

The Correlation between Instructors' Motivation and Training Satisfaction in Online Training at G University in Zhengzhou, China

Yue Gao ^{1*} and Tzu-Shan Cheng ²

¹ Master of Educational Administration, Stamford International University, Thailand

² Assistant Professor, Stamford International University, Thailand

* Corresponding author: 2406010003@students.stamford.edu

Abstract: The purpose of this paper was to understand the current situation of participation motivation and training satisfaction of teachers in online training at G University in Zhengzhou, China, as well as the differences in teachers' participation motivation and training satisfaction under different demographic background variables, and to explore the relationship between the two, so as to provide empirical basis for the university to optimize the content of online teacher training courses and improve the quality of training. Through questionnaire survey, 433 teachers participating in online training at G University in Zhengzhou, China were quantitatively studied, and the differences in participation motivation and training satisfaction of teachers in the university in terms of gender, household registration, age, educational background, professional title, major, teaching grade and teaching experience were analyzed. The results showed that there were significant differences in participation motivation and training satisfaction among teachers of different genders, household registration, age, educational background, professional title, major, teaching grade and teaching experience; there was a significant positive correlation between teachers' participation motivation in online training and training satisfaction. Based on the research results, the authors put forward targeted reflections, discussions and suggestions, advocating the formulation of differentiated online training programs for different groups of university teachers, optimizing training content and implementation models, and establishing a linked improvement mechanism between participation motivation and training satisfaction.

Keywords: Participation Motivation, Training Satisfaction, Online Training.

1. Introduction

The high-quality development of higher education is inseparable from the continuous improvement of teachers' professional abilities. As an important model for teachers' professional development in the digital age, online training has become one of the main forms of university teacher training due to its advantages of breaking time and space constraints and being flexible and convenient. With the rapid development of digital technology and the widespread popularization of online learning, the scale of online teacher training in universities has been continuously expanded and its form has become increasingly normalized. However, it also faces practical challenges such as insufficient internal motivation for teachers' learning, disconnection between training content and the needs of teaching and scientific research, homogenization of training models, and insufficient transformation of training

achievements.

Since 2020, the Ministry of Education of China has repeatedly emphasized the need to strengthen the construction of the online teacher training system in universities, improve the pertinence and effectiveness of training, and promote the transformation of teacher training from "scale coverage" to "quality improvement". As a full-time undergraduate university committed to cultivating high-quality applied talents, G University in Zhengzhou has always attached importance to teachers' professional development and actively promoted online teacher training work since its establishment in 2009. Through measures such as optimizing the curriculum system, strengthening the teaching staff, and building an intelligent learning platform, it has strived to improve teachers' participation enthusiasm and training satisfaction. However, the

current online teacher training in the university still has problems such as weak participation motivation and low training satisfaction, which restrict the full play of training effects (Ryan & Deci, 2000).

Foreign relevant studies have shown that the three basic psychological needs in self-determination theory, namely autonomy, competence and relatedness, have a significant impact on teachers' participation motivation and training satisfaction in online training. Universities in the United States, Japan and other countries have accumulated certain experience in online teacher training, focusing on stimulating teachers' participation motivation through flexible curriculum design and a sound support system, but they also have shortcomings such as the influence of subjective factors on evaluation results and neglect of individual differences. Domestic studies mostly focus on the participation motivation and training satisfaction of primary and secondary school teachers or ordinary adult learners, and systematic empirical studies on online training of university teachers are relatively scarce (Alqurashi, 2019; König et al., 2022).

In this context, carrying out a study on the participation motivation and training satisfaction of teachers in online training at G University in Zhengzhou, China can not only enrich the empirical research in the field of online training of university teachers and provide practical support for the application of relevant theories, but also accurately grasp the current situation and problems of online teacher training in the university, provide a scientific basis for optimizing training programs and improving training quality, and have important practical significance for promoting the professional development of teachers in the university and improving the quality of higher education teaching..

Research Objectives

This study analyzed the current situation of participation motivation and training satisfaction of teachers in online training at G University in Zhengzhou, China, further explored the differences in teachers' participation motivation and training satisfaction under different background variables, and the

relationship between the two. Specific research objectives are as follows: 1) To understand the demographic characteristics of teachers participating in online training at G University in Zhengzhou, China; 2) To investigate the current level of participation motivation and training satisfaction of teachers in online training at G University in Zhengzhou, China; 3) To compare the differences in participation motivation and training satisfaction among teachers at G University in Zhengzhou, China under different background variables; 4) To explore the correlation between teachers' participation motivation and training satisfaction in online training at G University in Zhengzhou, China.

Literature Review

Self-Determination Theory

Self-Determination Theory (SDT) was proposed by Deci and Ryan (1985) on the basis of Cognitive Evaluation Theory, which is a systematic theoretical framework for understanding human motivation and psychological needs. The theory holds that human behavior and motivation are driven by three basic psychological needs: autonomy, competence and relatedness, which are universal intrinsic needs. When these needs are met, individuals are more likely to show higher motivation and learning engagement, and then achieve better mental health status and satisfaction.

Self-Determination Theory classifies motivation into three categories: intrinsic motivation, extrinsic motivation and amotivation. Among them, intrinsic motivation refers to participating in activities out of interest or pleasure, which is the type of motivation with the highest degree of self-determination; extrinsic motivation refers to participating in activities due to external rewards, punishments or obligations, which can be further divided into four forms according to the degree of internalization: external regulation, introjected regulation, identified regulation and integrated regulation; amotivation is reflected in the lack of intention and purpose of action. The theory emphasizes that if educators can provide a supportive environment to meet the three basic psychological needs of learners, it can not only promote the generation of intrinsic motivation, but

also promote the internalization of extrinsic motivation, thereby improving learning motivation and long-term learning effects.

Participation Motivation

The term "motivation" is derived from the Latin word "movere", which means "to promote" or "to trigger action". The early behaviorist perspective emphasized that external stimuli are the main source of motivation, but with the development of social cognitive theory, scholars have paid increasing attention to the role of internal psychological mechanisms. In the learning context, participation motivation is regarded as the internal state that stimulates, guides and maintains an individual's learning behavior towards a specific goal.

In the context of teacher training, participation motivation is considered to be a key factor affecting training effect and participation, which includes two major dimensions: intrinsic and extrinsic, specifically reflected in five aspects: curiosity, career growth, social relations, escape from routine and external influence. Existing studies have shown that teachers' participation motivation is affected by demographic variables and professional needs, and intrinsic motivation is positively correlated with learning effect (Wang & Xiao, 2002; Zhou, 2003).

Training Satisfaction

"Satisfaction" is an abstract concept, referring to the psychological state experienced by an individual when his needs are met or his goals are achieved, which is a subjective feeling formed by the interaction of physiological and psychological factors. Training satisfaction is the subjective evaluation and emotional response of learners to the learning process and its various components, and is an important indicator to measure the quality and effect of training. In the context of online training, training satisfaction reflects teachers' overall evaluation of the online training process, content, resources, etc., and reflects the degree to which the training meets teachers' professional growth and actual needs (Houle, 1961; Zhang et al., 2004).

The Relationship between Participation Motivation and Training Satisfaction

In recent years, with the development of online learning and blended learning, the relationship between participation motivation and training satisfaction has become an important topic in educational research. Most studies have shown that there is a moderate to strong positive correlation between participation motivation and training satisfaction. Based on Self-Determination Theory, intrinsic motivation has a stronger predictive power on training satisfaction, while the impact of extrinsic motivation is relatively weak. In the field of teacher training, teachers who are motivated by career growth and teaching needs have significantly higher training satisfaction than those who participate in training due to external requirements.

Current Situation of Teachers' Participation Motivation and Training Satisfaction at G University

To improve teachers' participation motivation and satisfaction in online training, G University in Zhengzhou, China has taken a series of measures: optimizing the curriculum system, combining curriculum content with industry needs and teaching practice; strengthening the teaching staff, introducing industry experts to improve teachers' practical teaching ability; improving training consulting services to help teachers clarify their training paths and career development directions. However, some teachers still participate in training due to external requirements, with insufficient learning interest and limited practical training opportunities, leading to low participation motivation and training satisfaction.

Existing studies have shown that participation motivation and training satisfaction are important psychological variables affecting online learning and teacher training effects, and there is a stable and significant positive correlation between them. However, existing studies mostly focus on ordinary adult learners and primary and secondary school teachers, and systematic empirical studies on online training of university teachers are relatively scarce. Therefore, carrying out this study has important theoretical and practical value (Li et al., 2024; Ma & Wang, 2025).

2. Materials and Methods

This study took the teachers participating in online training at G University in Zhengzhou as the research object, and selected research samples by convenient sampling method. A total of 450 questionnaires were distributed, and 433 valid questionnaires were recovered, with an effective recovery rate of 95.6%.

The questionnaire used in this study was adjusted based on the *Participation Motivation and Training Satisfaction Scale* compiled by Zhang (2017), which was divided into three parts: demographic information, participation motivation and training satisfaction, and scored by a 5-point Likert scale.

Reliability test: The overall Cronbach's α of the participation motivation scale was 0.876, and the overall Cronbach's α of the training satisfaction scale was 0.953, with all dimension coefficients higher than 0.7, indicating good reliability. **Validity test:** The KMO value of participation motivation was 0.783, and the KMO value of training satisfaction was 0.921, with Bartlett's test of sphericity $p < 0.001$, indicating good validity.

This study collected data through questionnaire design and processed the survey data using SPSS 23.0. First, descriptive statistics were performed on the valid data to report the demographic characteristics of the participants, primarily employing percentages and frequencies. Second, descriptive analysis was conducted to examine the overall profile of instructors' participation motivation in online training. Subsequently, hypothesis testing, inter-group difference tests and correlation analysis were carried out using descriptive statistics (mean [M] and standard deviation [SD]), independent samples t-tests, one-way ANOVA and Pearson correlation coefficient analysis.

3. Results

According to the questionnaire data, among the teachers participating in the online training survey who completed the questionnaire, there were 212 male teachers (49.0%) and 221 female teachers (51.0%). Most university teachers were of urban household registration; 173 middle-

aged teachers aged 36-45 accounted for 40.0%. The educational background of teachers participating in online training was mainly concentrated at the undergraduate level (40.6%). Among them, 166 teachers (38.3%) held the title of Lecturer. There were 250 teachers in the humanities (57.7%); 256 teachers taught freshmen (59.1%); 173 teachers had 6-10 years of teaching experience (40.0%). Overall, the samples used in this study can fully reflect the distribution of teachers with different demographic backgrounds, and the sample distribution is reasonable and representative, providing sufficient background information for the subsequent study on the correlation between teachers' participation motivation and training satisfaction.

Table. 1: Basic personal information of university instructors

Background variable	classification	N	%
Gender	Male	212	49.0
	Female	221	51.0
Residence	Urban	246	56.8
	Rural	187	43.2
Age	35 and below	146	33.7
	36 to 45 years old	173	40.0
	Aged 46 and above	114	26.3
Education background	Junior college and below	96	22.2
	Undergraduate degree	176	40.6
	Graduate student	116	26.8
	Doctor or above	45	10.4
Professional Title	Assistant Professor	127	29.3
	Lecturer	166	38.3
	Associate Professor	94	21.7
	Professor	46	10.6
Major	Humanities	250	57.7
	Science and Engineering	183	42.3
Teaching Grade	Freshman	256	59.1
	Sophomore	137	31.6
	Junior	40	9.2
Teaching Experience	Less than 5 years	136	31.4
	6-10 years	173	40.0
	More than 11 years	124	28.6

satisfaction of teachers in the humanities and social sciences were significantly higher than those in science, engineering and applied majors.

8) In comparing the differences in participation motivation of online training teachers with different teaching grades, $P=0.003$, indicating that there was an extremely significant difference in overall participation motivation between teaching grades; in the difference in training satisfaction, $p=0.003$, indicating that there was an extremely significant difference in overall training satisfaction between teaching grades, and the overall participation motivation and training satisfaction of teachers teaching sophomores were significantly higher than those teaching freshmen and juniors.

9) In comparing the differences in participation motivation of online training teachers with different teaching experience, $p=0.002$, indicating that there was an extremely significant difference in overall participation motivation between teaching experience; in the difference in training satisfaction, $P=0.004$, indicating that there was an extremely significant difference in overall training satisfaction between teaching experience, and the overall participation motivation and training satisfaction of teachers with more than 16 years of teaching experience were significantly higher than those with less than 5 years and 6-15 years of teaching experience.

4. Discussion

This study found that the overall participation motivation and training satisfaction of teachers in online training at G University in Zhengzhou, China were at a low level. The main reasons were that the training content was disconnected from actual needs, the curriculum design lacked flexibility, the support services were insufficient, and most teachers participated passively with insufficient internal learning motivation.

There were significant demographic differences, indicating that teachers' background characteristics such as gender, household registration, age, educational background, professional title, major, teaching grade and teaching experience would affect their training

needs and learning experience. The traditional "one-size-fits-all" training model could not meet the differentiated needs of different groups.

There was a strong positive correlation between participation motivation and training satisfaction, which verified the core view of Self-Determination Theory: stimulating teachers' participation motivation, especially intrinsic motivation, could significantly improve training satisfaction and training effect. Therefore, the core path to improve training quality was to stimulate teachers' participation motivation from the source.

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Authors' Biography:



The researcher currently studies in MEA Program, Graduate School, Stamford International University, her research interest is in the fields of educational administration, school management and educational leadership.