

The Teachers' Attitudes in Facilitating Adult Learning Program in Relation to the Learning Organization in China

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Abstract: Most respondents are aged 26 to 30. The data analysis found that the composite mean score is 2.82 with a standard deviation of 0.35, implying an average rating that they agreed that they are confident in their final output or project ($M = 2.85$), satisfied with their knowledge as communicated properly by the teacher ($M = 2.82$), and appreciate their learnings by displaying them in the exhibit. The data analysis revealed that they agree that their adult class is always participating in planning and decision-making, rarely loses concentration on the job at hand, and can synchronize activities based on what is required. The research accepted the null hypothesis and inferred that attitudes toward aiding adult learning are assessed similarly regardless of age. The respondents generally agree that their learning organization is adequately implementing adult education practices. Among the dimensions, "Openness to Ideas" has the highest mean score (2.98), suggesting that respondents feel most positive about the openness to ideas in their organization. "Psychological Safety" has the lowest mean score (2.79), indicating that there may be room for improvement in creating a psychologically safe environment for teachers and learners. The data analysis yielded an average composite score of 2.79 with a standard deviation of 0.33, indicating an average rating. The composite mean scores for all dimensions are in the "Average" range, indicating that respondents generally agree that their learning organization is adequately implementing adult education practices. Among the dimensions, "Openness to Ideas" has the highest mean score (2.98), suggesting that respondents feel most positive about the openness to ideas in their organization. "Psychological Safety" has the lowest mean score (2.79), indicating that there may be room for improvement in creating a psychologically safe environment for teachers and learners.

Keywords: Teachers' Attitudes; Adult Learning Program; Learning Organization.

1. Introduction

Research on adult learning, the work of Malcolm Knowles (Knowles, 2015), a pioneer in the field who identified the core characteristics of adult learners, which he said that humans are the learning organism par excellence. The drive to learn is as strong as the sexual drive, it begins earlier and it lasts longer (Bereket Merkin Gebresilase 2023). These authors examined the mediational role of self-esteem on the relationship between student teacher interaction and academic achievements in the graduating class.

Knowles's work is useful, but his ideas are really just basic good practices for teaching people of all ages. Moreover, many of Knowles's assumptions are culturally bound because some of it may not be relevant among adults in other cultures like China. Traditionally, China is male-centric, and some do not take into account generational differences which are becoming more accentuated today in the school setting. According to Xie Guodong, (2003) the State has to implement the adult education system to enable all citizens to receive appropriate professional and lifelong education.

Furthermore, Knowles's assumptions exist in a vacuum of power, without considering the power structures in which learning occurs, our understanding may be limited, and our actions may have lesser impact to the students. With these caveats, Malcolm Knowles's work is helpful and greatly informs the principles of adult learning,

particularly in China, this paper will help determine the teachers' attitudes in facilitating adult learning to Chinese adult learners. For many of the approach's teachers take are

the same with the learning of children, then knowing the stance when working with adults would help spelled out high-functioning learning program for them.

Despite the foundational contributions of Malcolm Knowles to the field of adult learning, it is important to acknowledge the limitations of applying his theories and principles in diverse cultural contexts such as China. While Knowles emphasized self-directed learning and the importance of learner autonomy, these concepts may not align perfectly with the cultural norms and values prevalent in Chinese society.

In China, Confucian values emphasizing respect for authority and hierarchy often shape educational practices and interactions between teachers and students. Additionally, the collectivist nature of Chinese culture emphasizes group harmony and conformity, which may influence the ways in which adult learners engage with educational materials and interact with their teachers. Therefore, it is essential to critically examine how Knowles's theories translate into practice within the Chinese educational context and how they may need to be adapted or supplemented to better meet the needs of adult learners in China.

Furthermore, the power dynamics inherent in educational settings can significantly impact the learning experiences of adult learners. In China, where educational institutions are often hierarchical and centralized, teachers wield considerable authority and influence over their students. This power dynamic may affect the extent to which adult learners feel empowered to actively engage in their own learning and advocate for their educational needs and preferences.

By exploring teachers' attitudes towards facilitating adult learning in China, this paper seeks to shed light on the complex interplay between cultural norms, power dynamics, and pedagogical approaches in adult education. Through a nuanced understanding of teachers' perspectives and practices, we can identify opportunities to enhance the effectiveness and inclusivity of adult learning programs in China.

Recent studies in China have shed light on several pressing problems and issues within adult education. One significant concern is the lack of accessibility and inclusivity in adult education programs. Despite efforts to promote lifelong learning, there remains a significant disparity in access to educational opportunities among different socio-economic groups. Research indicates that individuals from rural areas, lower-income households, and marginalized communities face barriers such as limited resources, inadequate infrastructure, and cultural biases, hindering their participation in adult education initiatives. Additionally, the digital divide exacerbates these disparities, with many adults lacking access to necessary technology and internet connectivity for online learning platforms, further widening the educational gap.

Furthermore, the quality and relevance of adult education programs have come under scrutiny. Recent studies have revealed issues with outdated curriculum, inadequate teaching methods, and a mismatch between the skills taught and the needs of the job market. Many adult learners struggle to find programs that offer practical skills and knowledge applicable to their professional development or personal enrichment. This mismatch not only hampers the effectiveness of adult education but also undermines its potential to contribute to economic growth and social advancement. Addressing these issues requires comprehensive reforms in curriculum design, pedagogical approaches, and partnerships between educational institutions and industries to ensure that adult education programs are both accessible and relevant to the diverse needs of learners in China.

Moreover, by bridging the gap between theory and practice, this research aims to inform the development of evidence-based strategies and interventions that promote meaningful and transformative learning experiences for adult learners in China. By recognizing the unique cultural and contextual factors that shape adult learning in China, we can better tailor educational initiatives to address the diverse needs and aspirations of adult learners and contribute to their personal and professional development.

2. Statement of the Problem

The purpose of this study is to evaluate the attitudes of teachers in facilitating adult learning to enable to improve enhance adult learning program. To satisfy the modernization drives of Chinese government, demand for competent laborers and specialized talents in various fields has been attaching high importance to the development of adult education and making series of important policies to promote the development of China's adult education More specifically, it will find answers to the following questions:

1. What is the profile of the teacher respondents in terms of:

- 1.1 Sex;
- 1.2 Age;
- 1.3 Year of experience?

2. What is the assessment of the respondents on their

attitudes in facilitating adult learning in terms of:

- 2.1 learning environment
- 2.2 learning processes and practices
- 2.3. feedback
- 2.4. leadership

3. Is there a significant difference in the assessment of respondents on their attitudes when their profile is taken as test factors?

4. What is the assessment of respondents in their learning organization in implementing adult education in terms of:

- 4.1 psychological safety
- 4.2 Interpersonal Support
- 4.3 Openness to ideas
- 4.4. Modeling of practices

5. Is there a significant relationship between respondents' assessment on their attitudes in facilitating adult learning and in their learning organization?

6. Based on the results of the study, what program in enhancing adult learning can be proposed?

3. Hypotheses

The following null hypothesis will be proposed in the study:

Ho1: There is no significant difference in the assessment of the respondents on their attitudes when their profile is taken as test factors.

Ho2: There is no significant difference between the respondents' assessment on their attitudes in facilitating adult learning and in their learning organization.

4. Scope and Delimitation

The school is located in Henan Province, China, is an ideal setting for conducting research on adult attitudes toward learning and teaching. As a university renowned for its commitment to educational excellence, the school, Nanyang Normal University, attracts a diverse group of teachers and adult learners from a variety of backgrounds and disciplines.

Participants in this research project include teachers participating in adult education projects from four universities in Henan Province: Nanyang Normal University, Nanyang University of Technology, Luoyang Normal University, and Luoyang University of Technology. a total of 283 teachers. We selected this particular group of participants because of their direct involvement and first-hand experience with adult learning and teaching in the context of the schools. Through interactions with teachers and learners, we aim to gain a comprehensive understanding of attitudes, challenges and needs related to adult education in schools.

When selecting participants, we set specific criteria to ensure that diverse perspectives and experiences were represented. For teachers, we target individuals who are actively involved in teaching adult learners and have at least two years of teaching experience in an adult education setting. Additionally, we are looking for faculty from a variety of disciplines and subject areas to gain a broad range of perspectives.

To ensure a representative sample, we will use purposive sampling to select participants based on whether they meet the predetermined criteria above. We will work with school administrators and program coordinators to identify qualified participants from the school's teachers.

This study will be conducted at four universities in Henan Province, China. The teachers who participated in the study were adult education teachers from four universities in Henan.

Participants were purposively selected. Participant (1) is 85 teachers from Nanyang Normal University, participant (2) is 60 teachers from Luoyang University of Technology, participant (3) is 72 teachers from Luoyang Normal University, and participant (4) is 66 teachers from Luoyang University of Technology.

5. Research Design

This study utilized a descriptive comparative correlational research design to determine the relationship between the attitudes of the respondents in facilitating adult education and how the learning organization supports the adult education.

The descriptive comparative correlational approach is well-suited for a study investigating the relationship between the attitudes of the respondents in facilitating adult education and how the learning organization supports its adult education.

This approach involves describing characteristics, identifying relationships between variables, and comparing different groups within the study.

Statistical methods, such as Pearson's correlation, can be used to determine if there is a significant relationship between these variables.

This approach would be particularly beneficial in understanding the complex dynamics of the respondent's attitude in facilitating adult learning vis-à-vis the learning organization's support in implementing adult education. Such an approach can reveal patterns and relationships that might be missed if only one method was employed, leading to more robust and insightful conclusions. The objective of this study is to provide a comprehensive depiction of the magnitude and characteristics of the association between variables, typically by assessing them in their unaltered state inside authentic environments.

6. Research Locale and Participants

The study will be conducted at four universities in Henan Province, China. Nanyang Normal University, Nanyang University of Technology, Luoyang Normal University, Luoyang University of Technology. The teachers who participated in the study were professors at four universities in Henan. Participants will be purposively selected. Participants (1) will be 85 teachers from Nanyang Normal University, participant (2) are 60 teachers from Nanyang University of Technology, participant (3) are 72 teachers from Luoyang Normal University, and participant (4) are from Luoyang University of Technology 67 teachers.

7. RESULTS, ANALYSIS, AND INTERPRETATION

1. The profile of the teacher respondents in terms of age, sex, and year level

Table 1 displays the frequencies and percentages of demographic data for a sample of respondents, such as age, gender, and grade level thought. According to the tabulated statistics, 30% were aged 26 to 30, 29% were aged 31 to 35, 20% were aged 36 to 40, and 21% were aged 41 or over. This suggests that the majority of respondents are aged 26 to 30. In terms of age, 52% were female and 48% were male, indicating that the majority of them are female. Finally, in terms of year level taught, 30% were freshmen, 20% were juniors, 23% were seniors, and 28% were sophomores, indicating that the majority of them teaching freshmen.

Table 1. Frequencies and Percentage of Demographic Factors

Age	Counts	% of Total
26-30	85	30 %
31-35	83	29 %
36-40	57	20 %
41 and above	59	21 %
Sex		
Female	148	52 %
Male	136	48 %
Grade Level Taught		
Freshmen	85	30 %
Junior	56	20 %
Senior	64	23 %
Sophomore	79	28 %

2. Assessments of the respondents on their attitudes in facilitating adult learning in terms of:

2.1 Learning Environment

Table 2. Assessment of Attitudes in Facilitating Adult Learning in terms of Learning Environment

Indicators	Mean	SD	V.I	Rank
1. I feel confident in practicing the skills I have learned in the class.	2.83	0.79	Average	4.5
2. I can easily learn the procedure taught in the project.	2.83	0.84	Average	4.5
3. My body is well-suited for the task at hand.	2.87	0.80	Average	1
4. I feel physically competent when I do the task performance.	2.86	0.79	Average	2
5. I have the confidence to execute the project assigned to me.	2.85	0.76	Average	3
COMPOSITE MEAN	2.85	0.37	Average	

Legend: 1.00-1.50: Strongly Disagree (Very Low); 1.51-2.50: Disagree (Low); 2.51-3.50; Agree (Average); 3.51-4.00: Strongly Agree (High)

Table 2 displays an assessment of attitudes toward assisting adult learning in terms of the learning environment of a sample of teachers. According to the tabulated statistics, the overall mean score is 2.85, with a standard deviation of 0.37, indicating an average rating. They agree that their body is

well-suited for the task at hand ($M = 2.87$), feel physically competent when performing the task ($M = 2.86$), and have the confidence to complete the assigned project ($M = 2.85$). According to their responses, item 3 had the greatest mean score, whereas items 1 (I feel confident in implementing the abilities gained in class) and 2 (I can quickly grasp the technique presented in the project) had the lowest Shengnan Liu, Philip Hallinger

According to the research and experience of Xu and Cheng (2019), it is highlighting the critical role of a positive and supportive learning environment in enhancing adult learners' engagement and motivation. Xu and Cheng (2019) found that a well-structured learning environment significantly impacts adult learners' engagement, while Zhang and Wu (2018) emphasized the importance of inclusivity and support in creating effective learning experiences for adults. These findings align with the observed attitudes of the teachers in Table 2, underscoring the importance of fostering a conducive learning environment to facilitate adult learning effectively.

2.2 Learning Processes and Practices

Table 3. Assessment of Attitudes in Facilitating Adult Learning in terms of Learning Processes and Practices

Indicators	Mean	SD	V.I	Rank
1.I am satisfied with my knowledge as explained well by the teacher.	2.82	0.74	Average	2.5
2.I am proud of how my output is graded or evaluated.	2.79	0.77	Average	5
3.I feel comfortable when drills are given.	2.80	0.75	Average	4
4.I feel confident about my final output or project.	2.85	0.75	Average	1
5.I appreciate my learnings by showing it in the exhibit.	2.82	0.87	Average	2.5
COMPOSITE MEAN	2.82	0.35	Average	

Legend: 1.00-1.50: Strongly Disagree (Very Low); 1.51-2.50: Disagree (Low); 2.51-3.50; Agree (Average); 3.51-4.00: Strongly Agree (High)

Table 3 shows an assessment of attitudes toward assisting adult learning in terms of learning processes and activities. The data analysis found that the composite mean score is 2.82 with a standard deviation of 0.35, implying an average rating. This indicates that they agree that they are confident in their final output or project ($M = 2.85$), satisfied with their knowledge as communicated properly by the teacher ($M = 2.82$), and appreciate their learnings by displaying them in the exhibit. Based on the responses, item 4 earned the greatest mean score, while item 2 (I am happy with how my production is scored or evaluated) had the lowest mean score of 2.79.

According to the studies of Chen and Liu (2020), it is important to have effective communication and supportive teaching practices in adult learning environments. Chen and Liu (2020) highlight that teachers' positive attitudes and clear communication can significantly enhance adult learners'

confidence and satisfaction with their learning outcomes. Similarly, Liu and Zhao (2021) underscore the value of supportive teaching practices in fostering a positive learning experience, which aligns with the findings in Table 3 where teachers feel confident and satisfied with their learning processes and outcomes.

2.3 Feedback

Table 4. Assessment of Attitudes in Facilitating Adult Learning in terms of Feedback

Indicators	Mean	SD	V.I	Rank
1.I feel elated for a well-done project/task.	2.85	0.84	Average	3.5
2.I can maintain high energy whenever under pressure.	2.85	0.75	Average	3.5
3.I am resilient and recover quickly after a pressured task or project.	2.88	0.76	Average	1
4.I have the mechanism for proactive evaluation.	2.86	0.80	Average	2
5.My judgment in the final output is supported by data.	2.76	0.77	Average	5
COMPOSITE MEAN	2.84	0.34	Average	

Legend: 1.00-1.50: Strongly Disagree (Very Low); 1.51-2.50: Disagree (Low); 2.51-3.50; Agree (Average); 3.51-4.00: Strongly Agree (High)

Table 4 shows the assessment attitudes toward enabling adult learning based on input from chosen respondents. The study found a composite mean score of 2.84 with a standard deviation of 0.34, indicating an average rating. This suggests that respondents agree that they are resilient and recover fast after a stressful activity or project ($M = 2.88$), have a mechanism for proactive appraisal ($M = 2.86$), and feel delighted after completing a successful project or task ($M = 2.85$). According to the participants' responses, item 3 had the greatest average score, while the item 5 had the lowest average score ($M = 2.76$).

Zhao and Li (2020) discuss how effective feedback can enhance resilience and performance among adult learners, which supports the findings that respondents feel resilient and recover quickly after stressful activities. Wang and Chen (2019) further explore how feedback mechanisms contribute to learners' motivation and satisfaction, aligning with the respondents' positive feelings after completing a successful project or task. These studies reinforce the significance of feedback in shaping teachers' attitudes and their ability to facilitate adult learning effectively.

2.4 Leadership

Table 5 shows how a sample of respondents rated their views toward enabling adult learning in terms of leadership. The table indicates a composite mean score of 2.77 with a standard deviation of 0.36, indicating a favorable evaluation.

Table 5. Assessment of Attitudes in Facilitating Adult Learning in terms Leadership

Indicators	Mean	SD	V.I	Rank
1.I am well-coordinated with my students and my team teachers.	2.73	0.77	Average	5
2.I rarely lose my focus on task at hand.	2.78	0.80	Average	2.5
3.My preparations and actions are always advance before the execution.	2.74	0.78	Average	4
4. I can synchronize the activities from what is demanded.	2.78	0.73	Average	2.5
5.My adult class is always involved in preparation and decision making.	2.82	0.72	Average	1
COMPOSITE MEAN	2.77	0.36	Average	

Legend: 1.00-1.50: Strongly Disagree (Very Low); 1.51-2.50: Disagree (Low); 2.51-3.50; Agree (Average); 3.51-4.00: Strongly Agree (High)

The data analysis revealed that they agree that their adult class is always participating in planning and decision-making (M = 2.82), rarely loses concentration on the job at hand (M = 2.78), and can synchronize activities based on what is required (M = 2.78). Based on their responses, item number 5 had the highest mean score (M = 2.82), whereas item number 1 (I am well-coordinated with my students and team teachers) had the lowest mean score (M = 2.73).

Chen and Lin (2020) emphasize the critical role that effective leadership plays in fostering engagement and performance among adult learners, which aligns with the positive assessment of leadership reflected in Table 5. Zhang and Zhou (2019) further discuss how active involvement in planning and decision-making enhances learners' focus and synchronization with educational activities. These studies corroborate the findings that respondents in the study value leadership practices that involve their participation and contribute to their ability to stay focused and coordinated.

Table 6 summarizes the assessment of attitudes in facilitating adult learning across various domains. The composite means for learning environment, learning processes and practices, feedback, and leadership all fall within the "average" range (2.77 to 2.85). This overall average rating suggests that while teachers are generally positive about their attitudes, there is potential for enhancement in all areas.

Table 6. Summary of the Assessment of Attitudes in Facilitating Adult Learning

	N	Mean	SD	Interpretation
Learning Environment	284	2.85	0.37	Average
Learning Processes and Practices	284	2.82	0.35	Average
Feedback	284	2.84	0.34	Average
Leadership	284	2.77	0.36	Average
Attitudes in Facilitating Adult Learning	284	2.82	0.18	Average

Legend: 1.00-1.50: Strongly Disagree (Very Low); 1.51-2.50: Disagree (Low); 2.51-3.50; Agree (Average); 3.51-4.00: Strongly Agree (High)

Chen and Wang (2023) discuss the average effectiveness of learning environments in adult education settings, while Liu and Li (2022) provide insights into practices and feedback mechanisms in Chinese adult education, aligning with the composite scores observed.

8. Conclusion

Confident but Limited Leadership: Teachers are generally confident in their ability to manage classroom tasks and execute projects, but their involvement in leadership roles, especially in decision-making and planning, needs to be enhanced. The low leadership scores suggest a gap in empowering teachers to take more active roles. Chen and Lin (2020) emphasize the role of leadership in improving teacher engagement and performance.

Supportive but Inconsistent Learning Organizations: Learning organizations were generally supportive, particularly in terms of openness to ideas, which fosters innovation and flexibility in teaching practices. However, the low psychological safety score indicates a need for improvement in creating an environment where teachers feel safe to express themselves and make mistakes. Edmondson (2018) highlights the importance of psychological safety in promoting an effective and collaborative learning environment.

Uniform Attitudes Across Demographics: The lack of significant differences in teacher attitudes across age groups suggests that attitudes toward facilitating adult learning are consistent regardless of demographic factors. However, the gender difference in learning processes calls for more attention to the specific needs of male and female educators, potentially through gender-sensitive training programs.

Disconnect Between Attitudes and Organizational Support: Despite the overall positive ratings of organizational support, the study found no strong correlation between teacher attitudes and organizational support ($p > 0.05$). This implies that teachers' confidence in their roles does not necessarily stem from the organizational structure or support mechanisms provided by their institutions.

9. Recommendations

Enhance Psychological Safety: Institutions should prioritize improving psychological safety by promoting open communication and reducing hierarchical barriers. This would encourage teachers to share ideas and feedback without fear of negative consequences, ultimately leading to more innovation and collaboration.

Develop Leadership Training Programs: Leadership training programs that focus on decision-making, planning, and team coordination should be implemented to empower teachers in their roles. This could help improve the low leadership scores seen in the study.

Offer Gender-Sensitive Training: Given the gender differences observed in learning processes, institutions should consider implementing training programs that address the unique needs and challenges faced by male and female educators.

Foster a Collaborative Organizational Culture: Learning organizations should continue to foster openness to ideas while working to improve psychological safety and interpersonal support. Strengthening these dimensions could help create a more cohesive and supportive environment for both teachers and learners.

By addressing these areas, educational institutions in China can improve both teacher attitudes and the organizational structures that support adult education, fostering a more effective and inclusive learning environment on the findings of the study.

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