

## The Teaching Quality of Adult Education of Kunming University

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**Received** November 21, 2024; **Revised** February 15, 2025; **Accepted** February 25, 2025

### Abstract

This research aimed to investigate whether the content of adult education courses affects the teaching quality of Kunming University, whether the curriculum design goals affect the teaching quality of Kunming University, and whether the curriculum design standards affect the teaching quality of Kunming University. The quantitative research was conducted using a sample of 400 students from Kunming University. The statistical analysis used was multiple regression and Pearson's momentum product correlation coefficient. The results show that the content of adult education courses positively affects the teaching quality, while the curriculum design goals affect the teaching quality of Kunming University. It was found that the curriculum design goals and standards are important interrelated factors, indicating that a comprehensive approach to improving the curriculum content can lead to better alignment and implementation of the curriculum design goals and standards. The curriculum design standards affect the teaching quality of Kunming University. It was found that the overall approaches to improving the quality of adult education are: 1) strengthening the construction of essentials for teaching quality; 2) strengthening the construction of discipline, curriculum, and teaching materials; and 3) strictly inspecting the teaching quality.

**Keywords:** teaching quality; adult education; Kunming University

### Introduction

With the development of the social economy, people's demand for lifelong learning and continuing education continues to increase (Bao & Zhu, 2021). Adult education is an important form of education that provides learning opportunities for adults unable to attend full-time study (Chotigo & Kadono, 2021). As a well-known university, Kunming University has great advantages

in the background and actual situation of adult education. By continuously improving the education system, expanding the field of education, and improving the teaching quality, adult education at Kunming University will cultivate more high-quality talents for society and promote local economic development and social progress (Abedi, 2018). It is hoped that Kunming University can further strengthen its adult education in the future and provide students with a better learning experience and a broader space for development.

For a long time, colleges and universities have insisted on cultivating people by building morality, insisting on reforming undergraduate education, and actively exploring the construction of a high-level talent training system (Yang, 2019). Under this circumstance, it is necessary to continuously reform and optimize the high-quality teaching of adult education at Kunming University, promote the update of course content, and promptly integrate new research progress, new experiences in practical development, and new changes in social needs into teaching (Peprah, 2018). Kunming University has established a mechanism for updating course content promptly. Promoting the improvement of the quality of adult education at Kunming University is a need for higher education reform, a need for the healthy development of students, and a need for social development (Abedi, 2018).

Whether or not an adult education can achieve sustainable development depends on whether the quality of education and teaching can be steadily improved in all aspects (Altinay & Arici, 2022). To improve the quality of education and teaching, it is necessary to reflect on the problems in the entire process of education and teaching and continuously reform and innovate. Based on the aforementioned, this paper analyzes the factors that affect the quality of adult education and teaching and explores how to improve the quality of adult education and teaching (Abedi, 2018). Therefore, this case analysis is a case study of the adult education teaching course design of Kunming University, which can provide a reference for the teaching reform of adult education in other universities. At the same time, in-depth research on the teaching model of adult education at Kunming University will help improve the teaching quality of adult education and promote the popularization and development of adult learning. In addition, adult education teaching course designs based on modern information technology can be further explored to improve the convenience and effectiveness of adult learning. Studying adult education teaching course designs had important research value for improving adult learning effects and teaching quality.

## Objectives

1. To examine whether the content of adult education courses affects the teaching quality of Kunming University.
2. To examine whether the course design goals affect the teaching quality of Kunming University.
3. To examine whether the course design standards affect the teaching quality of Kunming University.

## Literature Review

Outcome-based education experiences (OBEs) have been a topic of interest for psychology, neurology, and parapsychology researchers for many years. (Wu, 2021) expounded the foreign OBE theory earlier and explained in detail the relevant models of OBE courses and how to apply them in domestic courses. While studying OBE theory, (Oketcho et al., 2020) analyzed the potential problem of insufficient learning outcomes in my country's certification of engineering education-related majors and proposed a method path for solving this problem with a result-oriented evaluation goal. (Zhang et al., 2020) compared the quality of courses in China and New Zealand based on his work experience and OBE theory and built a vocational professional course evaluation system based on the comparative evaluation results. (Lv et al., 2021) elaborated on the following issues in studying OBE theory: course design elements, teaching environment, and talent training effects in the course design quality evaluation system, and examined the methods used in OBE research and the evidence supporting the existence of these experiences. (Bao & Zhu, 2021) When learning the principles and applications of single-chip microcomputers, a course quality evaluation system should be established based on learning, teaching, and implementation effects.

In terms of course design improvement research, Acharya et al. 2013 believed that vocational and technical course design diagnosis should be carried out mainly from five aspects: goal completion, course design resource reserve, student employment security, course design quality generation, and effective control of course design quality. Oketcho et al. 2020 researched the diagnosis and reform of vocational courses based on information platform construction. They believed that a comprehensive course teaching process with course objectives, standards, and task systems as the core should be established.

Teaching quality is an important factor in determining the success and effectiveness of an educational system. High-quality education and teaching are essential for equipping students with the knowledge, skills, and capabilities they need to succeed in the workforce and society. It also includes having a rigorous and up-to-date course design aligned with academic standards and expectations. Although the issue of the impact of the above situation has attracted the attention of some scholars at home and abroad, the relevant empirical research is still relatively lacking, which is not commensurate with the actual needs (Lim, 2021).

## Conceptual Framework

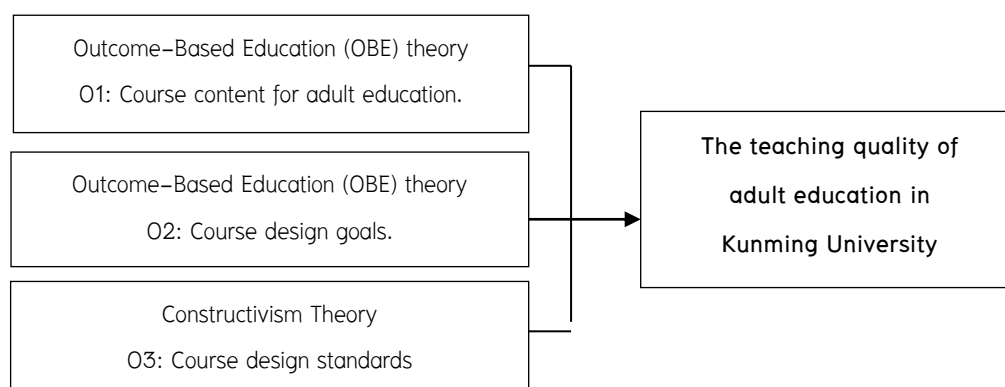


Figure 1 Research conceptual framework

## Research Methodology

This study used a quantitative research approach to fulfill its objectives. The participants were 400 students from the University of Python. Simple random sampling was used to recruit the participants.

The research instrument is a questionnaire. The Content Validity Index (CVI) and the consistency between the questions and the objectives (IOC) were used to verify the validity and reliability of the instrument. The research instruments are divided into the following steps:

1. Study documents and related research to collect data to create a research instrument.
2. Create a questionnaire for the research according to the research objectives. The questionnaire is divided into two parts: Part 1: a questionnaire about the general information of the respondents; Part 2: a questionnaire about the curriculum content, curriculum design goals, curriculum design standards, and teaching quality; and Part 3: suggestions.

The research team collected data by visiting a sample of 400 students from Kunming University from March to August 2024. A total of 400 copies, or 100%, were returned. The data analysis and statistics used in the research were Pearson's product-moment correlation coefficient.

## Research Results

**Table 1** Summary of Participants Recruited

	Frequency	Percentage
Sex		
Female	193	45.0
Male	235	55.0
Age		
Under 30 years old	103	24.0
30~40 years old	147	34.0
41~50 years old	69	16.0
51 to 60 years old	91	21.0
61 years and above	18	4.0

Table 1 shows that the majority of the population is male, accounting for 55 percent, and female, accounting for 45 percent. Regarding age, the majority are 30~40 years old, accounting for 34 percent, respectively.

**Table 2** KMO and Bartlett's Test

Sample a sufficient Kaiser-Meyer-Olkin metric.		0.895
The sphericity test of the Bartlett	Approximate chi-square	8432.735
	df	218
	Sig.	0.000

In this study, the factor analysis in SPSS 22.0 software is used to analyze and test the relevant data of the questionnaire. The analysis results show that the KMO value of this questionnaire is 0.895, which is close to 1, indicating that the related variables of the questionnaire are well correlated for factor analysis. The Bartlett spherical test value of the questionnaire was 0.000, indicating a significant correlation among the variables in this study. At the same time, the test results also show that the questionnaire has good convergent validity. A measurement must be reliable first before it has a chance of being valid. After all, if you do not

obtain consistent measurements for the same object or person under similar conditions, it cannot be valid. If your scale displays a different weight every time you step on it, it is unreliable and invalid.

All researchers strive to deliver accurate results. Accurate results are both reliable and valid. Reliability means that the results obtained are consistent. Validity is the degree to which the researcher measures what he or she is trying to measure (Lv et al., 2021). This method is the reliability analysis of the attitude and opinion questionnaire (scale). The specific analysis is shown in Table 3 below.

**Table 3** Reliability Convergence

Model reliability analysis			
	Cronbach's Alpha	CR	AVE
Teaching quality	0.859	0.859	0.746

After the reliability analysis, the software also tested the scale's reliability. The test results showed that the overall Cronbach's  $\alpha$  value was 0.859,  $>0.6$ , which has a high-reliability coefficient, and the Cronbach's  $\alpha$  value of each latent variable is above 0.6, indicating that the scale has high reliability and consistency and good internal consistency reliability.

Correlation Analysis is a method for determining the relationship between two variables. The results of the correlation analysis are provided in Table 4.

**Table 4** Correlation Analysis of Variable

	Teaching quality	Course content for adult education	Course design goals	Course design standards	Mean	SD
Teaching quality	1				3.987	1.851
Course content for adult education	0.714**	1			4.869	1.762
Course design goals	0.703**	0.703**	1		3.964	1.802
Course design standards	0.719**	0.719**	0.703**	1	3.847	1.796

Note. \*  $p < 0.05$  \*\*  $p < 0.01$

Table 4 presents the correlation analysis of the four variables related to adult education at Kunming University: Teaching Quality, Course Content for Adult Education, Course Design Goals, and Course Design Standards, and includes mean and standard deviation (SD) values for each variable.

*Correlation Coefficients:*

Teaching Quality and Course Content for Adult Education: 0.714\*\*

Teaching Quality and Course Design Goals: 0.703\*\*

Teaching Quality and Course Design Standards: 0.719\*\*

Course Content for Adult Education and Course Design Goals: 0.703\*\*

Course Content for Adult Education and Course Design Standards: 0.719\*\*

Course Design Goals and Course Design Standards: 0.703\*\*

*High Positive Correlations:*

Teaching Quality shows strong positive correlations with Course Content for Adult Education (0.714), Course Design Goals (0.703), and Course Design Standards (0.719). This suggests that improvements in course content, course design goals, and course design standards are closely associated with higher teaching quality.

The correlation analysis indicates that improvements in course content, course design goals, and course design standards are all positively related to teaching quality. Strong correlations among these variables suggest that addressing one aspect can significantly impact the others, thereby improving the overall teaching quality in adult education at Kunming University.

## Discussion

The first objective of the research results found that strengthening the necessary structure for teaching quality should focus on university administration in creating teaching personnel, which is an important factor affecting university quality. Establishing a permanent teaching team supplemented by external lecturers with appropriate professional positions, educational backgrounds, ages, and professional structures is essential. Among them, the proportion of associate professors and professors should be appropriate. Most young and middle-aged teachers have master's degrees or doctorates. Improve service awareness and improve service quality efficiency. The 21st century is a century of high-level services. It emphasizes that educational services are the essence of educational management and an inevitable development trend, and

adult education is no exception. Throughout the actual situation of adult education, from the research study of Prachyapruit (2019) on *Age-Friendly Higher Education Institutions: Thai Higher Education Institutions' Alternative to Adapt for Survival*, it was found that Thai higher education institutions are facing the challenge of adapting for survival amidst rapid changes in the context of higher education, especially changes in student demographics. To achieve this goal, Thai higher education needs to know the factors that can support and hinder the success of adult students and the elderly in higher education. In addition, this paper presents the concept, key elements, and case studies of age-friendly higher education institutions.

For the second question of the study, it was found that the clear design goals of the curriculum in adult education at Peking University positively affected the quality of teaching. Criticism of the clear curriculum design and the research results are considered one thing. It is important to guide both the area and the students. Clear goals will help in the curriculum that you will find the desired learning outcomes. This allows the center and the students to understand what the system is doing to operate. The research study found that the goals mainly help to have a structured structure in the part of the investigation of the work and the control system. The curriculum design goals are 3.964, and the standard deviation (SD) is 1.802. It can be said that the curriculum goals are important benchmarks for teaching and students. Focusing on the intensity of the content can identify areas for exploration and adjustment of teaching strategies. Observation of the investigation must monitor the goals, check both the institution's center, and ask the students who are too ambitious to check the possible goals. The research study of Jitcharat et al. (2017) studied the guidelines for organizing continuing education in higher education institutions in Thailand. It was found that the research results of managing continuing education in higher education institutions in Thailand are mixed research and development. The objectives were to 1) Synthesize models of continuing education management in higher education institutions, 2) Explore the conditions and needs of adults outside the continuing education system, and 3) Propose appropriate solutions for the management of continuing education in higher education institutions. The research instruments used were questionnaires, interviews, focus group discussions, and data collection. Quantitative and qualitative data analysis will be conducted on managing non-formal education for adults and continuing education in higher education institutions in Thailand and abroad. The sample group is divided into two groups: the first group is executives, teachers, educational personnel, experts, and personnel involved in continuing education in higher



education institutions, explicitly selected according to the criteria of the known group. The second group is 400 adults in the network of non-formal organizations, education, and non-formal education nationwide. The sampling was conducted by region and occupation group using a simple random sampling method. The 9 sample groups in 8 regions will be used for analysis to determine the guidelines for continuing education management in higher education institutions. The results of the study found that 1. The management of continuing education in higher education institutions in Thailand consists of 3 main parts: 1) Factors that support, encourage, allow, or are part of each other or are any conditions leading to the management of continuing education. Higher education in higher education institutions in Thailand will continue to be implemented and developed 2) The educational management process consists of developing academic service systems and learning support media, including target group determination and selection, learning management, and learning assessment, including educational management outcomes: graduates from various courses and training, including research and development according to strategic plans and collaboration with external organizations and management systems. Continuing education in foreign higher education institutions will be carried out according to each country's educational organizations. This is consistent with the goals, groups, policies, curricula, characteristics of teachers, teaching management, and teaching support materials. 3) Conditions and needs for organizing continuing education for adults outside the education system. It was found that there was an interest and a need to organize a continuing education project for the general public, with details as follows: interested in participating in a continuing education project organized by the university for external persons, the purpose of learning for employment, project costs, continuing education per subject not exceeding 1,000 baht, must have a professional license, the most interesting subject content, the requested date and time of the class is Saturday–Sunday, the most interested students within 1–2 weeks, the need for learning hours is 3 hours, the most convenient place for organizing learning is in the community area, the most interesting teaching method is study tours, learning sources, and learning networks, with the most interest being studying in educational institutions in the community, the most interesting qualities and characteristics of teachers are understanding and accepting others. The teaching process that requires the most is students' participation in thinking. Teaching media and equipment are selected.

The research results of the third research question found that curriculum design standards can be used as a basis for research, and research-based research can use standard curricula to examine the research base and evidence. The important educational channels are very important. Teaching strategies and learning outcomes are very important. Usually, it is often diagnosed. The observation tower for standard curriculum design as applied. Live university can be tracked from various parts of the curriculum. The content of the curriculum is based on survey data. Solid-state drive storage helps the curriculum and programs of the control system and quality. This center helps students' educational experiences meet the standards and requirements. Curriculum design standards: 3.847 Standard value (SD): 1.796 This is part of this curriculum design. There are characteristics that the design principles of teachers and administrators must be under the standards—evaluation scale. The statistics used for data analysis are percentage, mean, and standard deviation. Research practice Jatturong and Rananun's (2016) study on Curriculum Management affects students' performance in special schools. Special Education Administration, Southern Region, Group 7 The research aims to study 1) curriculum management, 2) student learning outcomes, and 3) curriculum management that affects student learning outcomes in schools. Office of Special Education Administration, Southern Region, Group 7 The sample group is a group of informants 171 people from school administrators and teachers under the Office of Special Education Administration, Southern Region, Group 7 by random sampling. The research instrument is a questionnaire with a 5-level and simple regression analysis. The research results found that 1) The overall and each aspect of the curriculum management is at a high level. When considering each aspect. The preparation of curriculum content is at the highest level, followed by the summary of curriculum management, supervision, monitoring and evaluation of curriculum management, curriculum implementation, and curriculum management improvement, planning, curriculum implementation, and educational institution readiness, respectively. 2) Overall, each aspect of student performance is at a high level. When considering each aspect: health, happiness, and good mental health of students in the first standard, health is at the highest level, followed by three students with life skills and aesthetics and two students with morality, ethics, and desirable values, respectively. In addition, 3) the curriculum management that affects students in the school Office of Special Education Administration Southern Group 7 has an efficiency of 49.90 percent prediction, and Norton's research (Norton, 2003; Prayongphanphairot, 2008) has studied the researcher created the curriculum found in Lutheran schools. Curriculum development

must make many stakeholders feel they want to join in and take responsibility for the curriculum. The school's administrators must be responsible for curriculum development and control who must join the curriculum. That will ease the focus on the curriculum development system of the curriculum described in the curriculum development management that calls for society and research by Pikulkaem's (2008) research on the topic of academic administration that emphasizes the quality of students in basic education institutions. Components and further education supervision, especially the quality of students in basic education institutions such as the Nakhon Pathom Educational Service Area 2, with statistical significance at the .01 level.

### **New Knowledge from Research**

The new knowledge of this study is derived from the study to provide explicit knowledge and effectively respond to the research objectives to assess the impact of improving the curriculum content, setting curriculum goals and curriculum design standards on the teaching quality, and developing more effective teaching curricula.

### **Conclusion**

This study adopts a quantitative approach and selects key factors of adult education curriculum design in colleges and universities. Outcome-based education (OBE) theory and constructivist theory are used as theoretical support to comprehensively analyze the content and outcomes of adult education curricula in colleges and universities. The study finds that adult education curriculum content, curriculum design goals, and curriculum design standards positively affect teaching quality. The analysis shows a strong relationship between adult education curriculum content, curriculum design goals, and curriculum design standards. This highlights the interconnected nature of these variables, indicating that a comprehensive approach to improving curriculum content can lead to better alignment and implementation of curriculum design goals and standards, ultimately improving the overall quality of adult education. The following recommendations are made: 1) Strengthen the construction of teaching quality essentials; 2) Strengthen the construction of disciplines, curricula, and teaching materials; 3) Strictly inspect teaching quality. The case study of Kunming University's adult education can serve as a reference for reforming adult education teaching in other universities.

## Suggestion

For future research studies, it is recommended that the following are considered to strengthen the findings:

1. The potential of faculty should be developed to have quality in both academic and real adult education situations.
2. Promote the development of educational personnel to provide quality service with the continuing education system for the faculty of higher education for adults.
3. Strengthen the structure of majors, curricula, and teaching media to play an important role in cultivating talents to adapt actively and flexibly to social needs.

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