The Impact of Achievement Motivation on Academic Achievement and Satisfaction of Adult Learners in an e-Learning Environment

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The purpose of this study is to measure the impact of motivation on academic achievement and satisfaction of adult learners in an e-Learning environment, and to come up with strategies to improve the effectiveness of e-Learning for adult learners. In order to find answer, devices were developed, tested for validity and reliability, and use for testing variables for 289 adult learners. To measure the impact of achievement motivation on learning in job training, a multiple regression analysis was performed. The analysis results show that achievement motivation has an impact on academic achievement with significance level .001, but does not have an impact on a learner's satisfaction. Further analyses on the subcategories of achievement motivation show that individual-oriented motivation affects achievement with significance level of .001, while social-oriented motivation does not. From this finding, some strategies to boost individual-oriented motivation are suggested to enhance effectiveness of job training in e-Learning environment. Further strategies to boost individual-oriented motivation should be developed by studying various aspects of e-Learning such as learning environments, learning culture, learning modes and methods, and evaluation.

Keywords: achievement motivation, individual-oriented achievement motivation, social-oriented achievement motivation

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Introduction

Job training is a factor which affects human performance. It is also identified as an important tool in human resources development to ensure that people do their jobs well in the present and the future. Thus, it can be considered a planned and organized activity of an organization that helps employees improve job knowledge and skills, creates attitudes to adopt to the organization environment, supports efficient job performance, and helps attain the organization's goal. In other words, in the information society, human resource development is a core function of an organization's strategies, and job training is directly related to the value-added productivity of an organization, and becomes a main contributing factor to the success of an organization. Considering this, there should be more systematic and well thought out plan for job training which considers factors which that affect training. In training in an e-Learning environment, various factors might affect a learner's learning. A learner's individual characteristics play very important role especially in an e-Learning environment on one's learning. There are enormous individual differences in the levels of learners' initiatives. Various individual characteristics need to be considered when designing training in e-Learning environment.

Researchers including Campbell (1988, 1989), Latham(1988), and Noe(1986) say understanding a learner's motivation when job training would provide useful insights on the effect of the training. Alliger, Janak(1989), Tannenbaum, Yukl(1992) say that it is important to find the relationship between the effectiveness of job training and a learner's motivation. Learner's cognitive motivation derives more desirable learning outcomes (Mathieu, Tannenbaum, & Salas, 1992). In other words, academic achievement can be accomplished to a greater degree when a learner monitors and reflects deeply on one's learning than when a learner compare his/her achievement with others. This approach integrates the personal and contextual variances of learner's cognitive activities. It would be true, especially in e-