

# THE FORMAL TRAINING FOR THE TEACHERS OF TECHNICAL COLLEGES IN TAIWAN

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**Abstract**--A significant feature of technical college is those teachers own sufficient practical experiences, especially in most of the developed countries. But there is no such requirement for staffing a new teacher in the technical colleges in Taiwan. Therefore the formal training which is held by the government becomes a necessary tool for teachers. This paper explores the following research questions:(1) What are the characteristics of formal training for the teachers in technical colleges in Taiwan?(2) What are the related problems for such training process?

Some representative results include:(1) Only provide 300 to 350 persons per year for all of the 18,400 teachers.(2) Only provide 3 to 5 days training courses, not include long time professional training one. (3) Those activities is not suitable for the trend of economic in Taiwan.(4) There is not a good design of curriculum, especially lack of mechanism of assessment.

Key words: formal training, technical college

## I. INTRODUCTION

As for economic development in Taiwan, competitive advantage is closely linked to the ability of employees to respond quickly to change. Schools as educative mechanism play significant roles to train adaptive workers for changing market, especially the technical colleges. There are one hundred and fifty-seven technical colleges and near eighteen thousand four hundred teachers working in them in Taiwan (MOE, 2001). Qualified teachers are defined as high degree human resource to nurture required manpower for the economic need now and the future. Unfortunately, since there are no such selection requirements of having real working experiences for the new teachers in technical colleges, many of them start to teach without any practical learning. Obviously, the linking problem of contents to jobs

happens. To overcome these difficulties, on-the-job training becomes the key success factor to help teachers modify their instruction design to fit into the enterprises' real demands. In view of this, the research is to try to understand the formal on-the-job training for teachers in technical colleges in Taiwan.

## II. RESEARCH OBJECTIVES

Because of above research background, this research chooses the commercial training courses to be analyzed. The purpose of the research try to study the following questions,

1. The characteristics of formal on-the-job training which are provided by the Ministry of Education(MOE) in Taiwan.
2. The possible related problem for training courses.

## III. LITERATURE REVIEWS

It has taken eleven years to hold on the commercial on-th-job training by MOE in Taiwan(MOE,2001).O'Banion(1994) indicated the students population change, technological innovation and the ideology of generative instruction assessment make teachers be a more complicated situation. Anthony A. Miller(1997)emphasized the teachers are the core of community colleges, they fulfill specific communities learning need with unique and basic way. If a community college lacks of adaptive teachers, the graduates will be uncompetitive. Grove(1997)said this is a ten-times speed

changing day, people could survive by continous studying. Shi(2001)pointed out the education quality is back by the South Korea, Singapore and Japan. Both of the teaching content and learning source should be globalized to face the global trend.

## IV. METHODOLOGY

The research uses secondary data analysis method and interview method, the resources are the statistical data of MOE and related research. The interviewee is a official in MOE who is responsible for the training courses.

## V. RESULTS AND DISCUSSION

As we know the total number of technical colleges teachers is near nineteen thousand, but MOE only provide three hundred to three hundred fifty possible training quota. That means only 0.016% could be selected. According to a report of Chow-young technical university, there are 40% of selected quota had ever attended the training for three times. Resources are concentrated. MOE should consider the equity chance for all of the teachers.

Table 1 The statistic analysis of OJT

Commercial program	2000	2001
Provided quota	345	300
Companies	12	9
Number of register	655	430
Selected quota	345	330
Attendance	342	275
Schools attended	62	69

Resource:MOE,2001

MOE provide chiefly short-term study programs, not include the long-term ones. And there is no need assessment to design the program. The content is focused in hot topics as financial management and information technique. By strategic human resource development point of view, training fulfill the lag of manpower now and the future. Shio (2000) suggested to add relaxation courses in vocational education for the busier twentieth-one Taiwanese need. There are not enough on-the-job training courses to cultivate suitable teachers. By interviewing the official, there is not any formal need assessment for the program.

Table 2 The categories and days of training courses

Categories	Days	Categories	Days
Stock market	5	Banking	5
System Management	5	Financial Future and Options Change	5
Information Skill	5	Financial Management	5
Advertisement	5	E-commerce in trade and custom	5
Department Store Management	3		

Resource:MOE,2001

## II. CONCLUSIONS AND SUGGESTIONS

Some representative results as follows:(1) Only provide three to three and fifty

training chances per year for all of the eighteen thousand and four hundred teachers.(2) Only provide three to five days training courses, not include long time professional training ones. (3) Those activities is not very suitable for the trend of economic change in Taiwan.(4) There is not a good design of curriculum, especially lack of mechanism of assessment.

According to the conclusions above, this research makes the following suggestions:(1) To enlarge the people to attend the training program.(2) To make a policy of relationship between upgrade and trained hours for the teachers in technical college to encourage them to attend the suitable program. (3) To allocate more resource in key success field by Pareto analysis (80%-20?rule) .(4) To develop a complete curriculum design includes need evaluation and course assessment.

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