

Market Brand of Adult Education for Academic Credentials in Guangdong, China

¹Chong Chen, and ²Napaporn Khantanapha

Southeast Asia University, Thailand

E-mail: ¹59791960@qq.com, ²nkhantanapha20@gmail.com

Received August 26, 2023; **Revised** October 12, 2023; **Accepted** December 15, 2023

Abstract

In the rapidly evolving landscape of adult education in Guangdong, China, market branding has emerged as a pivotal force driving academic credential programs. This research delves into the dynamic interplay of market branding within adult education, unveiling its multifaceted impact on the academic credentialing landscape.

This research aimed to: 1. investigate the dynamics of marketization in higher education for adults; 2. assess the potential and challenges of the higher education market for adults; and 3. examine the demand-driven dynamics of higher education adult consumer behavior in Guangdong, China. The samples were 1,512 adult students in higher education in Guangdong, China, who were selected at simple random. The instruments for collecting data were a questionnaire and an interview form. The analysis of the data included descriptive statistics and content analysis.

The results were as follows:

1. Participants in the survey ranged in age from senior middle school to junior college. While this offers a fundamental demographic snapshot, establishing a direct connection between these demographics and intricate higher education marketization processes is challenging. Additional research is necessary to investigate how these demographic factors interact with evolving market dynamics, especially their influence on perceptions and preferences within senior middle school and junior college curricula. The aim is to bridge this knowledge gap.

2 . The qualitative findings from the SWOT and TOWS analyses reveal a nuanced landscape. Identified strengths and past experiences intersect with limitations, while opportunities in a favorable economic climate face off against global competitive challenges. The TOWS analysis emphasizes key strategic directions, including policy backing, equilibrium in quality, and enhanced instructor training.

Keywords: Market Brand; Adult Education; Academic Credentials

Introduction

In recent years, the landscape of education in China has witnessed a significant transformation driven by rapid economic development, technological advancements, and evolving societal demands. Adult education, specifically the pursuit of academic credentials among mature learners, has emerged as a critical component of this evolving educational paradigm. Adult education was known as the education of workers as well, and peasants or spare-time education. It was officially called that with the expansion of education scope and diversification of educational forms. It is a new education system that has become an important role both in the development of conventional school education toward life-long education and in the continuous enhancement of national quality and the promotion of economic and social development (Embassy of the People's Republic of China in Ireland, 2004). The province of Guangdong, renowned for its vibrant economic activities, urbanization, and cultural diversity, stands as a microcosm of China's educational evolution (Clarke & Smith, 2016). This research endeavors to delve into the intricate tapestry of adult education for academic credentials in Guangdong, dissecting the market branding strategies employed by educational institutions, the motivations of adult learners, and the socio-economic implications of this growing trend.

The market brand is essential for adult education providers in Guangdong, China, as it can help them to attract and retain students, differentiate themselves from competitors, and build trust with potential students and employers. In adult education, market branding is crucial for obtaining academic credentials. It is essential for forming opinions, swaying enrollment choices, and building confidence among stakeholders and potential students. To meet the changing demands of adult learners in Guangdong, China, and to improve the efficacy and competitiveness of academic credential programs, it is imperative to comprehend the dynamics and implications of market branding.

With a historical emphasis on formal academic qualifications, China has progressively recognized the value of lifelong learning and skills enhancement. The nation's policy shift towards promoting continuous education aligns with global trends, aiming to equip the workforce with updated knowledge and competencies. Guangdong, as a powerhouse of economic and industrial growth, exemplifies this transition, displaying a surge in adult learners enrolling in academic programs to enhance their career prospects, change professions, or deepen their knowledge in specialized fields (Pan, Chen & Zhan, 2021). Consequently, this research seeks to unravel the underlying drivers and motivations that prompt adults in Guangdong to engage in educational pursuits, illuminating the multifaceted factors contributing to this burgeoning trend.

In addition to exploring the individual motivations of adult learners, it is equally imperative to dissect the branding strategies adopted by educational institutions operating in this competitive landscape. The marketization of education has bestowed institutions with the responsibility of effectively positioning their academic offerings to cater to the diverse needs and aspirations of adult learners. This research will examine the branding tactics employed by universities, colleges, and vocational schools, shedding light on how they communicate their value propositions, build reputations, and foster relationships with prospective students in the realm of adult education (Jin, Chripa & Stephen, 2015). Furthermore, the socio-economic implications of this growing phenomenon extend beyond individual aspirations, intertwining with larger societal dynamics. The research will investigate the impact of adult education for academic credentials on the labor market of Guangdong, evaluating how the acquisition of additional qualifications influences career advancement, wage differentials, and overall workforce productivity (Kosyakova & Bills, 2021). Moreover, the study will consider the role of adult education in addressing skills mismatches, promoting social mobility, and contributing to the province's economic competitiveness.

The following related research provides valuable insights into the market brand of adult education for academic credentials in a variety of international contexts. The findings of these studies can be used by adult education providers in Guangdong, China, to develop and implement effective marketing strategies to build and strengthen their market brand as follows:

Brown, and William, studied 'The influence of Brand image on the satisfaction of adult education students in the United Kingdom' in 2018. According to the survey, student satisfaction is significantly positively impacted by brand image. Accordingly, adult education students are more likely to be happy with their educational experience if they have a more favorable perception of their provider. The study also discovered that perceived quality acts as a mediator between brand

image and student satisfaction. This indicates that through perceived quality, brand image indirectly affects student pleasure. For instance, adult education students are more likely to believe that the quality of their education is higher if they have a more favorable perception of their provider's brand. Consequently, there may be a rise in student satisfaction. According to the study's findings, adult education providers in the UK should concentrate on enhancing and developing their brand image to boost student satisfaction. This can be achieved through funding marketing and advertising initiatives to establish a favorable brand image, by offering top-notch educational services to support the establishment of a favorable brand image, and by fostering relationships with students to foster a feeling of belonging and community.

Schlesinger, Cervera-Taulet and Wymer studied 'The influence of university brand image, satisfaction, and university identification on alumni WOM intentions' in 2018. This study looks into how alumni's identification with their alma mater, brand image, and level of happiness affected their intent to spread good word-of-mouth (WOM). Data gathered from a sample of one thousand university alumni—an influential and little-studied stakeholder group—is used to test the model. Improving our comprehension of important but understudied interactions contributes. Due to both direct and indirect effects, university brand image was revealed to be a major factor in alumni's good WOM intentions. The study also determined the moderating functions that alumni's contentment and identification with their university played. Alumni satisfaction and institution identity are two factors that contribute to the impact of university brand image on word-of-mouth communication among alumni.

Chen and Sun studied 'The factors that affect the brand loyalty of adult education students in Guangdong, China' in 2019. The research investigates the factors that influence adult education students' brand loyalty in Guangdong, China. The study found that the following factors were significantly associated with brand loyalty: 1) Brand satisfaction: Students who were more satisfied with the quality of the education they received were more likely to be loyal to the brand, 2) Brand trust: Students who trusted the brand were more likely to be loyal to it, 3) Brand image: Students who had a positive image of the brand were more likely to be loyal to it, and 4) Perceived value: Students who perceived the brand to offer good value for money were more likely to be loyal to it. The study also found that the following factors were not significantly associated with brand loyalty: 1) Brand awareness: Students who were aware of the brand were not necessarily more likely to be loyal to it, 2) Brand age: The age of the brand did not have a significant impact on brand loyalty, and 3) Brand size: The size of the brand did not have a significant impact on

brand loyalty. The findings of this study suggest that adult education providers in Guangdong, China, should focus on improving brand satisfaction, trust, image, and perceived value to increase brand loyalty among their students.

Li and Wang studied ‘The impact of market brand on the enrollment of adult education providers in Guangdong, China’ in 2020. According to the study, market brand significantly increases enrolment. This indicates that adult education providers typically have a higher student enrollment rate in their programs when they have stronger market brands. The study also discovered that brand awareness, brand image, and brand trust act as mediators between market brand and enrolment. This indicates that enrollment is indirectly influenced by the market brand thanks to these three variables. Stronger market brands, for instance, increase a provider of adult education's likelihood of being well-known (brand awareness), having a good reputation (brand image), and being trusted by prospective students (brand trust). Consequently, there may be a rise in enrolment. According to the study's conclusions, Guangdong, China's adult education providers should concentrate on developing and enhancing their market brands to boost enrolment. Providing top-notch educational services to establish a positive brand image, investing in marketing and advertising initiatives to raise brand recognition, and cultivating connections with prospective students to foster trust are some ways to achieve it.

Lin and Siu studied ‘Exploring brand management strategies in the Chinese manufacturing industry’ in 2020. This paper aims to investigate the strategic branding decisions made by Chinese commercial manufacturers through empirical research. They created a conceptual framework to look into the choices Chinese manufacturers make about their brands. Both quantitative categorical principal component analysis and qualitative thematic analysis were applied to the interview data. Data show four categories of B2B branders: achievement competencies branders, awareness competencies branders, novice competencies branders, and no-competencies branders, according to a branding schema. The progressive evolution of B2B branders is portrayed in the schema. This study offers guidance for manufacturers in their branding practices and adds to the long-needed development of a theoretical framework for B2B branding from the hazy literature. The exploratory character creates the groundwork for future studies looking into B2B branding in various settings.

Guangdong continues to serve as a crucible for China's educational evolution, comprehending the intricate interplay between adult learners, educational institutions, and broader societal trends becomes imperative. By delving into the market brand of adult education for

academic credentials in Guangdong, this research aspires to offer valuable insights into the motivations, strategies, and impacts of this burgeoning trend, contributing to a deeper understanding of China's educational landscape and its adaptation to the demands of the 21st-century knowledge economy.

Research Objectives

This research aimed at the following research objectives:

1. To investigate the dynamics of marketization in higher education for adults.
2. To assess the potential and challenges of the higher education market for adults in Guangdong, China.
3. To examine the demand-driven dynamics of higher education adult consumer behavior in Guangdong, China.

Literature Review

The Market Brand of Adult Education for Academic Credentials in Guangdong is the research conducted by using marketing theories. Moreover, the researchers studied the related research and they concluded the following:

"Adult education" is the term, known in Chinese network databases and Chinese social science citation database searching from 2010 to 2014. The current adult education challenges in China by examining the Ministry of Education website and then engaged in adult education management work experience based on information integration and analysis (Jian & Yu, 2015). China strives to improve the quality of domestic education. Meanwhile, since the reform and opening up program was implemented in 1978, China has become more open, liberal, and worldwide, and more Chinese students can study overseas. It is a regular occurrence for most wealthy businesses, highly educated professors, or even high-ranking government officials to send their children to school overseas.

Covid-19, was an international pandemic that crippled the global economy in early 2020, forcing most individuals to stay at home for an extended period. The study used internet resources to examine the economics and viability of distance education, intending to forecast remote learning in China. The method of study was qualitative analysis. As a result, with the emergence of the epidemic, the popularity of online education reached an unparalleled high, implying that practically every school has used that way to teach, but the explosive increase in online education during an

epidemic is a short-term phenomenon. The focus of this paper is on online education in China (Wang & Zhang, 2022). It needed marketing strategies to gain the trust of the customers and make them help to expand its business. Therefore, education quality and equity are a must to develop in the system.

An academic credential is a formal document that attests to a person's academic achievements. These credentials can be issued by a variety of institutions, including elementary and secondary schools, colleges and universities, and professional schools (RRC Polytech, 2012). Numerous research studies have looked into Guangdong, China's adult education industry brand for academic credentials. According to these studies, adult education students' brand loyalty is influenced by several critical characteristics, including perceived value, brand satisfaction, brand trust, and brand image. Furthermore, research indicates that market brand significantly increases adult education providers' enrolment in Guangdong, China. They concentrated on developing and enhancing their market brands. Nonetheless, adult education providers in Guangdong, China, can learn a lot from the results of the current research about how to develop and enhance their market brands (Zhang & Liu, 2019).

In the past few years, China has made significant progress in education growth and development, which has considerably contributed to decreasing poverty and economic growth. However, as education has evolved, many challenges and issues have occurred, which have been intensively researched by researchers in different fields across the Chinese and worldwide contexts. Among the numerous research issues, three stand out as the most important and well-studied: education return, education quality, and education equity. This paper discusses education development issues such as education return, education quality, and education equity, and suggests future directions for research and practice to improve education development and achieve a future that is environmentally friendly, attracting both international research writing and evidence from China (Guo, Huang & Zhang, 2019)

The findings of relevant documents, articles, and research papers showed the following knowledge that is different but relevant to the research as follows:

Importance of education equity: Establishing education equity is vital for ensuring fundamental human rights, enhancing well-being, and improving educational outcomes. This involves boosting education returns and elevating the quality of education.

Persistent regional disparities: Despite notable education reforms in China, including increased learning facilities, opportunities, and social support, significant regional education inequalities persist. These disparities are both substantial and inadequately explored.

Resource discrepancies and equity: Given the substantial variations in educational resources across different regions, it is crucial to examine the correlation between China's educational resources and achieving education equity.

Education Quality's role: As education quality strongly influences education returns, it is essential to scrutinize the present status of education quality in urban and rural areas, along with identifying potential differences and their implications.

Marketing Strategies for education: Combining authoritative data and authentic experiences from Chinese students studying in the US, fostering trust and connection with our target audience, spotlighting the ambitious goals of the Chinese student community, and being backed by rigorous research, advocates for resource integration, reputation enhancement, social media outreach, and alumni network formation, creating a compelling proposition to promote the School of Professional Studies in China.

However, the relevant research mentioned mostly higher education in the normal system, but higher education for adults is aimed less in most research despite it being a part of education development for enhancing China's human capital efficiency. Hence, this research aimed to investigate the dynamics of marketization in higher education for adults and find the marketing strategies for the demand-driven dynamics of higher education adult consumer behavior in Guangdong, China. The affecting factors used to study were corporate social responsibility (CSR), brand reputation, education service quality, brand trust, and purchasing intention, respectively.

Conceptual Framework

This research is a research study, on the market brand of adult education for academic credentials in Guangdong, China. The researcher defines the research conceptual framework based on the concept/theory of corporate social responsibility (CSR), brand reputation, education service quality, brand trust, and purchasing intention, together with adult education in Guangdong, China. The conceptual framework is as follows.

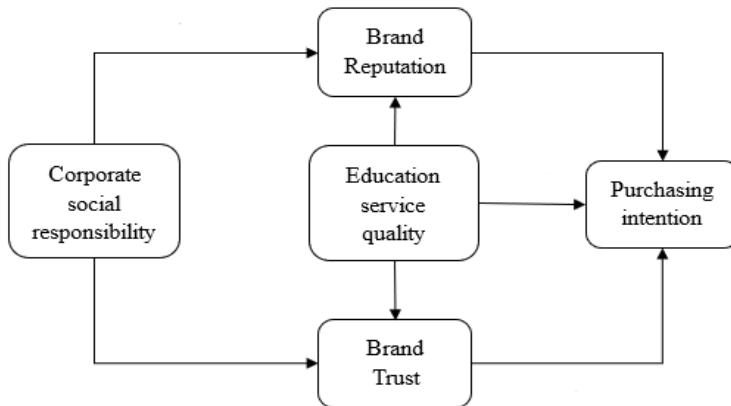


Fig. 1 Conceptual Framework

The conceptual framework of the research is intricately constructed by integrating the theoretical underpinnings of corporate social responsibility (CSR), brand reputation, education service quality, and brand trust, as independent variables and purchasing intention as a dependent variable, within the context of adult education in Guangdong, China. This framework aims to elucidate the complex relationships and dynamics between these elements:

Corporate Social Responsibility (CSR): At the core of the framework is the notion of CSR, which asserts that corporations have ethical and societal responsibilities in addition to profit-making. In the context of adult education, CSR refers to an institution's commitment to enhancing society through educational programs. The extent to which a company adopts CSR activities affects its perceived societal impact and can form the brand's reputation.

Brand reputation: It investigates how CSR operations and procedures at an adult education institution relate to its overall brand reputation. A positive brand reputation represents the educational institution's recognized worth, credibility, and effect in the educational landscape. The framework investigates how CSR initiatives that are matched with education services help to shape a positive brand reputation, attracting learners and stakeholders.

Education Service Quality: The quality of an institution's education services is a major indicator of its efficacy. The framework examines how CSR principles translate into actual improvements in the quality of education services, including curriculum, teacher expertise, learning resources, and student assistance. A good relationship between CSR-driven improvements and the quality of education services might affect learners' attitudes and trust in the brand.

Brand Trust: A key focus of the framework is the interaction between CSR, education service quality, and brand trust. Learners acquire faith in the institution's commitment to their educational and societal well-being as CSR initiatives contribute to improved service quality. The

brand trust serves as a bridge between CSR activities and purchasing intent, showing learners' belief in the institution's ability to deliver on its commitments.

Purchasing Intention: The framework's final consequence is purchasing intention, which represents learners' willingness to enroll in adult education programs offered by the school. The study investigates how a mix of CSR-driven service quality improvements, favorable brand reputation, and established brand trust influence learners' decision-making processes, hence driving their intention to invest in educational offers.

The Adult Education Context in Guangdong, China: The concept is embedded in the distinctive setting of adult education in Guangdong, China. Regional cultural, economic, and societal factors may influence the links between CSR, brand reputation, education service quality, brand trust, and purchasing intention. The context serves as a lens through which the concepts of the framework are applied and perceived.

Research Methodology

This research used mixed methods, quantitative and qualitative methods. The instruments for data collection are a questionnaire for the quantitative method and an interview form for the qualitative method, respectively. The questionnaires were launched to 1,512 adults who were studying in the adult education system in Guangdong, China. The reliability of the questionnaire is measured and calculated utilizing Cronbach's alpha showed that Cronbach's alpha was 0.903; it should be greater than or equal to 0.7. It suggests that the questionnaire is reliable enough to be used in the inquiry for this project. There were 36 key persons selected for in-depth interviews. The analysis tools were used as the specific methods the statistical analysis, frequency, percentage, mean, standard deviation, multiple regression, and multiple linear regression model. It can be used to conduct the marketing strategy. For the qualitative method, the analysis tools were content analysis and SWOT and TOWS analysis, respectively.

Research Results

Objective 1: The results showed that 1,512 questionnaires were valid 1,400 questionnaires. The respondents were mostly 882 females, and 518 males, 63.0% and 37.0%, with an average age of 30, and an education background of senior middle school and junior college, respectively. However, the current results primarily provide a demographic snapshot of the respondents, which serves as a foundational aspect of understanding the target audience.

While this information is valuable for understanding the gender distribution of the survey participants, its connection to the research objective of marketization dynamics remains indirect. The curriculum and programs are provided for at the levels of senior middle school and junior college. To fully align the provided results with the research objective, further analysis is required that delves into how these demographic characteristics interact with the dynamics of marketization in higher education. Specifically, the analysis should explore how gender, age, and educational background might influence perceptions, preferences, and behaviors related to market-driven trends in adult education. Moreover, the programs should be managed and combined with online and onsite classes.

Objective 2: According to the qualitative results with content analysis and SWOT & TOWS analysis, the result is shown in Table 1.

Table 1. SWOT and TOWS Analysis of Adult Higher Education in Guangdong, China

SWOT Analysis of Adult Higher Education in Guangdong, China	
Strength	Weakness
<ol style="list-style-type: none"> 1. Acquired specific experiences and qualities 2. Lay the personnel foundation 3. Break free from the constraints of traditional teaching 4. The "public service system" is up and running. 	<ol style="list-style-type: none"> 1. Students do not have self-learning abilities. 2. Inadequate experience with remote education 3. The school administration is not standardized. 4. It is difficult to effectively manage and evaluate quality in the public.
Opportunity	Threats
<ol style="list-style-type: none"> 1. A favorable external economic environment 2. Become a key means of popularizing Higher Education 3. Policy shift in education 4. Rapid progress in information technology 	<ol style="list-style-type: none"> 1. Extensive worldwide competition 2. Economic input is lower than in industrialized countries. 3. Inadequate adult education penetration 4. School running and market school running are planned.
TOWS Analysis of Adult Higher Education in Guangdong, China	
SO strategy	ST strategy
Continue to work for policy support and broaden the channels and levels of school administration	Continue to work for policy support and to broaden the channels and levels of school administration.
WO strategy	WT strategy
<ol style="list-style-type: none"> 1. Balance scale and quality, and increase public recognition 2. Improve instructors' training and teaching experience 3. Strengthen the development of teaching support services 	Improve the supervision and management mechanisms, as well as management exploration and research.

The SWOT analysis of adult higher education in Guangdong, China, reveals a multifaceted landscape characterized by inherent strengths, weaknesses, promising opportunities, and noteworthy threats. The strengths of this educational approach lie in the diverse experiences and qualities of adult learners, which enrich the learning environment and contribute to practical knowledge dissemination. Additionally, the establishment of a functional "public service system" underscores a commitment to community engagement and lifelong learning, fostering individual growth and societal cohesion. Furthermore, The TOWS analysis of adult higher education in Guangdong, China, highlights strategic pathways to enhance the quality, accessibility, and impact of educational offerings for adults were emphasizing collaboration for policy support and expanding school administration channels can harness existing strengths and capitalize on external opportunities, aligning programs with evolving societal and economic needs, reinforcing policy support and diversifying administration avenues can create a resilient foundation, safeguarding program quality and accessibility against potential external pressures, balancing scale and quality, enhancing instructor training, and strengthening teaching support services are key avenues to uplift program effectiveness and public recognition, tapping into untapped potential, and refining supervision, management mechanisms, and conducting research can proactively counteract potential threats, enhancing operational resilience and minimizing vulnerabilities.

Objective 3: The results showed that the multiple linear regression model (equation) showed as follows:

$$PI = \beta_0 + \beta_1 BR + \beta_2 CSR + \beta_3 BT + \beta_4 ESQ \dots \text{Equation 1}$$

where PI is Purchasing Intention

BR is Brand Reputation

CSR is Corporate Social Responsibility BT is Brand Trust

ESQ is Education Service Quality

$\beta_0, \beta_1, \beta_2, \dots, \beta_4$ are the regression

coefficients that represent the impact of each independent variable on the dependent variable

According to the regression coefficients of independent variables related to a dependent variable, it showed the results in Table 2 below.

Table 2. Regression Coefficients of Independent Variables

Coefficients		Unstandardized		Standardized	
Model		Coefficients	Std. Error	Coefficients	t
		B	Beta		Sig.
1	(Constant)	5.733	0.113		32.926
	BR	1.728	0.026	0.243	4.896
2	(Constant)	4.357	0.147		22.828
	BR	1.117	0.026	0.222	4.518
	CSR	0.999	0.025	0.192	3.905
3	(Constant)	4.070	0.165		18.613
	BR	1.104	0.026	0.197	4.035
	CSR	0.894	0.025	0.181	3.730
	BT	0.886	0.024	0.177	3.633
4	(Constant)	3.764	0.187		14.779
	BR	1.091*	0.026	0.172	3.524
	CSR	0.774*	0.026	0.142	2.837
	BT	0.871*	0.024	0.145	2.945
	ESQ	0.564*	0.026	0.121	2.450

*p < 0.05

So, the multiple linear regression of Purchasing Intention (PI) would be conducted as Equation 2.

$$PI = 3.764 + 1.091 BR + 0.774 CSR + 0.871 BT + 0.564 ESQ \dots \text{Equation 2}$$

In the context of adult consumer behavior for higher education in Guangdong, China, the multiple linear regression equation $PI = 3.764 + 1.091 BR + 0.774 CSR + 0.871 BT + 0.564 ESQ$ captures the association between purchasing intention (PI) and critical factors. The independent variables impacting purchasing intention include brand reputation (BR), corporate social responsibility (CSR), brand trust (BT), and education service quality (ESQ). Positive coefficients suggest that greater values for each variable contribute to higher purchasing intent. This equation gives actionable insights into how these elements jointly impact adult consumers' decision-making processes, which is consistent with the research goal of investigating the demand-driven dynamics of higher education consumer behavior.

Discussions

According to the research objectives, firstly to investigate the dynamics of marketization in higher education for adults, The study has the potential to significantly advance knowledge of the dynamics of marketization in adult higher education. By exploring how gender, age, educational background, and delivery format interact with the marketization of higher education, the research can provide valuable insights for policymakers, practitioners, and adult learners alike. The individuals' educational levels ranged from senior middle school to junior college. Despite offering a basic demographic picture, the clear link between these demographics and the subtle processes of higher education marketization remains difficult.

Secondly, to assess the potential and challenges of the higher education market for adults in Guangdong, China, the qualitative investigation, which included SWOT and TOWS analyses, sheds insight into the multifaceted environment of adult higher education in Guangdong, China. Evident strengths, such as the incorporation of certain experiences and attributes, are contrasted with weaknesses, such as pupils' deficiencies in self-learning. The favorable economic environment coincides with the possibility for higher education to become a vital vehicle for its expansion. However, this optimistic scenario is met with the counterforce of intense global competitiveness. The succeeding TOWS analysis delineates strategic routes, highlighting the critical imperatives of policy reinforcement, balanced scale and quality considerations, and instructor training elevation. These aggregate views provide a comprehensive view of the higher education domain, providing institutions with important counsel to overcome difficulties and capitalize on new possibilities.

Thirdly, to examine the demand-driven dynamics of higher education adult consumer behavior in Guangdong, China, factors influencing adult students' decisions, such as perceptions of the value of higher education, cost and affordability, convenience, quality of education, and career goals were shown, including enrolling in higher education programs. The research can provide valuable insights into the demand-driven dynamics of higher education adult consumer behavior in Guangdong, China.

Knowledge from Research

The knowledge derived from the research encompassed a comprehensive understanding of various aspects. The research outcomes provide key factors, including brand reputation, corporate social responsibility, brand trust, and education service quality, that influence the market

brand of adult education in Guangdong, China, such as demographic snapshot, marketization landscape, strategic directions, predictive model, marketization impact, and practical implications. In essence, the research findings shed light on the multifaceted nature of adult higher education consumer behavior in Guangdong, laying the groundwork for institutions to make data-driven decisions and design initiatives that improve the overall higher education experience and address the market's evolving demands.

The key factors affected the purchasing intention of the market brand of adult education in Guangdong, China, and the stakeholders can use these factors to manage and conduct strategies for providing the possible services to their target adult students. It can be synthesized the overall findings as shown in Figure 2.

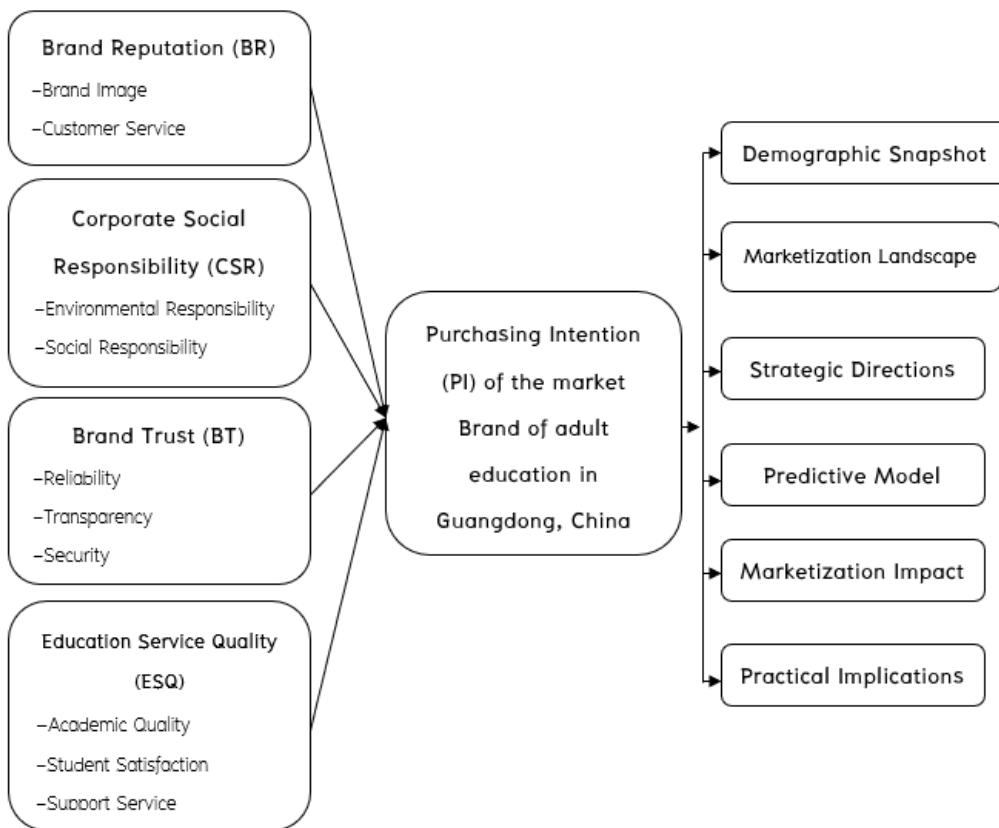


Fig. 2 New Knowledge Implementation

Conclusion

The research provides useful insights into the demand-driven dynamics of higher education adult consumer behavior in Guangdong, China. The outlines the target audience's demographic foundation, establishing the groundwork for further examination of their interaction with marketization dynamics. The SWOT and TOWS assessments were conducted by revealing a detailed picture, revealing strengths, weaknesses, opportunities, and threats while defining strategic directions for institutions to manage the shifting higher education market.

Suggestions

Specific research ideas for "The Market Brand of Adult Education for Academic Credentials in Guangdong, China" are 1) Further study should conduct a study to determine how Guangdong employers perceive and value academic degrees gained through adult education programs, and 2) Further study should analyze the effectiveness of online learning platforms in building the adult education market brand.

References

Brown, S., & William, J. (2018). The Influence of Brand Image on the Satisfaction of Adult Education Students in the United Kingdom. *British Journal of Adult Education*, 49(3), 325–340.

Chen, Z., & Sun, Y. (2019). The Factors that Affect the Brand Loyalty of Adult Education Students in Guangdong, China. *Adult Education Quarterly*, 69(1), 78–93.

Clarke, M.E., & Smith, D. (2016). *China's Frontier Regions: Ethnicity, Economic Integration and Foreign Relations*. London: I.B. Tauris.

Embassy of the People's Republic of China in Ireland. (2004). *Adult Education*. Retrieved February 14, 2023, from ie.china-embassy.gov.cn/eng/zagx/jyhz/educationdevelopment/200405/t20040520_2540350.htm

Guo, L., Huang, J., & Zhang, Y. (2019). *Education Development in China: Education Return, Quality, and Equity*. Retrieved March 1, 2023, from doi:10.3390/su11133750

Jian, Z., & Yu, J. (2015). *Study on Adult Education in China*. The Conference Proceeding: International Education Conference in London, United Kingdom.

Jin, Y., Chripa, S., & Stephen, R. (2015). *The Role of Higher Education in Promoting Lifelong Learning*. Hamburg: UNESCO Institute for Lifelong Learning.

Kosyakova, Y., & Bills, D.B. (2021). Formal adult education and socioeconomic inequality: Second chances or Matthew Effects?. *Sociology Compass*, 15, e12920.

Li, X., & Wang, J. (2020). The Impact of Market Brand on the Enrollment of Adult Education Providers in Guangdong, China. *International Journal of Educational Management*, 34(1) 125–140.

Lin, F., & Siu, W. (2020). Exploring Brand Management Strategies in the Chinese Manufacturing Industry. *Journal of Brand Management*, 27, 48–76.

Pan, W., Chen, L., & Zhan, W. (2021). Positioning Construction Workers' Vocational Training of Guangdong in the Global Political–Economic Spectrum of Skill Formation. *Engineering, Construction and Architectural Management*, 28(9), 2489–2515.

RRC Polytech. (2012). Academic Credentials and Designations for Instructional Positions. Retrieved February 18, 2023, from <https://www.rrc.ca/legal/policies/academic-credentials-and-designations-for-instructional-positions/>

Schlesinger, W., Cervera-Taulet, A., & Wymer, W. (2018). The Influence of University Brand Image, Satisfaction, and University Identification on Alumni WOM Intentions. *Journal of Marketing for Higher Education*, 33(1), 1–19.

Wang, Y., & Zhang, W. (2022). The Online Education Industry in China. Atlantis Press: *Academic in Economics, Business and Management Research* 211, 462–465.

Zhang, Y., & Liu, Y. (2019). The Influence of Brand Image on the Satisfaction of Adult Education Students in Guangdong, China. *Journal of Adult Education*, 46(2), 10–18.