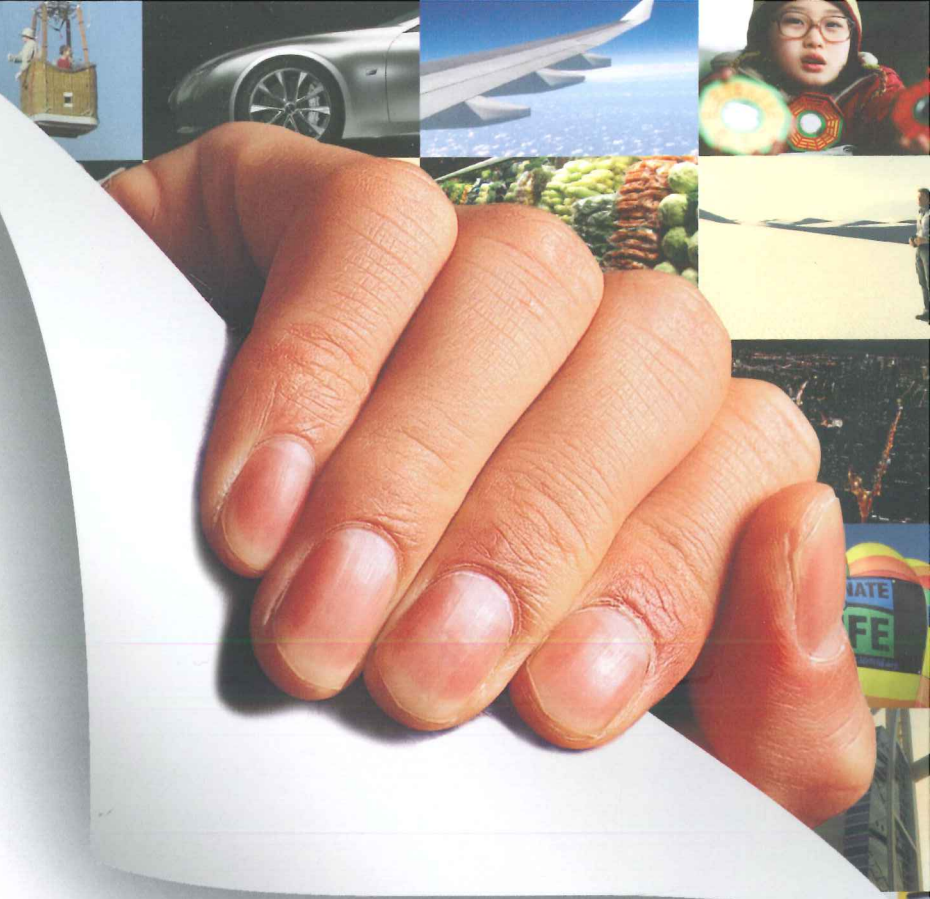


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CONTENTS

Volume 5, Number 6, June 2015

- Model for Development of Mass Communication Technology Graduates' Desired Characteristics Based on Thai Qualifications Framework for Higher Education.....397
Chantana Papattha, Prachyanun Nilsook, and Namon Jeerungsuan
- Vocational Teachers' Perception of the Effects on Increasing Recruitment Benefit of the 12-Year Compulsory Education's Pioneer Program.....403
Tsai-Ku Liao, Hui-Yi Pai, Yi-Chen Chang, and Chin-Wen Liao
- Student Attitudes toward Information Systems Management as Major and Career Options.....409
Zachary Wong
- Assessing Teachers' Attitude toward ICT Diffusion in Rural Primary School of Thailand.....414
Nopparat Meeplat
- A Study on Learning Motives and Learning Effects of Vocational High School Students to Energy Technology Education Integrated into Project Course.....418
Fang-Pin Lai, Chin-Wen Liao, Chia-Ling Shih, and Chin-Chang Wu
- Towards a Model of Engaging Online Students: Lessons from MOOCs and Four Policy Documents.....425
Khe Foon Hew
- An Effective Model for Computer System Building Projects in Computer Engineering and Computer Science432
Yul Chu and Jin Hwan Park
- Measuring Knowledge Transfer through Facebook of Higher Education Classroom.....437
Korawan Suebsom
- The Development of Blended Learning Using Internet in Computer Programming and Algorithm.....442
Thassanee Rodmunkong
- A Learning Innovation Model for Increasing Workers Competencies in Industrial Factories in Three Southernmost Provinces of Thailand.....447
Anuchit Ngamkajonviwat, Wasant Atisabda, Ophat Kaosaiyaporn, and Chidchanok Choengchao
- Science Inquiry-Based Activities in Elementary Education: How to Support Teachers' Practices?.....451
Diana Boaventura and Cláudia Faria
- Pre-Service Teacher Education in Knowledge-Based Society456
Wasant Atisabda and Sudarat Atisabda
- API Tracing Tool for Android-Based Mobile Devices.....460
Seonho Choi, Michael Bijou, Kun Sun, and Edward Jung

Knowledge Sharing in Virtual Distributed Environments: Main Motivators, Discrepancies of Findings and Suggestions for Future Research.....	466
<i>Yongsi Chen and Khe Foon Hew</i>	
Toward an Understanding of Uses and Gratifications Theory and the Sense of Virtual Community on Knowledge Sharing in Online Game Communities.....	472
<i>Yu-Wei Chuang</i>	

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Vocational Teachers' Perception of the Effects on Increasing Recruitment Benefit of the 12-Year Compulsory Education's Pioneer Program

Tsai-Ku Liao, Hui-Yi Pai, Yi-Chen Chang, and Chin-Wen Liao

Abstract—The objective of this study is to explore the perceptions of vocational teachers in senior high schools, with teachers' different backgrounds as variables, regarding the effects of the preparatory measures of the 12-year fundamental education program on increasing student recruitment. This study constructed the questionnaire as the research tool. Upon an initial review by scholars and experts, trial test questionnaires were issued to vocational teachers affiliated with five schools in central Taiwan. After the trial test questionnaires were recovered, statistic analysis were performed to screen for validity and to eliminate questions with low correlations. Formal questionnaires were then constructed and issued to vocational teachers at 25 schools selected with the stratified random sampling method from the varied populations; 568 out of the 691 issued questionnaires were recovered, for an effective recovery rate of 82.20%. SPSS20.0 software was used for data analysis, with such statistical methods as frequency distribution, percentage, means, standard deviation, t-test, One Way ANOVA and Pearson Product-Moment Correlation.

Index Terms—12-year fundamental education, student recruitment, vocational teachers.

I. INTRODUCTION

The Department of Statistics (DOS) of the Ministry of Education (MOE) forecast the following projection relating to the number of senior secondary education students: the number of the graduates of junior high schools will fall from 316,630 to 197,002 from the 2011 school year to the 2021 year, meaning an annual reduction of around 10 thousand [1]; the number of high school freshmen in 2021 will be less than 200 thousand, meaning a shortage of over 18 thousand in general and vocational high schools if the current approved recruitment of 38 thousand remains unchanged [2]. Due to the impact caused by the low birth rate as well as aging in the demographic structure, the surging number of children with foreign-born parents and changes in the educational environment, people from various fields are expecting educational reform to thoroughly resolve the current educational dilemma and improve the quality of the nation's manpower, which validates the need for extending fundamental education [3].

Although plans to extend fundamental education have been on-going since 1983, it was not until New Year's Day,

2011 that a formal announcement was made to launch the 12-year program of fundamental education [3]. Preparatory measures for such a launch have been extensive, covering: "policy of general and vocational high schools settling in communities" in 2001; "subsidy plan for quality general and vocational high schools" and "tuition reimbursement for private general and vocational high schools – minimizing the tuition gap between public and private schools" in 2007; "homogenization implementation plan of general and vocational high schools' adaptive learning community educational resources" in 2009, etc.; realizing educational resource-sharing through horizontal integration; vertical linkage among general and vocational high schools; achieving quality general and vocational high schools to further improve education and satisfy students' educational requirements; and putting into practice the target of enrolling in nearby schools, which supports the homogenization of public and private schools [4].

In the early days, under the policy of economic construction and development first, the government mainly invested in vocational education, which changed the proportion between the numbers of students in general high schools and those in vocational high schools from 6:4 to 3:7 [5]. Starting in 2001, the government began to adjust these proportions to help lay a foundation for a fundamental 12-year education program; subsequently, by the second half of 2010, a total of 335 general high schools and 156 vocational high schools were in existence [6]. Hung, Chiu-Shen pointed out in the Study of Senior High School Student Recruitment Marketing Communication Strategy that in recent years, the multiple enrollment program of general vocational high schools and the policy of general and vocational high schools settling in communities promoted by the government, as well as changes in the social environment have affected junior high school graduates' choice of schools [7].

To sum up, while the preparatory measures of the 12-year fundamental education program have been in place for over ten years, how much teachers know about those educational policies that affect the school choice of the graduates of junior high schools remains uncertain. As the 12-year fundamental education program reform will soon be implemented, general and vocational high schools will face greater difficulty regarding student recruitment. If general and vocational high schools make good use of the educational reform and transformation, improvements in their current software and hardware teaching resources can be achieved through high quality and homogenous educational expenditure; these measures enhance the overall

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school quality and the comprehensive improvement of school affairs, teachers and students. The “homogenization implementation plan of general and vocational high schools’ adaptive learning community educational resources” offers general and vocational high schools a greater chance of vertically cooperating with junior high schools. The “academic trial” and “vocational trial” courses will enhance the understanding that junior high school students have of community vocational high schools; this can also achieve the student recruitment target more easily due to enrollment homogenization in nearby schools [8]. The teachers’ perception of the relationship between educational reform and schools’ student recruitment strategy is worth a deep exploration, which is the second motive.

To realize sustainable operation, schools must adopt an education-marketing- dominated student recruitment strategy to attract students. Education-marketing dominance not only involves holding various student recruitment activities, but also incorporating educational reform into the student recruitment strategy according to the characteristics of students, with the education marketing concept as the focus of student recruitment [9]. In the presence of an increasingly competitive society, schools must rethink the management principle and direction, and adjust the management strategy according to the social trend and the trend of the times; if they still stick to the traditional management mode, they will be weeded out by the changes in the broad environment [10]. Teachers are in the front line in education activities; therefore, the success or failure of either educational reform or student recruitment of schools depends on their positive participation. The third objective is to determine vocational teachers’ perception of the effects of the preparatory measures that have been implemented for many years on increasing student recruitment.

II. STUDY OBJECTIVE

Based on the above background and motive, the objectives of this study are:

- 1) To explore the perception of vocational teachers in general and vocational high schools of the effects of the preparatory measures of the 12-year fundamental education program on increasing student recruitment.
- 2) To examine the differences in the perceptions of vocational teachers, with different background variables, in general and vocational high schools in central Taiwan on the effects of the preparatory measures of the 12-year fundamental education program on increasing student recruitment.

III. STUDY DESIGN AND IMPLEMENTATION

A. Methods and Procedures

To achieve the above research purpose, the following research methods and procedures are constructed:

1) Methods

Data were collected from relevant literatures, research studies, compilation and analyses of relevant preparatory measures of the 12-year fundamental education program,

in-depth exploration of the preparatory measures that have been implemented for many years and student recruitment related topics. Through literature arrangement, exploration and data collection via survey research, the “questionnaire of the perceptions of vocational teachers in general and vocational high schools of the effects of the preparatory measures of the 12-year fundamental education program on increasing student recruitment” was constructed. Vocational teachers from vocational high schools in central Taiwan were chosen as the population and a questionnaire survey was performed by stratified random sampling. Formal questionnaires were recovered, invalid responses were screened out, valid responses were numbered and registered, and SPSS 12.0 statistical software was used for frequency distribution, percentage, mean value, standard deviation, t-test and One Way ANOVA to make conclusions and put forth suggestions.

2) Research procedure

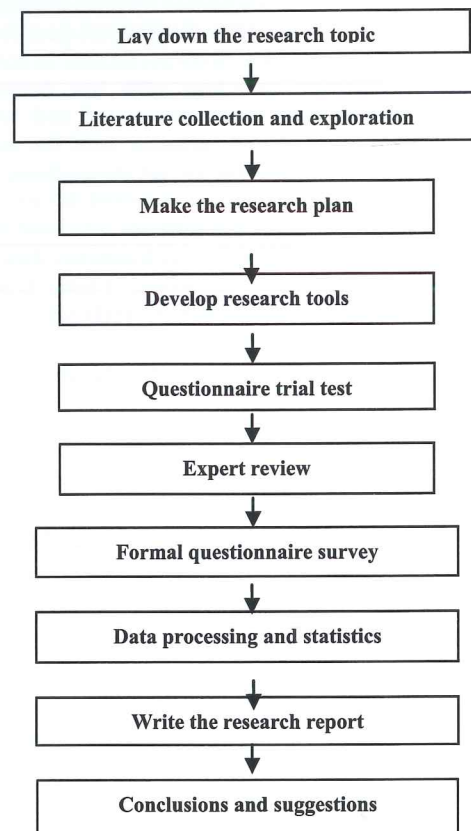


Fig. 1. Research procedures.

To achieve the research purpose, the research is implemented according to the following procedures (see Fig. 1)

B. Research Framework

Based on the results of the inductive analysis through an exploration of domestic and foreign relevant theories and literature, various schools draw up the relevant factors in the recruitment strategies in response to the perception of vocational teachers in general and vocational high schools on the effects of the 12-year fundamental education program on increasing student recruitment, and integrate the relationships among variables. To achieve the study objective, in the research framework, research variables are divided into independent variables (including teachers’ background,

school environment) and dependent variables (including perception of increasing student recruitment). Teacher background variables include gender, age, education, length of service, subject, position, marital status, school affiliation and school size; dependent variables refer to the perception of the effects on increasing student recruitment, including “teaching quality optimization and homogenization”, “enrollment homogenization in nearby schools”, “adaptive open admission”, “tuition-free admission”, “school admission coping strategy”, etc.

C. Research Subject

The research is mainly targeted at vocational teachers from vocational departments attached to both senior high schools and vocational high schools in central Taiwan in 2012, and implemented in two steps: trial test questionnaire and formal questionnaire. 1) Trial test questionnaire target: after a validity review by experts, a total of 125 trial test questionnaires were issued to the vocational teachers of five schools chosen from the mother group from Mar. 20th to Apr. 20, 2012; 2) Formal questionnaire target: to reduce the research error, a total of 691 questionnaires were issued to vocational teachers from 49 vocational departments affiliated with senior high schools and vocational high schools in central Taiwan (Taichung City, Nanto County, Changhua County, etc.) selected by the stratified random sampling method during formal sampling and 568 recovered, with samples distributed evenly among the secondary schools in central Taiwan.

D. Research Tool

The “questionnaire on the perceptions of vocational teachers in general and vocational high schools of the effects of the preparatory measures of the 12-year fundamental education program on increasing student recruitment” was constructed as the research tool through collecting and compiling relevant literature. The questionnaire is divided into two parts: the first part is personal information, including teacher background variable (gender, age, education, length of service, subject, position and marital status) and school environment variable (school nature and school size); the second part is the “questionnaire on the perception of the effects on increasing student recruitment”, covering the following five factors: “teaching quality optimization and homogenization”, “enrollment homogenization nearby schools”, “adaptive open admission”, “tuition-free admission” and “school admission coping strategy”, with a total of 47 questions.

E. Content Validity

Six scholars and experts in the technical and vocational education field and higher vocational school teacher representatives were invited to give advice about the applicability of the questions of the questionnaire, as well as the wording, to establish the content validity of the research tool and to act as an important reference for formal questionnaire revision. The formal questionnaires were constructed according to the opinions given by experts and scholars.

F. Trial Test and Result Analysis

After the initial draft of the questionnaire had been

completed, to find out the adequacy and usability of the questionnaire, a trial test was performed and trial test questionnaires were issued successively from Mar. 20, 2012. Based on purposive sampling, 125 trial test questionnaires were issued to vocational teachers from five vocational departments attached to senior high schools and vocational high schools, and 108 were recovered. Item analysis, factor analysis and reliability analysis were performed on the data collected. The internal consistency of the scale was tested with Cronbach’s α coefficient. The α coefficient of the “increasing student recruitment perception questionnaire” scale is .955 and the internal consistency α coefficient of the five sub-scales are .948, .892, .745, .825 and .810; the α coefficient of the questionnaire sub-scale and scale are both above .70, and the reliability coefficient meets scholars’ opinions, by which it can be known that the internal consistency of the new questionnaire (with some questions deleted) sub-scale and scale is quite good.

G. Formal Questionnaire

The trial test questionnaire of the research was revised based on the opinions of experts and scholars; inappropriate questions were deleted after item analysis, factor analysis and reliability analysis so as to construct the formal questionnaire.

IV. DATA ANALYSIS

Statistical analysis and discussion were according to the data collected to construct the “questionnaire on the perceptions of vocational teachers in general and vocational high schools of the effects of the preparatory measures of the 12-year fundamental education program on increasing student recruitment”.

- 1) Analysis of the current situation of the perception of vocational teachers in general and vocational schools of the effects of the preparatory measures of the 12-year fundamental education program on increasing student recruitment

TABLE I: DESCRIPTIVE STATISTICAL ANALYSIS OF THE PERCEPTION OF THE EFFECTS OF THE PREPARATORY MEASURES ON INCREASING STUDENT RECRUITMENT

Factor	M	SD	Score ranking	Effect
Tuition-free admission	4.14	.62	1	Excellent
School admission coping strategy	3.99	.65	2	Good
Teaching quality optimization and homogenization	3.83	.64	3	Good
Scheme admission strategy	3.81	.75	4	Good
Adaptive open admission	3.64	.77	5	Good
Overall	3.84	.58		

N=568

The average scores of the perception of vocational teachers in general and vocational high schools on the effects of the preparatory measures on increasing student

recruitment on all factors range between 3 and 4 points, showing that the teachers think the effects of the preparatory measures on increasing student recruitment is positive. The score of each factor ranks from high to low as follows: "tuition-free admission", "school admission coping strategy", "teaching quality optimization and homogenization", "scheme admission strategy" and "adaptive open admission", with an average score of 3.84. The teachers think that "tuition-free admission" increases student recruitment the most and "adaptive open admission" increases student recruitment the least (see Table I)

2) Relation between teacher background and the perception of effect on increasing student recruitment.

The differences between vocational high school teachers' perception of the effects of the preparatory measures of the 12-year fundamental education program on increasing student recruitment due to teacher background variables are shown in Table II:

TABLE II: COMPREHENSIVE ANALYSIS OF THE DIFFERENCES IN TEACHERS' PERCEPTION OF THE EFFECT ON INCREASING STUDENT RECRUITMENT DUE TO TEACHER BACKGROUND VARIABLES

Factor	(A)	(C)	(D)	(E)	(F)	(G)
(I)						
(II)	(2)>(1)	(1)>(2)		(2)>(1)		
(III)					(2)>(1)	
(IV)				(2)>(1)		
(V)			(2)>(4)		(2)>(1)	
(VI)			(2)>(4)			(1)>(2)

N=568;

(I)Teaching quality optimization and homogenization

(II)Adaptive open admission

(III)Tuition-free admission

(IV)Scheme admission strategy

(V)School admission strategy

(VI)Overall

(A)Gender: (1) male; (2) female

(B)Age: (1) less than 30 years old; (2) 31-40 years old; (3) 41-50 years old; (4) over 51 years old

(C)Education: (1) bachelor; (2) master or PhD (including 40-credit-point class)

(D)Length of service: (1) less than 5 years; (2) 6-10 years; (3) 11-20 years; (4) over 21 years

(E)Subject: (1) industrial; (2) commercial; (3) housework; (4) others

(F)Position: (1) full-time teacher; (2) teacher and administrative staff (including tutors)

(G)Marital status: (1) unmarried; (2) married

- Female teachers have significantly higher perception of the effect of "adaptive open admission" on increasing student recruitment than do male teachers.
- There is no significant difference in the perception of the effect on increasing student recruitment among teachers of different ages on all factors.
- Teachers with bachelor degrees have significantly higher perception of the effect of "adaptive open admission" on increasing student recruitment than those with master/PhD degrees (including 40-credit-point

class).

- Teachers with a length of service between 6 and 10 years have significantly higher perception of the effect of "school admission coping strategy" on increasing student recruitment than those with a length of service over 21 years.
 - Teachers of commercial subjects have significantly higher perception of the effects of "adaptive open admission" and "scheme admission strategy" on increasing student recruitment than those of industrial subjects.
 - The scores of the perception of "tuition-free admission" and "school admission coping strategy" increasing student recruitment, of teachers who are also administrative staff are higher than those of full-time teachers.
 - There is no significant difference in the perception of the effect on increasing student recruitment among teachers of different marital status on all factors.
- 3) Relation between school environment and the perception of the effect on increasing student recruitment

The analysis results of the differences in the perception of vocational teachers in general and vocational high schools on the effect of the preparatory measures of the 12-year fundamental education program on increasing student recruitment due to different school environment variables are shown in Table III:

- Teachers of private schools have significantly higher perception of the effects of "teaching quality optimization and homogenization", "adaptive open admission", "tuition-free admission", "scheme admission strategy", and "school admission strategy" on increasing student recruitment than those of public schools.
- Teachers from schools of over 71 classes have a significantly higher perception of the effects of "teaching quality optimization and homogenization", "adaptive open admission", "tuition-free admission", and "scheme admission strategy" on increasing student recruitment than those from schools of 51-70 classes or schools of below 50 classes.

TABLE III: COMPREHENSIVE ANALYSIS OF THE DIFFERENCES IN TEACHERS' PERCEPTION OF THE EFFECT ON INCREASING STUDENT RECRUITMENT DUE TO SCHOOL ENVIRONMENT VARIABLES

Factor	School nature	School size
Teaching quality optimization and homogenization	(2)>(1)	(3)>(1)
Adaptive open admission	(2)>(1)	(3)>(1)
Tuition-free admission	(2)>(1)	(3)>(1)
Scheme admission strategy	(2)>(1)	(3)>(1)
School admission coping strategy	(2)>(1)	
Overall	(2)>(1)	(3)>(1)

N=568

School nature: (1) public; (2) private

School size: (1) less than 50 classes; (2) 51-70 classes; (3) over 71 classes

V. CONCLUSION AND SUGGESTION

A. Conclusion

- 1) Analysis of the current situation of the perception of vocational teachers in general and vocational high schools of the effects of the preparatory measures on increasing student recruitment

The results in the "Scale of Vocational Teachers' Perception of the Effects of the Preparatory Measures of the 12-year Fundamental Education Program on Increasing Student Recruitment" show that vocational high school teachers think that the preparatory measures have a positive influence on student recruitment, meaning high recognition of the effects of the preparatory measures on increasing student recruitment. The average score of "tuition-free admission" (4.14 points) is the highest and that of "adaptive open admission" (3.64 points) is the lowest, showing that vocational teachers think the tuition-free policy can increase student recruitment the most among the four preparatory measures because it can ease the economic burden of parents and safeguard the educational access of children from vulnerable families.

- 2) Female teachers of commercial subjects with bachelor's degrees, 6-10 years of service and administrative responsibility (including tutor) have higher perception of the effects of the preparatory measures on increasing student recruitment

Among the background variables, "education" and "marital status" have no significant influence on the perception of the effect on increasing student recruitment. The background variables that have significant influence on the perception of increasing student recruitment include: gender, education, length of service, subject and position. Female teachers of commercial subjects with bachelor's degrees, 6-10-years of service and administrative responsibility (including tutor) have a higher perception of the effect of "adaptive open admission" on increasing student recruitment, but there is no significant difference in the perception of the effects on increasing student recruitment as a whole. It is presumed that those who are both teachers and administrative staff are more exposed to government policies and schools' promotional activities compared with full-time teachers, and therefore have higher recognition.

- 3) Teachers of public schools with over 71 classes have higher recognition of the effects of the preparatory measures on increasing student recruitment

There are significant differences in the perception of vocational teachers from schools of different "school nature" and "school size" of the effects on increasing student recruitment at all five factors, which means there are differences in the perception of vocational teachers from schools with different school environment variables on the effects of the preparatory measures on increasing student recruitment. On this basis, it can be concluded that: as vocational teachers are from schools of different environment variables and different schools pay different attention to government policy promotion and student recruitment marketing strategy, their perception of the effects of the preparatory measures on increasing student recruitment differ. Teachers from private schools have higher

recognition of all factors compared with those from public schools, i.e. student recruitment is the most important continuous work all year round in private schools. The government's educational guideline and policy is the most important factor for students and parents in choosing schools. To achieve sustainable operation, private schools attach great importance to student recruitment marketing, so teachers from private schools have higher recognition of the effect on increasing student recruitment compared with those from public schools. In contrast, teachers from schools with over 71 classes have higher perception of the effect on increasing student recruitment compared with those from schools with below 50 classes, showing that there are significant differences in school history, school reputation and administrative efficiency between large and small schools, so teachers from the former have higher recognition.

B. Suggestions

1) For education competent authorities

Strengthen the 12-year fundamental education program: research results indicate that some teachers are not fully aware of the preparatory measures that have been implemented for many years nor of the influence these measures have had, so it is suggested that the competent education authorities should strengthen the promotion of the plan among public school teachers, as well as target and develop other educational trends in the future. The teachers' perception of "adaptive open admission" is the weakest, and most teachers have a poor perception of open admission, admission method, school district division, special student recruitment and relevant measures. Authorities should clarify the admission method of the 12-year fundamental education program, enhance teachers' understanding of the admission method for future secondary education and allow more time for teachers and school units to prepare for post-transformation education.

2) For schools and teachers

Grasping education reform to improve schools' education quality: the research results show that vocational teachers think the tuition-free policy makes private schools more competitive in student recruitment, so injecting more educational funding could improve software and hardware equipment, thereby enhancing their competitiveness. It is suggested that private schools make good use of the educational reform to gradually enhance their overall education quality through the optimization and homogenization plan and strengthen schools' software and hardware equipment via education expenditure, and obtain the support of their teachers so as to be more competitive in student recruitment. As for public schools, it is suggested, that besides improving education quality through a program of optimization and homogenization, to achieve sustainable operation, they should be reviewed and have education reform incorporated into their student recruitment marketing strategy. As for teachers, their knowledge about the concepts of school operation need to be strengthened to keep pace with the times, and their attitude towards lifelong learning needs to be supported so that they may rise to the challenge of multi-information and the rapid changes in society and reforms in education.

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A Study on Learning Motives and Learning Effects of Vocational High School Students to Energy Technology Education Integrated into Project Course

Fang-Pin Lai, Chin-Wen Liao, Chia-Ling Shih, and Chin-Chang Wu

Abstract—This study aims at discussing the correlation between the learning motivation and effect of public partial high school students majoring in electrical engineering and electronics as integrating project implementation course into energy science education. The result of this study is as following: public partial high school students majoring in electrical engineering and electronics have higher learning motivation when it comes to the aspect of “interest in knowledge-seeking” as integrating project implementation course into energy science education; they have higher learning effect when it comes to the aspect of “recognition” as integrating project implementation course into energy science education. Among them, those who selected “entering to a higher school,” “projects being relevant” and “having the will to take part in contests” among the context variables have higher learning motivation and effect. As a result, there is an obvious positive correlation between their learning motivation and effect.

Index Terms—Energy science education, project implementation course, learning motivation, learning effect.

I. INTRODUCTION

Energy is a significant resource for humans to survive on; the development history of human civilization is closely related with the energy humans use. According to the information from the energy statistical data book [1], 97.93% of the energy in Taiwan depends on import. Thus, in the society that technology changes with each passing day; in the condition that the lack of energy gets worse, we have no choice but to pay close attention to the problems. Under the historical background, Taiwan has created many economic miracles, yet behind those economic miracles, the cost we have paid is the destruction of land resources and ecological environment. According to Taiwan Climate Change Report [2], in the previous hundred years ago (1906~2005), the temperature of the atmosphere near the ground had increased about 0.74°C, and the sea level had risen about 77mm from 1961 to 2003. The annual mean temperature in Taiwan had risen from 1911 to 2009, meaning that the rate of temperature increase was equivalent with increasing 0.14°C per ten years, higher than the global mean (increasing 0.074°C per ten years). Therefore, only if we controlled the continual increase of carbon dioxide and the other greenhouse gases could we lower the global warming effect. To slow down the global

climate change caused by the greenhouse gases released during human activities, the United Nations passed the “United Nations Framework Convention on Climate Change” in 1992, making an international treaty to prevent and control the emissions of “man-made greenhouse gases.” In December 1997, the United Nations held a conference in Kyoto, Japan, and passed Kyoto Protocol to bind industrialized countries to reduce emissions of greenhouse gases from 2008 to 2012 until the mean emission was equal to that in 1990 minus 5.2%. Thanks to the support from industrialized countries in European Union, Kyoto Protocol was brought into effect on February 16th, 2005, and climate change would become the global prior issue [3].

Taiwan government passed “Energy Continuity Guidelines” on June 5th, 2008, announcing clearly the goal to reduce carbon dioxide — regressing to the mean emission of 2008 between 2016 and 2020, regressing to the mean emission of 2000 in 2025, regressing to half the mean emission of 2000 in 2050 [4]. During the Energy Conference in 2009, the goal to “establish low-carbon homeland” within ten years was suggested. Environmental Protection Administration, Executive Yuan had planned and advanced the solid goal and schedule to establish “low-carbon communities,” “low-carbon cities” and “low-carbon living areas” within ten years, uniting local governments to advance carbon-reducing towns, finishing establishing two low-carbon model communities in every city and county in 2011 (fifty low-carbon model communities in total), advancing six low-carbon cities in 2014, and finishing establishing four low-carbon living areas in northern, central, southern and eastern Taiwan [5].

Taiwan government announced the new energy policy about reducing nuclear power step by step in November 2011. According to the new energy policy, Taiwan would increase the development and usage of clean energy (renewable energy and natural gas). Yet, in Taiwan, besides wind power and hydroelectricity, petroleum, natural gas, coal and uranium all depend on import. As the price of international energy rises, in addition to actively developing renewable energy, the goal to “save energy” and “reduce carbon” should be set, and strengthen the extension and guidance of energy science education, in order to promote the energy usage efficiency, reduce energy cost, and improve the overall competitiveness. So far, starting with daily life, the government has been actively advancing the work to save energy and practicing the policy of energy-saving and carbon reduction; this is the most effective way. In fact, practicing and advancing “energy science education” on site is the most fundamental and effective working direction.

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The target of energy science education has long been junior high school and elementary school students that are beginning to experience socialization, neglecting the continual education of senior high school and partial high school students [6]. In 2008, in the program of guiding schools to promote energy, Bureau of Energy, Ministry of Economic Affairs set the rule of raising energy literacy in junior high school and elementary school to practice and creative development of energy in senior high school and partial high school, establishing key schools with energy science education, and holding energy-saving competitions for senior high school and partial high school students, in order to save energy. "Ministry of Education's National Science Technology Program-Energy" also established senior high school and partial high school energy science education promoting centers, and held "energy science creativity competitions", so as to extend the energy science education from junior high schools and elementary schools to senior high schools and partial high schools, moving toward a new milestone. However, the participants of research on energy science education are mostly junior high schools and elementary schools, lacking senior high schools and partial high schools. This is the first motive of this study.

Owing to global warming and climate change, to reduce emissions of greenhouse gases has become the consensus of every country. According to the statistics of emissions of carbon dioxide by burning energy published by IEA/ OECD (Environmental Protection Administration, Executive Yuan, 2013b) [7], the emissions of carbon dioxide by burning energy in Taiwan in 2010 was 270.22 million tons, which accounts for 0.89% in global emissions, ranking top 20 in the world; the mean emissions of carbon dioxide per person was 11.66 tons, ranking top 19 in the world (ranking top 10 in Asia). To reach the goal to save energy and reduce carbon, only by thoroughly advancing energy science education can achieve "sustainable development." This is the second motive of this study.

II. OBJECTIVE

- 1) Discussing the status quo of advancing integrating project implementation course into energy science education in public senior high schools and partial high schools.
- 2) Comparing the differences of learning motivation of public partial high school students majoring in electrical engineering and electronics as integrating project implementation course into energy science education due to different context variables.
- 3) Comparing the differences of learning effect of public partial high school students majoring in electrical engineering and electronics as integrating project implementation course into energy science education due to different context variables.
- 4) Discussing the relevant conditions between learning motivation and effect of public partial high school students majoring in electrical engineering and electronics as integrating project implementation course into energy science education.

III. METHODS

This study mainly discusses the learning motivation and effect of public partial high school students majoring in electrical engineering and electronics as integrating project implementation course into energy science education. I collected documents and designed the "questionnaire of the learning motivation and effect of public partial high school students majoring in electrical engineering and electronics as integrating project implementation course into energy science education" as the research tool. By using questionnaire investigation to collect relevant data to calculate and analyze them, I brought up the discovery of this study.

According to the discussion of relevant theories and documents, this study surveys relevant factors that influence public partial high school students majoring in electrical engineering and electronics as integrating project implementation course into energy science education, gathering and summing up the correlation between relevant variables. The variables include independent variables (students' context variables) and dependent variables (learning motivation and effect included). Their contents are as following:

A. Independent Variables

- 1) Geographical location of schools: 1) north, 2) central, 3) south, 4) east
- 2) Prospects after graduation: 1) entering to a higher school, 2) obtaining employment
- 3) Relevance between the topic of project implementation courses and energy science education: 1) relevant, 2) irrelevant
- 4) Will to take part in project implementation competitions: 1) yes, 2) no
- 5) Having taking part in project implementation competitions or science fairs: 1) no, 2) yes

B. Dependent Variables

- 1) Learning motivation: 1) interest in knowledge-seeking, 2) value of the subject, 3) career development, 4) expectation of success
- 2) Learning effect: 1) affection, 2) recognition, 3) skills

C. Participants

The populations of this study consist of third grade Day Division students majoring in electrical engineering and electronics in public partial high school all over the country. I utilized stratified random sampling to conduct the questionnaire investigation — taking samples randomly from each stratum, northern Taiwan (Yilan County, Keelung City, Taipei City, New Taipei City, Taoyuan City, Hsinchu County, Hsinchu City), central Taiwan (Miaoli County, Taichung City, Nantou County, Changhua County, Yunlin County), southern Taiwan (Chiayi County, Chiayi City, Tainan City, Kaohsiung City, Pingtung County), and eastern Taiwan (Hualien County, Taitung County), and then taking school as the sampling unit, selecting thirteen schools (four from northern Taiwan, four from central Taiwan, four from southern Taiwan, and one from eastern Taiwan) to perform the questionnaire test.

D. Research Tools

The researcher designed the “questionnaire of the learning motivation and effect of public partial high school students majoring in electrical engineering and electronics as integrating project implementation course into energy science education” as the foundation of data collection; its main content includes three parts: 1) student information form, aimed at knowing students' background information, 2) learning motivation scale, for discussing the aspect of the learning motivation of partial high school students majoring in electrical engineering and electronics as integrating project implementation course into energy science education, 3) learning effect scale, for researching the learning effect of partial high school students majoring in electrical engineering and electronics as integrating project implementation course into energy science education.

1) Designing the first draft of the questionnaire

After I finished designing the first draft of the questionnaire and asked the adviser to read it for the first time and revise it, I invited three college professors who are experts in vocational education and four representatives who teach project implementation to give some opinions about revising the title of the questionnaire, word usage, etc. so as to establish the content validity of the research tools and use it as the important reference to revising the formal questionnaire. The expert scholars checked question by question according to the propriety, and picked one from the options of “propriety,” “applicable revision,” “deletion” and “opinions of revision” under each question; if they thought something needed revising, they would filling out the comment column about their opinions of revision. Then, I collected and reorganized the first drafts, designing the preliminary questionnaires.

2) Performing the preliminary questionnaires

After the completion of the draft questionnaire prepared, it's necessary to pre-run the draft questionnaire instantly for knowing its adaptability and usability. Thus, the pre-run questionnaires were sent in April 10, 2013. The pre-run objects in this research, principled by purposive sampling, are 40 students from “Dept. of Electrical Engineering” of National Dajia Industrial Senior High School, 40 students from “Electronics Department” of Wufen Agricultural and Industrial Vocational High school, 40 students from “Electronics Department” of National Taichung Industrial High School, 40 students from “Dept. of Electrical Engineering” of National Erh-lin Industrial and Commercial Vocational High School respectively. After two weeks, we withdrew 152 valid pre-run questionnaires from 160 sent questionnaires; the effective response rate was up to 95%.

In order to assure the research of reliability and validity, we used statistical software to proceed Item Analysis, Factor Analysis, and Cronbach's α Coefficient Test (Cronbach's α). After testing the reliability and validity of the questionnaires, then we developed a formal questionnaire.

a) Item analysis

There were 26 questions in the pre-run questionnaire “Learning Motivation Scale”. The questions probed into 4 aspects including ‘Learning Desire’, ‘Disciplinary Value’,

‘Career Progress’, and ‘Expectations of Success’. After the SPSS statistical analysis, we found that the reliability and validity are high except the Question 4, whose Pearson's correlation coefficient is less than .400.

There were 24 questions in the pre-run questionnaire “Learning Outcomes Scale”. The questions probed into 3 aspects including ‘Affection’, ‘Cognition’, and ‘Skills’. Independent sample t-test showed that all questions in the scale fit in with $p < .05$, which means the scale has discrimination. The Cronbach's α value of the scale is .955, above the average value, which means it has good reliability. In the homogeneity test, the Pearson's correlation coefficient is above .499, showing high correlation, which means that it has good homogeneity. Overall, the “Learning Outcomes Scale” completely conform to statistical requirements; thus, the scale are all reserved.

b) Factor analysis

After going through the Item Analysis, we then proceeded to Factor Analysis. We utilized Principal Components Analysis to extract factors of all the reserved questions. Then, we utilized The Maximum Variation Method to conduct orthogonal rotation, analyzing the common factors. Finally, we used the standard of eigen value whose value must more than 1 to find out what aspect every question belongs to, and name for the aspects.

We called the factor 1 as ‘Skills’, the factor 2 as ‘Affection’, and the factor 3 as ‘Cognition’.

c) Reliability analysis

For knowing the reliability of the questionnaire further, we needed to proceed Reliability Analysis after the Item Analysis and the Factor Analysis. We tested the internal consistency of the scale by Cronbach's Coefficient. According to Wu [8], he integrated everyone's viewpoints, considering that the α Coefficient of the normal attitude or psychological perception scale should be over .70. That means the internal constituency and reliability of the questionnaire is great.

The α Coefficient in the overall scale and subscales of the “Learning Motivation Scale” are all greater than .70. The α Coefficient in the overall scale is .948, and the α Coefficient in the four subscales are .915, .908, .891, .754 respectively.

The α Coefficient in the overall scale and subscales of the “Learning Outcomes Scale” are all greater than .70. The α Coefficient in the overall scale is .948, and the α Coefficient in the three subscales are .945, .912, .822 respectively.

From those α Coefficient, we can find that after deleting the question, the overall scale and the subscales have good internal constituency.

IV. ANALYZING AND DISCUSSING THE DATA

In this section, we will discuss the results of the literature review and research the results of the statistical data analysis. Firstly, we will probe into the variable analysis of students' background. Secondly, we will then probe into the analysis of current situation where the students of Electrical and Electronics Department in vocational high school's learning motivation and outcomes as energy science education is integrated with monographic topics.

A. The Variable Analysis of Students' Background

- 1) School Location: There are 276 students studying in Northern Taiwan, making up 33% of valid sampling; 265 students studying in Central Taiwan, making up 32.4% of valid sampling; 277 students studying in Southern Taiwan, making up 33.9% of valid sampling. That reveals that the sampling is evenly distributed to the northern, central, southern schools.
- 2) The Future Direction after Graduation: There are 766 students choosing to go for further study after graduating from vocational high school, making up 93.6% of valid sampling; 52 students choosing to get a job after graduating from vocational high school, making up 6.4% of valid sampling. That reveals that the majority of students want to go for further study after graduation.
- 3) The Correlation between Monographic Topics and Energy Science Education: In the 818 valid questionnaires, there are 391 students whose monographic topics are related to energy science education, making up 47.8% of valid sampling; 427 students whose monographic topics are not related to energy science education, making up 52.2% of valid sampling. The percentage of the correlation between monographic topics and energy science education is

- almost 50%. From the statistics, we can know that energy science education is getting more and more respects in the industrial and academic profession.
- 4) The Willingness of Taking Part in Monographic Producing Competition: In the 818 valid questionnaires, there are 382 students who are willing to take part in the monographic producing competition, making up 46.7% of valid sampling; 436 students who are not willing to take part in the monographic producing competition, making up 53.3% of valid sampling. The statistics shows that the percentage of students' willing to participate in monographic producing competition is about 50%.
- 5) The Experiences of Taking Part in Monographic Producing Competition or Science Exhibition: In the 818 valid questionnaires, there are 610 students who have no experience in taking part in the monographic producing competition or science exhibition, making up 74.6% of valid sampling; there are 208 students who have the experience of taking part in the monographic producing competition or science exhibition, making up 25.4% of valid sampling. The statistics shows that the percentage of students' having experiences in taking part in the monographic producing competition or science exhibition is about 25%.

TABLE I: THE ANALYSIS OF VARIANCE OF STUDENTS BACKGROUND VARIABLES IN STUDENTS' CURRENT LEARNING MOTIVATION SITUATION

Name	School Location	Future Direction after Graduation	Monographic Correlation	Willingness of Taking Part in Competition	Competition Experiences
Career Progress	—	(1) > (2)	(1) > (2)	(1) > (2)	—
Expectations of Success	—	(1) > (2)	(1) > (2)	(1) > (2)	—
Disciplinary Value	—	(1) > (2)	(1) > (2)	(1) > (2)	—
Learning Desire	—	(1) > (2)	(1) > (2)	(1) > (2)	—
The Overall Learning Motivation	—	(1) > (2)	(1) > (2)	(1) > (2)	—

- A. School Location: a. In Northern Taiwan, b. In Central Taiwan, c. In Southern Taiwan;
- B. Future Direction after Graduation: a. Go for further study, b. Get a job;
- C. Monographic Correlation: a. Related, b. Unrelated
- D. Willingness of Taking Part in Competition: a. Willingness, b. Unwillingness;
- E. Competition Experiences: a. No, b. Yes.

The analysis of current situation where students' learning motivations as energy science education is integrated with monographic topics. We will archive the statistical analysis results in Table I.

- 1) The Analysis of Variance of Students from Different School Location's Different Learning Motivations. Students from different school location have little difference in 'Career Progress', 'Expectations of Success', 'Disciplinary Value', 'Learning Desire' and 'The Overall Learning Motivation'. That shows that students from different school location have similar learning motivations; students' learning motivations would not be different because of the school locations.
- 2) The Analysis of Variance of Students with Different Future Direction after Graduation's Different Learning Motivations. Students with different future direction after graduation in 'Career Progress', 'Expectations of Success', 'Disciplinary Value', 'Learning Desire', 'The Overall Learning Motivation', and some other aspects all shows that students who choose to go for further study after graduation have higher learning motivations than those who choose to get a job after graduation.
- 3) The Analysis of Variance of Students with Different

- Monographic Correlation's Different Learning Motivations. Students with different monographic correlation in 'Career Progress', 'Expectations of Success', 'Disciplinary Value', 'Learning Desire', 'The Overall Learning Motivation', and some other aspects all shows that students whose monographic topics are related to energy science education have higher learning motivations than those whose monographic topics are not related to energy science education.
- 4) The Analysis of Variance of Students with Different Willingness of Taking Part in Monographic Producing Competition's Different Learning Motivations. Students with different willingness of taking part in monographic producing competition in 'Career Progress', 'Expectations of Success', 'Disciplinary Value', 'Learning Desire', 'The Overall Learning Motivation', and some other aspects all shows that students who are willing to join the competition have higher learning motivations than those who aren't willing to join the competition.
- 5) The Analysis of Variance of Students with Different Experiences of Taking Part in Monographic Producing Competition or Science Exhibition's Different Learning

Motivations. Students with different competition experiences have little difference in 'Career Progress', 'Expectations of Success', 'Disciplinary Value', 'Learning Desire' and 'The Overall Learning Motivation'.

The Analysis of Current Situation where students' learning outcomes as energy science education is integrated with monographic topics. We will archive the statistical analysis results in Table II.

TABLE II: THE VARIANCE ANALYSIS OF STUDENTS' BACKGROUND VARIABLE IN PRESENT EFFICIENCY

Aspect	The locations of the schools	The prospects after graduation	The correlations of the disquisitions	The willingness to contest	The competition experiences
Skill	-	(1) > (2)	(1) > (2)	(1) > (2)	(2) > (1)
Affection	-	-	(1) > (2)	(1) > (2)	-
Cognition	-	-	(1) > (2)	(1) > (2)	-
The integral learning efficiency	-	(1) > (2)	(1) > (2)	(1) > (2)	-

- A. The locations of the school: a. in the north; b. in the central region; c. in the south;
- B. The prospects after graduation: a. enter a higher school; b. seek a job;
- C. The correlations of the disquisitions: a. related; b. irrelative;
- D. The willingness to contest: a. with the willingness to contest; b. without the willingness to contest;
- E. The competition experiences: a. with the competition experiences; b. without the competition experiences.

- 1) The Analysis of Variance of Students from Different School Location's Different Learning Outcomes. Students from different school location have little difference in their cognition of 'Skills', 'Affection', 'Cognition', and 'The Overall Learning Outcome'. That shows that students from different school location have similar learning outcomes; students' learning outcomes would not be different because of the school locations.
- 2) The Analysis of Variance of Students with Different Future Direction after Graduation's Different Learning Outcomes. Students with different future direction after graduation have reached significant differences in 'Skills' aspect. From the outcome of t-test, we can know that students who choose to go for further study after graduation have higher learning outcomes than those who choose to get a job after graduation.
- 3) The Analysis of Variance of Students with Different Monographic Correlation's Different Learning Outcomes. Students with different monographic correlation have reached significant differences in all 'Skills', 'Affection', and 'Cognition' aspect. Students whose monographic topics are related to energy science education have higher learning outcomes in 'Skills', 'Affection', and 'Cognition' aspect than those whose monographic topics are not related to energy science education. In short, students whose monographic topics are related to energy science education have higher learning outcomes than those whose monographic topics are not related to energy science education.
- 4) The Analysis of Variance of Students with Different Willingness of Taking Part in Monographic Producing Competition's Different Learning Outcomes. The students, the candidates, show the significant differences of achievement in three aspects – skill, affection, and cognition. The students who are willing to contest reach better achievements than the ones who aren't. Namely, the result of variance analysis of integral learning achievement is at significant level, and it presents the students with participative willingness receive the nicer integral learning achievement than the students without

participative willingness.

- 5) The variance analysis of the students' learning achievements with varied competition experiences. The students with varied competition experiences show the significant differences in the aspect of "skill." T test demonstrates that the students with competition experiences reach the better learning achievements in the aspect of "skill" than the students without competition experiences. As for integral learning efficiency, the result of variance analysis is not significant.

Discuss the students' motivation and learning efficiency of Energy Science and Technology Implementation into project-doing. According to the statistics in researches, the students' motivation and learning efficiency of Energy Science and Technology Implementation into project-doing is significant – correlation coefficient is .01. In addition, the "integral learning motivation" and "integral learning efficiency" in Pearson product-moment correlation coefficient ($r=.844$) demonstrate that the students reinforce their learning achievements by their learning motivation while Energy Science and Technology implements into project-doing. Thus, the result corresponds with the result of Tsai and Zhang's research [8], [9].

The positive impact of learning motivation on learning achievement. Based on the information from the formal surveys, I gradually underwent the Multiple Regression Analysis – learning motivation as predictor variable and learning achievement as criterion variable – and the result is as follows. The four variables, "career development", "expectations of success", "desire to learning", and "the value of the subjects", have significant predictive power. The multiple correlation coefficient of the four variables and learning efficiency is .850; R^2 is .723; F value of last integral regression test is 529.960 ($p=.000$). Therefore, the four predictor variables can explain how the variance of learning achievement is 72.3% validly. In regression model, the β value of the four variables are .366, .324, .184, and .077, and all of the positive numbers illustrate their positive impact on "learning achievement".

V. CONCLUSION AND SUGGESTION

A. Conclusion

In the light of the surveys, the statistical data was analyzed through SPSS Packages, and the induced conclusions are as follows.

- 1) Through Energy Science and Technology Implementation into project-doing, the students who major in Electrical Engineering and Electronic Engineering of public vocational schools get more motivation in the aspect of "expectations of success"; In ROC, the learning motivation in "career development", "desire to learning", "the value of the subjects", and "expectations of success" of the students who major in Electrical Engineering and Electronic Engineering of public vocational schools get the average score meets "compliance". Among the four aspects, "desire to learning" gets the highest score, and it meets "compliance" as well. Hence, Energy Science and Technology Implementation into the project-doing actually impacts the students who major in Electrical Engineering and Electronic Engineering of public vocational schools positively.
- 2) The suggestion rough Energy Science and Technology Implementation into project-doing, the students reach better learning achievement in cognition aspect. After studying the documents and analyzing the elements, three dimensions, skill, affection and cognition, are made to measure the learning achievement, and the three dimensions meet "compliance". While the students reach best achievement in cognition aspect and worst achievement in skill aspect, the research suggests that project-doing course should be two-to-six credit course. Frankly speaking, the works of project-doing course is brought about by the students' professional knowledge and techniques which are learned and applied in routine during the three years at school; the insufficient credits will lead to the incompleteness of the pieces. Moreover, the upcoming Technological and Vocational Examination must influence the seniors' energy and time into projects, and then it will cause students' worse learning achievement in skill aspect. As for the integral learning achievement, the score is 4.00 and it reveals that students reach fine achievement of learning through Energy Science and Technology Implementation into project-doing.
- 3) The students with the willingness of "entering a higher school", "doing the project related to Energy Science and Technology Education" and "participating in the project-doing contests" get better learning achievements among the ones came from different background. Through the Energy Science and Technology Implementation into project-doing, various "prospects after graduation", "correlations of the disquisitions", "willingness to contest" and "competition experiences", "integral learning motivation" and "integral learning achievement" differentiate the students' learning motivation significantly. The examination of t-test sample illustrates that: A). The students who are willing to enter higher schools have more motivation than the students who choose to seek jobs after graduation; B). The students do the projects related to Energy Science and Technology Education have more learning motivation than the students who don't. C). The students with the willingness of participating in the project-doing contests have more learning motivation than the students who without.
- 4) The students with the willingness of "entering a higher school", "doing the project related to Energy Science and Technology Education" and "participating in the project-doing contests" get better learning efficiency among the ones came from different background. In terms of the results of survey analysis, through the Energy Science and Technology Implementation into project-doing, various "prospects after graduation", "correlations of the disquisitions", "willingness to contest" and "competition experiences", "integral learning motivation" and "integral learning achievement" differentiate the students' learning efficiency significantly. The examination of t-test sample illustrates that: A). The students who are willing to enter higher schools get better learning achievements than the students who choose to seek jobs after graduation; B). The students do the projects related to Energy Science and Technology Education get better learning achievements than the students who don't. C). The students with the willingness of participating in the project-doing contests get better learning achievements than the students who without.
- 5) Through Energy Science and Technology Implementation into project-doing, there are high-positive correlation between the learning motivation and the learning achievement of the students who major in Electrical Engineering and Electronic Engineering of public vocational schools
- 6) In terms of the product-moment correlation analysis of learning motivation and learning achievement, the correlation coefficient of every aspect and the two integral objects is significant .01, and the "integral learning motivation" and "integral learning achievement" of Pearson product-moment correlation coefficient ($r=.844$) demonstrates the two objects are high-positive correlation. As for part 5 of chapter 4, in regression model, learning motivation versus learning efficiency of the β value of the four variables are .366, .324, .184, .077, and all of the positive numbers illustrate their positive impact on "learning achievement".

B. Suggestion

Based on the result and discovery of research, the suggestions are for educational administrations and future research.

1) The suggestions for educational administrations

- 1) Increase the courses related to Energy Science and Technology Education: while at present no vocational Energy Science and Technology courses are for stimulating the students' motivation and interests, this research uncovers that the students see the subjects as low-value ones. For the reason, increasing the courses

related to Energy Science and Technology can stimulate the students' learning motivation well.

- 2) Enhance the training of Energy Science and Technology teacher as seeds: the valid questionnaires manifest students' lower motivation toward the aspect of subject value than other aspects. The average of question 18, I have interest in the project-doing of Energy Science and Technology Education, is 3.72; the average of question 20, I consider the Energy Science and Technology Education project-doing makes me know better about Energy Science and Technology Industry, is 3.64, and the number is lower than integral average, 4.05. The numbers illustrate that the students know little about the courses of Energy Science and Technology Education. Consequently, the suggestions for educational administrations are enhance the training of Energy Science and Technology teacher as seeds, persist in the seeds' making Energy Science and Technology Education blending with courses, and stimulate students' interests in Energy Science and Technology Education. Later, they will read and get further knowledge by themselves, and then they can apply Energy Science and Technology in project-doing courses.

2) *The suggestions for future research*

- 1) Research methods: this research utilizes surveys. So the answers are from respondents' subjective consciousness and whether they are truth or not is unknown. Thus, the suggestion for future researchers is that utilizing the results of experiments can make the research more objective and efficient.
- 2) Further Studies: The studies of the research are the seniors who major in Electrical Engineering and Electronic Engineering of public senior vocational senior high schools. If it's possible, the future research can set the seniors of 15 branches in public and private vocational schools as studies. Thus, after implementing Energy Science and Technology, by analyzing and comparing the learning motivation and learning achievement of students from different branches, the data will be more representative and complete.

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