



Factors Influencing School-Based Curriculum Management Strategies in Compulsory Education: A Case Study of the Asia-Pacific Experimental School, Beijing Normal University

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ABSTRACT

Objective: This research seeks to examine the strategies and practices employed in school-based curriculum management during the compulsory education stage at the Asia-Pacific Experimental School of Beijing Normal University. The study aims to analyse the factors that influence the effectiveness of school-based curriculum management through a comprehensive and multidimensional approach. **Methodology:** A questionnaire was administered to 155 teachers to gather data on key factors, including educational policies, school culture, teacher quality, and student needs. Statistical techniques, such as correlation and regression analysis, were utilised to explore the relationships between these factors and the effectiveness of curriculum management. **Findings:** The findings indicate that the influence of educational policies and regulations on curriculum management is minimal (correlation coefficient = 0.002). However, significant positive correlations were identified between school culture (0.278), teacher quality (0.743), and student needs (0.681) with the effectiveness of school-based curriculum management. Regression analysis further confirms that teacher quality and student needs are the most influential factors in determining the success of curriculum management. **Conclusion:** The conclusion highlights the pivotal role of school culture, teacher expertise, and alignment with student interests in enhancing curriculum effectiveness. This study offers valuable insights for educational administrators and policymakers, underscoring the importance of targeted strategies in teacher development, curriculum alignment, and the cultivation of a supportive school culture to enhance the quality of compulsory education.

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Introduction

In recent years, schools in China's compulsory education stage have overly prioritised knowledge transmission and excessively pursued examination results, transforming education into a competition centred on grades and deviating from its fundamental purpose of holistic student development (Li & Aziz, 2024). To realign basic education with

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its core mission, education reform has become a crucial focus in China's educational development (Li & Xue, 2021). In response, China has introduced the initiative of "comprehensively promoting quality education," urging schools not only to emphasise knowledge acquisition but also to foster students' innovative thinking, practical abilities, and social adaptability (Wang, 2021). Within this reform context, the school-based curriculum has emerged as a key component of China's educational transformation. In July 2021, the Chinese government introduced a policy titled *Opinions on Further Reducing the Burden of Homework and After-School Training on Students in Compulsory Education*, commonly referred to as the "Double Reduction" policy. The implementation of this policy has reinforced the imperative of returning education to its fundamental objective of holistic student development (Xue & Li, 2022).

However, with the continuous advancement of curriculum theory and school curriculum following the implementation of the "Double Reduction" policy, challenges in school-based curriculum management have gradually emerged. Firstly, in practice, many schools have a limited understanding of school-based curriculum management and hold misconceptions regarding curriculum planning. Secondly, most schools demonstrate insufficient awareness of school-based curriculum management and lack the capacity to design effective school-based curricula. Furthermore, despite the implementation of the "Double Reduction" policy, research on school-based curriculum management from the perspective of core competencies remains scarce. These challenges have significant implications for leadership decisions, teaching practices, and student development (Xue & Li, 2022). Therefore, under the guidance of educational principles and the promotion of educational policies, schools must establish a new school-based curriculum management system grounded in core competencies. Adopting a strategic management model for school-based curriculum management can enable schools to better align with educational policies, address emerging challenges, and ensure the sustainable development of school-based curriculum management (Cui & Lei, 2020).

Despite the pivotal role of school-based curriculum management in the success of educational reform, substantial gaps persist in both its conceptual understanding and practical implementation. Many schools in China, particularly at the compulsory education level, continue to exhibit a limited comprehension of school-based curriculum management (Luo, 2023). Misconceptions regarding curriculum planning and the design of school-based curricula remain widespread, with stakeholders often lacking awareness of how effective curriculum management fosters student-centred learning, creativity, and skills development. Khoso et al. (2022) further contend that schools frequently fail to grasp the essential components of quality education and lack the expertise required to design and implement curricula that effectively support it. This deficiency in leadership, pedagogical approaches, and student development has far-reaching implications.

Moreover, the complexity of curriculum management has been exacerbated by the rapid evolution of educational policies, such as the "Double Reduction" policy. These ongoing changes have posed challenges for schools in adapting their practices, as conventional curriculum development approaches are increasingly being re-evaluated (Darazi et al., 2023). However, there remains a significant gap in research examining school curricula through the lens of core competencies, including critical thinking, creativity, and problem-solving, which have become fundamental to contemporary education systems. The scarcity of literature in this area underscores the need for a comprehensive empirical

investigation into how curriculum management strategies can be further refined to meet the evolving demands of China's dynamic educational landscape. Although the significance of school-based curriculum management is widely acknowledged, a considerable research gap remains regarding its influence on core competencies (Cui & Lei, 2020). Critical thinking, creativity, and problem-solving—key components of modern education—are often overlooked in discussions on curriculum management. With the implementation of the "Double Reduction" policy, there is an urgent need for research that explores innovative curriculum management strategies aligned with contemporary educational requirements (Khosro et al., 2022).

The Asia-Pacific Experimental School presents a unique setting for this research due to several key factors. As an experimental institution, it actively engages in the testing and refinement of educational reforms, drawing insights from both successes and challenges in curriculum development. Furthermore, its proximity to Beijing Normal University, a leading centre for educational research and innovation, provides students and educators with direct access to the latest advancements in pedagogical theories and practices. Combined with the school's history of pioneering educational initiatives, these factors offer a valuable opportunity to examine the effectiveness of curriculum management strategies in a practical context. This study seeks to investigate the current state of school-based curriculum management at the Asia-Pacific Experimental School of Beijing Normal University, identify the factors influencing curriculum management innovation, and propose strategies for enhancing these innovations to improve overall educational performance. Specifically, the research is guided by three primary objectives.

1. To examine the current state of school-based curriculum management at the Asia-Pacific Experimental School of Beijing Normal University.
2. To analyse the specific factors influencing the innovation of school-based curriculum management strategies during the compulsory education stage at the Asia-Pacific Experimental School of Beijing Normal University.
3. To develop management strategies for school-based curriculum implementation in compulsory education.

Literature Review

Education in China, particularly at the compulsory education level, has undergone significant transformation in recent years. This shift has altered the traditional teaching and learning processes, which previously emphasised rote learning and examination-based assessments. The change has been driven by a broader recognition that education should not only focus on knowledge acquisition but also on fostering critical thinking, creativity, and practical skills. According to He and Zheng (2020), the current system has transformed education into a competition centred on achieving high grades, with less emphasis on the broader educational goals of developing well-rounded individuals. This tension between knowledge-based learning and humanistic education has been identified as a significant challenge, placing additional pressure on preservice teachers, policymakers, and other stakeholders involved in the development of compulsory education in China (Wang, 2021).

Amidst these challenges, education reform has become a central focus in China, particularly in the pursuit of quality education. The concept of 'quality education' extends beyond mere performance outcomes, incorporating innovative, practical, and social dimensions to foster the development of students' skills (Sun & Sun, 2022). In this context, curriculum development at the school level has gained significant importance in China's educational evolution as a crucial means of achieving these broader educational objectives. School-based curricula are viewed as a process of decentralising education, allowing schools to design curricula tailored to the specific needs of their communities. Zhao and Wang (2020) argued that school-based curriculum management provides schools with a degree of autonomy to address local educational challenges. While school-based curriculum management still includes a range of subject-specific syllabi, it offers schools the opportunity to adopt a more holistic approach to student development.

School curriculum management has increasingly become a critical area of focus as policymakers and educators seek to implement innovative teaching methods and cultivate a range of student competencies, including problem-solving, teamwork, and leadership (Chen et al., 2023). However, research into the implementation of school-based curricula reveals several challenges. Numerous limitations, such as structural constraints, inadequate teacher training and support, and insufficient resources, hinder schools – particularly those in rural or remote areas – from developing and effectively implementing school-based curricula (Tang & Wang, 2020). These challenges undermine the autonomy of schools. According to Khoso et al. (2022), education in China remains highly centralised. Moreover, there is considerable resistance to change among educators, teachers, and administrators, largely due to their familiarity with traditional methods of curriculum delivery, which prioritise examination outcomes.

In 2021, the Chinese government introduced the "Double Reduction" policy aimed at alleviating students' academic burdens and limiting the pressure caused by after-school tutoring services (Fan & Zhang, 2020; Higurashi & Zhang, 2020). This policy, which seeks to reduce homework and academic stress, aligns with a broader postsecondary educational culture that prioritises the student experience over rote learning (Fu et al., 2024; Zhou & Cui, 2020). Huang (2022) argue that the "Double Reduction" policy represents a positive step towards restoring education with the right objectives, namely producing well-rounded citizens. However, this shift has also raised concerns regarding the policy's sustainability, particularly in schools where curriculum management remains centralised. Sun (2023) asserts that schools must acquire the necessary knowledge and skills to innovate their curricula in line with the development of these competencies.

Several studies highlight key barriers to effective school-based curriculum management in China (Bellei & Munoz, 2021). Firstly, there has been a lack of professional development opportunities for teachers, particularly in curriculum development and innovative practices. Teachers are often not adequately equipped to design and implement school-based curricula that align with the goals of quality education (Chen, 2019; Gong, 2024). Secondly, organisational challenges persist, with many schools lacking the necessary structures, resources, and leadership to effectively coordinate and innovate their curricula. These challenges are further compounded by the pressure of the National Examination system, which places a disproportionate focus on academic success, often at the expense of other educational dimensions (Ding, 2024; Xue & Li, 2021).

Curriculum Theory and its Relevance to School-Based Curriculum Management

To understand the management of school-based curricula in the context of China's compulsory education, it is essential to establish a theoretical foundation in curriculum theory. A curriculum theory serves to delineate appropriate educational practices and provides a framework for analysing curriculum design, implementation, and evaluation, with a focus on the curriculum's values, objectives, and pedagogical principles. In the context of China's educational reform, objectives-based curriculum theory is particularly relevant, as it aligns with the nation's emphasis on fostering holistic student development alongside academic achievement. According to Tyler's model, educational objectives must first be clearly defined, followed by the selection of content, instructional methods, and evaluation mechanisms. This theory also aids in understanding the structure of school-based curricula, facilitating the integration of key competencies such as critical thinking, creativity, and adaptability into the learning process (Burns, 2023; Dong et al., 2024). The importance of curriculum innovation being responsive to the local needs and contexts of schools. This further highlights the significance of school-based curriculum management, particularly in China, where schools are being encouraged to decentralise curriculum decision-making to address regional educational challenges and diverse student demographics (Zhao & Wang, 2020).

The literature indicates that several key variables within the broader educational reform process play a crucial role in the effective management of school-based curricula. These include curriculum innovation, teacher professional development, school leadership, core competencies, and policy alignment. Each of these variables is closely connected to how school-level curricula are managed and implemented. Curriculum innovation involves processes and practices that enable schools to adapt their curricula to cultivate students' core skills, such as creativity, problem-solving, and social adaptability. This innovation responds to the need for schools to move beyond a focus on knowledge acquisition and examination-based education (Sun & Sun, 2022). Teacher professional development is a pivotal factor in enabling educators to effectively design and implement school-based curricula that align with these changes. Research has consistently demonstrated that teachers who receive appropriate training and resources are better equipped to manage school-based curriculum changes and address the challenges posed by educational reforms (Chen, 2019; Ding, 2024). Another critical variable is school leadership, as effective leadership is necessary to navigate the challenges of implementing new curriculum management strategies, particularly in the context of policy mandates such as the "Double Reduction" policy (Fu et al., 2024). Figure 1 illustrates the conceptual framework of this study, highlighting the relationships among the study's key variables.

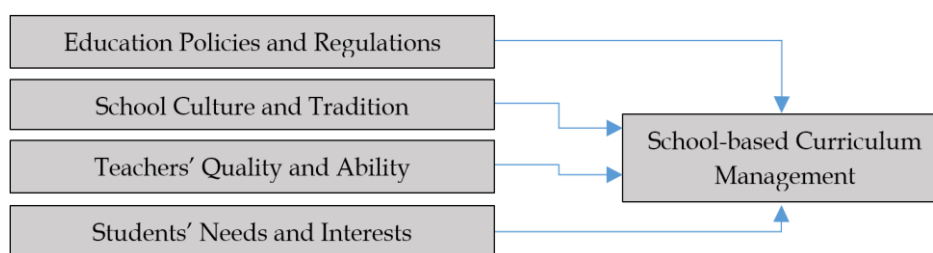


Figure 1: Conceptual Framework

Research Methodology

Research Design

This study adopted a quantitative empirical research design to investigate management strategies for school-based curriculum development within compulsory education at the Asia-Pacific Experimental School of Beijing Normal University. The research was conducted through empirical inquiry, utilising quantitative methodologies to collect primary data. Data were gathered via surveys and subjected to statistical analysis, with a particular focus on evaluating the perceptions of teachers and school administrators towards the prevailing school-based curriculum management strategies. Through the analysis of quantitative data, this study sought to offer a comprehensive understanding of the efficacy of current curriculum management practices and to pinpoint critical areas requiring enhancement.

Population and Sampling

The study focused on teachers and administrators from the Asia-Pacific Experimental School of Beijing Normal University, an institution representative of compulsory education in China. The target population comprised 270 individuals, including 260 teachers and 10 school administrators. A stratified random sampling technique was utilised to ensure the selection of respondents was representative of diverse demographic backgrounds, such as varying age groups, teaching experiences, and academic qualifications. The sample size was calculated using the Taro Yamane formula, achieving a 95% confidence level and a standard error of 0.05, which yielded a minimum sample size of 155 respondents. The stratified sampling approach ensured adequate representation of teachers across different grade levels and subject areas, as well as school administrators involved in curriculum planning and implementation. This methodology was crucial for capturing a wide range of perspectives on the current practices of school-based curriculum management.

Data Collection

Data for this study were gathered through a combination of survey methods, with the data collection process structured into two primary stages. Stage 1: Needs Investigation entailed the distribution of questionnaires to teachers and administrators to evaluate their satisfaction with the existing curriculum and to identify areas perceived as requiring improvement. This phase also incorporated individual interviews and group discussions to capture qualitative insights into the challenges encountered by stakeholders in the school-based curriculum management process. Stage 2: Data Validation and Refinement focused on refining the survey instrument based on feedback obtained during the initial data collection phase, ensuring that all pertinent dimensions of school-based curriculum management were thoroughly addressed. The data collection tools were designed to be clear, structured, and closely aligned with the research objectives, enabling a comprehensive understanding of participants' perceptions and experiences.

Instruments

A structured questionnaire was meticulously designed to collect the requisite data for this study. The formulation of the questionnaire was guided by the research objectives and the theoretical framework underpinning the study, which centred on various facets of

school-based curriculum management. It sought to capture the perceptions of teachers and administrators regarding critical factors such as curriculum content, teaching methodologies, resource allocation, and professional development. The development of the questionnaire followed a multi-stage process. Initially, a thorough literature review was conducted to identify pertinent variables and dimensions to be incorporated into the questionnaire. Drawing on this review, an initial draft was prepared, featuring both closed-ended questions to facilitate quantitative analysis and Likert-scale items to gauge respondents' attitudes and perceptions. The closed-ended questions offered structured response options, simplifying the process of data analysis and quantification. The Likert-scale items, ranging from "Strongly Agree" to "Strongly Disagree," enabled the collection of nuanced responses, thereby providing deeper insights into the respondents' perspectives.

The questionnaire was pilot-tested with a small group of teachers and administrators to assess its clarity, relevance, and cultural appropriateness. Feedback from the pilot study was meticulously reviewed, leading to refinements in the wording and structure of the questions to enhance comprehension and alignment with the research objectives. For instance, certain questions were rephrased for greater clarity, while others were restructured to better fit the study's aims. The finalised questionnaire was subsequently distributed to a larger group of teachers and administrators within the sampled schools. To ensure accessibility and convenience, the questionnaire was made available in both paper and digital formats, allowing respondents to choose their preferred mode of participation. A total of 155 responses were collected, with measures implemented to guarantee confidentiality and anonymity throughout the process. School administrators facilitated the distribution and collection of completed questionnaires, aiding in their dissemination. This approach not only reduced the potential for bias associated with self-reporting but also contributed to a higher response rate.

Reliability and Validity Testing

This study assessed the reliability of the IOC (Index of Content Validity) questionnaire items to ensure their dependability. As illustrated in [Table 1](#), the reliability analysis yielded a Cronbach's alpha (α) value of 0.903, which exceeds the threshold of 0.7. This indicates that the questionnaire demonstrates excellent reliability, confirming its consistency and suitability for measuring the intended constructs.

Table 1

Results of the Reliability Test of the Questionnaire (N = 155)

| Variable | Cronbach's Alpha Coefficient | Item Count | Sample Size |
|------------------------------------|------------------------------|------------|-------------|
| Education Policies and Regulations | 0.89 | 10 | 155 |
| School Culture and Tradition | 0.85 | 12 | 155 |
| Teacher's Quality and Ability | 0.92 | 14 | 155 |
| Students Needs and Interests | 0.87 | 10 | 155 |
| School-based Curriculum Management | 0.91 | 10 | 155 |
| Overall | 0.903 | 56 | 155 |

The KMO (Kaiser-Meyer-Olkin) test, a statistical measure used to evaluate the appropriateness of data for factor analysis, was employed to assess validity. As presented in Table 2, the KMO value is 0.810, which exceeds the threshold of 0.6, indicating that the data is highly suitable for factor analysis. Additionally, Bartlett's test of sphericity yielded a significance level of 0.000***, demonstrating high statistical significance. These results confirm that the questionnaire exhibits strong validity, the collected data is authentic and reliable, and the dataset is appropriate for further research.

Table 2

Results of Validity Test of the Questionnaire (N=155)

| | KMO | 0.810 |
|------------------------------|--------------------------------|--------------|
| Bartlett's Test of Spherical | Approximate Chi-Square (math.) | 5113.845 |
| | Degrees of Freedom | 1540 |
| | Significance | 0.000*** |

Data Analysis Techniques

This study employed a questionnaire survey to gather primary data from the sample, followed by statistical analysis using SPSS 26.0 and Excel software. The questionnaire was divided into two main sections: basic information and evaluation tools. The basic information section introduced the study and collected essential demographic details from the respondents. It aimed to gather background data, such as respondents' gender, age, teaching experience, and educational qualifications, in order to provide a comprehensive understanding of the sample population. The evaluation tools consisted of two key components: a questionnaire on the current status of school-based curriculum management and a questionnaire on the factors influencing school-based curriculum management.

The questionnaire on the current status of school-based curriculum management in compulsory education included 34 items, which were divided into four dimensions. These dimensions sought to capture an in-depth perspective on the current practices, challenges, and effectiveness of school-based curriculum management at the compulsory education level within the selected school. The questions addressed various aspects, including curriculum design, implementation, teacher engagement, and student outcomes, ultimately providing a detailed snapshot of the existing situation in the school's curriculum management process. The questionnaire on the influencing factors of school-based curriculum management comprised 22 questions, organised into five dimensions.

This section focused on identifying the factors that affect the effectiveness and innovation of school-based curriculum management strategies. Specifically, it aimed to assess the impact of school leadership, teacher professional development, available resources, policy environment, and other contextual elements on curriculum design and implementation. The insights gathered from this survey provided valuable input for formulating recommendations and strategies to enhance school-based curriculum management. Both questionnaires were administered on-site, ensuring that the data collected accurately reflected the respondents' real-time perceptions and experiences. The survey responses were subsequently analysed using SPSS 26.0 and Excel software, enabling the identification of key patterns and relationships in the data. This analysis facilitated a comprehensive understanding of the factors influencing school-based curriculum management, ultimately contributing to the development of strategic recommendations for its improvement.

Ethical Considerations

Ethical considerations in social work research and participation were addressed throughout the study, ensuring compliance with all relevant guidelines. Approval for data collection was obtained from the Beijing Normal University ethics committee prior to the commencement of the study. Informed consent was obtained from participants, who were fully aware of the study's objectives, activities, and any potential risks. Participation was entirely voluntary, and respondents were made aware that they could withdraw from the study at any time without consequence. To ensure confidentiality, all collected data were anonymised, with identifying information removed from the questionnaires and interview transcripts. Data were securely stored and accessible only to the research team. Participants were also informed that their responses would be used exclusively for academic purposes and would not be shared with third parties.

Results Analysis

Descriptive Statistics

As presented in Table 3, the gender distribution of respondents revealed that 47.10% were male and 52.90% were female, with females slightly outnumbering males. Regarding age, 38.71% of the teachers were under 31 years of age, 26.45% were between 31 and 40 years old, 22.58% were aged between 41 and 50 years, and 12.26% were aged 51 or above. In terms of teaching experience, 23.87% of teachers had 1 to 5 years of experience, 38.06% had 6 to 10 years of experience, 19.35% had 11 to 20 years of experience, and 18.71% had more than 20 years of experience. The distribution across teaching stages showed that 22.58% taught at the primary level, 31.61% taught at middle primary, 10.32% taught at upper primary, and 35.48% taught at the secondary level.

Table 3

Characteristics of Respondents

| Survey Items | Category | Number of People | Percentage (%) |
|-------------------------------------|-----------------------------|------------------|----------------|
| Gender | Male | 73 | 47.10% |
| | Female | 82 | 52.90% |
| Age | Under 31 Years Old | 60 | 38.71% |
| | 31-40 Years Old | 41 | 26.45% |
| | 41-50 Years Old | 35 | 22.58% |
| | 51 Years Old or Above | 19 | 12.26% |
| Years of being a Teacher | 1-5 Years | 37 | 23.87% |
| | 6-10 Years | 59 | 38.06% |
| | 11-20 Years | 30 | 19.35% |
| | Over 20 Years | 29 | 18.71% |
| The Stage of Study You are Teaching | Primary School Lower Stage | 35 | 22.58% |
| | Primary School Middle Stage | 49 | 31.61% |
| | Primary School Higher Stage | 16 | 10.32% |
| | Junior High School | 55 | 35.48% |
| Your Education Level | Bachelor Degree | 52 | 33.55% |
| | Master Degree | 75 | 48.39% |
| | Doctoral Degree | 28 | 18.06% |

With regard to educational qualifications, 33.55% held a bachelor's degree, 48.39% had a master's degree, and 18.06% had a doctoral degree. Overall, the surveyed teachers exhibited the following characteristics: a balanced gender distribution, a predominance of middle-aged and younger individuals within the age structure, a broad range of teaching experience, a relatively high proportion of primary school teachers, and a predominance of master's degree holders in terms of educational qualifications. These characteristics offer valuable insights into the current teaching workforce and provide a useful reference for education management departments in formulating relevant policies.

Analysis of Influencing Factors

The questionnaire survey in this study examined the factors influencing school-based curriculum management at the compulsory education stage of the Asia Pacific Experimental School of Beijing Normal University. The key influencing factors were categorised into four dimensions: government education policies and regulations, school culture and traditions, the quality and capacity of the teaching staff, and the learners themselves. The following provides a detailed analysis of how each factor affects school-based curriculum management. Table 4 highlights the relationship between various factors and school-based curriculum management. Education Policies and Regulations: A weak, statistically insignificant correlation ($r = 0.002$) was found between education policies and regulations and the management of school-based curricula in compulsory education. This suggests that, within this sample, educational policies and regulations have minimal direct influence on the management of school-based programmes. School Culture and Tradition: A moderate, statistically significant positive correlation ($r = 0.278$) was identified between school culture and tradition and the management of school-based curricula. This indicates that a positive school culture and tradition are associated with more effective management of school-based programmes in compulsory education.

Table 4

Correlation Analysis between Education Policies and Regulations, School Culture and Tradition, and the Management of School-based Programs in Compulsory Education

| Dimension | Education Policies and Regulations | School Culture and Tradition | Management of School-based Program in Compulsory Education |
|--|---|-------------------------------------|---|
| Education Policies and Regulations | 1 | 0.143** | 0.002 |
| School Culture and Tradition | 0.143** | 1 | 0.278** |
| Management of School-based Program in Compulsory Education | 0.002 | 0.278** | 1 |

Note: ** indicates correlation at 0.01, and Significant correlations are marked with asterisks.

Analysis of the Current Situation of School-based Curriculum Management in Compulsory Education

According to the relevant research findings presented in the appendix, the current state of school-based curriculum management in compulsory education is primarily reflected in four key areas: strategic analysis, strategic planning, strategic implementation, and

strategic control and evaluation, as outlined in Table 5. These aspects collectively represent the main components of the school-based curriculum management process, which ensures the effective development, execution, and assessment of the curriculum within the compulsory education context.

Table 5

Research Results of the Current Situation of Strategic Analysis

| Questions | n=155 | | Level of Needs |
|---|-------------|-------------|----------------|
| | \bar{X} | S.D. | |
| 1. You believe that the school's school-based curriculum goals are aligned with the school's long-term vision and mission. | 3.01 | 0.93 | High |
| 2. You see many opportunities and challenges for school-based programs in the current educational environment. | 3.09 | 0.96 | High |
| 3. The school has sufficient resources (e.g. teachers, funds, facilities, etc.) to develop and implement a school-based curriculum. | 3.11 | 0.92 | High |
| 4. Schools take full account of students' needs and interests in developing a school-based program. | 3.28 | 1.23 | High |
| 5. Schools regularly evaluate the effectiveness of school-based programs better. | 3.57 | 0.91 | High |
| 6. You believe that the school-based curriculum meets the basic requirements of compulsory education. | 4.10 | 0.82 | High |
| 7. Innovative and practical content of school-based program. | 3.65 | 0.84 | Low |
| 8. Schools provide adequate school-based curriculum training and professional development opportunities for teachers. | 3.74 | 0.85 | High |
| 9. Students' satisfaction with the school-based curriculum is high. | 4.29 | 0.81 | High |
| 10. Parents' participation in and support for school-based curriculum management is high. | 4.17 | 0.81 | High |
| Total | 3.60 | 0.91 | High |

Correlation Analysis of Key Factors Influencing School-based Curriculum Management

The study examined the correlations between education policies and regulations, school culture and tradition, teachers' quality and ability, students' needs and interests, and school-based curriculum management. Table 6 presents the correlation matrix of these factors, revealing several significant relationships among the variables influencing school-based curriculum management. Education policies and regulations demonstrated a very weak and statistically insignificant correlation ($r = 0.002$) with school-based curriculum management, suggesting that national policies alone have a minimal direct impact on curriculum management practices. In contrast, school culture and tradition showed a moderate and significant positive correlation ($r = 0.278$, $p < 0.01$) with curriculum management, indicating that a supportive school culture positively enhances curriculum effectiveness. Teachers' quality and ability exhibited a strong and significant correlation ($r = 0.743$, $p < 0.01$) with curriculum management, underscoring the pivotal role of well-trained and competent teachers in the success of school-based curricula. Similarly, students' needs and interests displayed a strong and significant correlation ($r = 0.681$, $p < 0.01$) with curriculum management, emphasising the importance of aligning the curriculum with students' learning preferences and needs.

Table 6*Correlation Analysis Results of Key Factors Influencing School-based Curriculum Management*

| Dimension | Education Policies & Regulations | School Culture & Tradition | Teachers' Quality & Ability | Students Needs & Interests | School-based Curriculum Management |
|------------------------------------|----------------------------------|----------------------------|-----------------------------|----------------------------|------------------------------------|
| Education Policies & Regulations | 1 | 0.143** | 0.198** | 0.125** | 0.002 |
| School Culture & Tradition | 0.143** | 1 | 0.316** | 0.284** | 0.278** |
| Teachers' Quality & Ability | 0.198** | 0.316** | 1 | 0.410** | 0.743** |
| Students Needs & Interests | 0.125** | 0.284** | 0.410** | 1 | 0.681** |
| School-based Curriculum Management | 0.002 | 0.278** | 0.743** | 0.681** | 1 |

Regression Analysis of Key Factors Influencing School-based Curriculum Management

A regression analysis was conducted to further investigate the influence of various factors on school-based curriculum management. Table 7 presents the regression coefficients and significance levels, revealing that teacher quality and ability have the most substantial impact on curriculum management. The analysis shows a strong positive relationship ($\beta = 0.743$, $p < 0.01$), explaining 55.3% of the variation in curriculum management (Adjusted $R^2 = 0.573$), emphasising the importance of investing in teacher training and professional development. Students' needs and interests also exert a significant effect ($\beta = 0.681$, $p < 0.01$), accounting for 46.0% of the variation, highlighting the necessity of curricula that are responsive to student-centred learning. School culture and tradition make a notable contribution ($\beta = 0.278$, $p < 0.01$), indicating that a supportive school environment fosters effective curriculum management. In contrast, education policies and regulations show an insignificant effect ($\beta = 0.002$, $p = 0.932$), suggesting that policy alone does not substantially influence curriculum management outcomes. The results indicate that while policies provide a broad framework, the most crucial determinants of effective school-based curriculum management are teacher quality, student engagement, and school culture.

Table 7*Regression Analysis of Key Factors Influencing School-based Curriculum Management*

| Variable | B | Standard Error | Beta | T | P | Adjusted R ² | F |
|----------------------------------|-------|----------------|-------|--------|-------|-------------------------|---------|
| (Constant) | 0.612 | 0.129 | - | 4.744 | 0.000 | 0.573 | 115.672 |
| Education Policies & Regulations | 0.005 | 0.071 | 0.002 | 0.085 | 0.932 | | |
| School Culture & Tradition | 0.288 | 0.078 | 0.278 | 3.692 | 0.000 | | |
| Teachers' Quality & Ability | 0.654 | 0.062 | 0.743 | 10.548 | 0.000 | | |
| Students Needs & Interests | 0.592 | 0.068 | 0.681 | 8.706 | 0.000 | | |

Discussion of the Study

Education should equip children with the tools to engage with the real world. Merely imparting knowledge about subjects such as history, geography, physics, and chemistry is insufficient. It is equally important to organise students' learning in ways that help them perceive the world from different perspectives, understand it, and develop problem-solving skills. In the context of current educational reforms, it is vital to formulate strategies that enhance school-based curriculum management, thereby improving the quality of education and effectively addressing the developmental needs of students with diverse needs. Based on the analysis of the factors influencing school-based curriculum management, several improvements can be made:

1. Schools must prioritise and define their cultural identity and traditional values. The integration of school culture into the curriculum is essential. This includes embedding the institution's educational philosophy, history, and campus life into the curriculum and teaching activities, creating a curriculum system that aligns with the school's unique characteristics. This approach will enrich students' cultural knowledge, promote holistic development, and nurture a generation of students with both strong cultural foundations and innovative thinking. Such strategies are consistent with the findings of previous studies (Wang, 2021).
2. Enhancing teachers' quality and capacity is the most critical factor influencing the effectiveness of school-based curricula. As education is a constantly evolving field, teachers and schools must continuously enhance their knowledge base and teaching skills to support educational reform. Teachers should be encouraged to experiment with different teaching models, such as flipped classrooms and project-based learning, to foster more interactive teaching and learning environments. Establishing a comprehensive Teacher Professional Development (TPD) system is necessary to support the ongoing development of educators, increase engagement among teachers, and incorporate technology and innovation into practice. This not only improves individual teachers' professional capabilities but also serves as a long-term strategy for the growth of school education (Sun & Sun, 2022).
3. Students' needs and interests are the foundation of successful education. To improve school-based curriculum management, strategies should be designed to respond to students' needs and interests, while creating an environment conducive to their positive development. Schools should establish mechanisms for regular student feedback on the curriculum, ensuring that their voices are heard. Furthermore, course content should be designed to address the individual needs of students, incorporating interdisciplinary learning and practical examples relevant to students' real-world experiences. This approach highlights the importance of not only covering foundational knowledge but also fostering broader skills and perspectives that align with students' personal and academic growth.

Policy Implications

This study highlights that teacher quality, school culture, and student engagement are pivotal factors in managing school-based curricula. As a result, educational reforms should prioritise enhancing teacher quality before addressing other areas of reform. Teacher development programmes are particularly crucial, as they have the most substantial

impact on curriculum outcomes. Such programmes foster a positive school culture characterised by innovation and collaboration. Additionally, schools must give greater attention to aligning the curriculum with students' needs and interests, ensuring that it is relevant and engaging to them. While national education policies are important, their effectiveness is limited without robust institutional support at the school level. This underscores the need for policymakers to create an environment that not only supports teacher competence but also centres on student learning and encourages a collaborative school culture. These elements are essential for driving meaningful changes in curriculum management and, ultimately, improving educational outcomes.

Conclusion

This study highlights the significant role of teacher quality, school culture, and student needs in shaping the effectiveness of school-based curriculum management in compulsory education. The findings suggest that education policies alone are insufficient; instead, teacher competence and a supportive school environment play crucial roles in determining the success of curriculum implementation. Additionally, it is essential to align curriculum content with students' interests and needs. These results point to the necessity for comprehensive educational reforms that focus on strengthening teacher training, cultivating a positive culture within schools, and ensuring curricula are responsive to students' needs. By prioritising these factors, schools can create a more dynamic and successful educational experience that aligns with broader educational objectives, ultimately leading to the sustainable development of school-based curricula. The insights from this study offer valuable guidance to policymakers, school leaders, and educators in designing and implementing more effective curriculum management strategies. Furthermore, the study affirms that the quality and number of teachers are pivotal in managing school-based curricula in compulsory education. Effective curriculum implementation, teaching professionalism, classroom management skills, and the ability to address individual student differences are key factors influencing student performance. Schools can enhance curriculum control and improve educational outcomes by investing in teacher quality and capabilities.

Limitations And Future Research

While this study provides valuable insights into the factors influencing school-based curriculum management, several limitations should be acknowledged. Firstly, the sample size of 155 respondents from a single institution, the Asia Pacific Experimental School of Beijing Normal University, limits the generalisability of the findings to other schools in China or internationally. Future studies could enhance the breadth of the research by incorporating data from multiple schools across various regions and educational systems, thus improving the external validity of the results. Secondly, a significant portion of the data was collected through self-reporting by teachers and administrators, which introduces the potential for biases, such as social desirability or misinterpretation of the questions. To mitigate this, future research could incorporate alternative data collection methods, such as classroom observations and student surveys, which would provide a more comprehensive view of the factors influencing curriculum management. Additionally, this study focused primarily on quantitative analysis. To gain a deeper understanding of the contextual factors affecting curriculum management, future research could incorporate

qualitative methods, such as in-depth interviews or case studies. This would allow for a more nuanced exploration of the challenges and opportunities within school-based curriculum management. Finally, while this study concentrated on teacher quality, school culture, and student needs, other factors, such as parental involvement and external socio-economic influences, were not addressed. Future research could expand on these variables to offer a more holistic understanding of the dynamics that shape school-based curriculum management.

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