws a conclusion and puts forward feasible

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suggestions on how to improve teachers' occupational performance and instructional satisfaction.

## Conclusion and suggestions

According to the results herein, in terms of different social variables for teachers' performance in adult education institutions, this study suggests that teachers should pay attention to female learners, young and senior learners, learners with medium and higher degrees, learners working in the industrial and commercial services industry and information technology industry, learners working in organizations, learners working in organizations with a shorter history, and learners working in small- and medium-sized organizations. Teachers should learn about students' learning needs and objectives, design adaptive curriculum and teaching activities, and strengthen teaching enthusiasm, teacher-student interaction, teaching activities, teaching assessment, and character and conduct, so as to improve student satisfaction over the teaching environment, teaching process, ability promotion, learning support, and willingness to share. There is an obvious positive correlation between teachers' occupational performance and student satisfaction in adult education institutions, while at the same time overall teachers' occupational performance exerts positive predictive power on all aspects of student satisfaction. Therefore, it is indeed a challenge for teachers in adult education institutions to teach adult learners from various and complex social backgrounds and to effectively tailor the teaching methods to meet each learner's learning needs.

This study believes that teachers in adult education institutions can play a role like a "ferryman", encouraging, assisting, and leading adult learners to steer their ship of learning to become a competent captain roaming in the sea of knowledge. Teachers should instruct adult learners to set up learning objectives in a self-directed manner and to obtain the knowledge and skills that they need. In conclusion, teachers in adult education institutions should participate in learning activities to improve their competency, strengthen performance analysis and application, train design patterns, improve teaching methods, strengthen human resource development, study adult education theories, principles of learning outcomes assessment, and information and knowledge on industry overview, train skills in needs analysis, motivation and reward theory teaching, teacher-student interaction, effective listening and communication, and problem analysis and solving, improve their ability at creating a teaching atmosphere, and lastly compile and present teaching materials and information feedback. Teachers in adult education institutions should develop enthusiasm for teaching, patience, willingness to share, positive thinking, and inclusiveness, display good performance in enthusiasm, interaction with students, teaching assessment, and character and conduct, and adopt adaptive and diverse teaching methods, so as to improve adult learners' satisfaction towards the teaching environment, teaching process, ability promotion, learning support, and willingness to share and to maintain a sustainable management of adult education institutions and achieve the educational objective of lifelong learning.

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