

Management Strategies System for School-based Curriculum in Compulsory Education at Asia-Pacific Experimental School of Beijing Normal University, China

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ABSTRACT:

This study focused on the management of school based curriculum in compulsory education stage of Asia-Pacific Experimental School of Beijing Normal University. The research had three interrelated goals. It first investigated the current situation of school based curriculum management. It then studied the factors affecting the effectiveness of management. It finally built scientific system of strategy for use in practice. A questionnaire with five points was completed by a sample of 155 teachers, rating scales interviews and focus group discussions were used in the study. Data were analyzed using a descriptive analysis of mean and standard deviation, correlation analysis and multiple regression analysis. The general situation of school based curriculum management was good, and the school did a good job in addressing students' needs and promoting students' comprehensive development. The result of correlation indicated that teacher quality and ability had the highest correlation with management effectiveness with a value of 0.743 and students needs and interests had a correlation value of 0.681. The adjusted value of the regression model was 0.633 and the F value was 67.322, indicating that a considerable portion of variance was explained by the model. The combination of teacher quality and ability and student needs and interests proved to be the determining factors. Based on these findings the study was designed a modular strategy system with four core modules and three supporting modules, and it was supported by a four phase implementation plan and three tier quality assurance mechanism. The paper offers a data grounded reference for optimising school based curriculum management in compulsory education.

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1. Introduction

School based curriculum has emerged as a key tool for schools which aim to translate national education goals into unique local practice. In China, compulsory education has been reformed for decades, and the autonomy of schools has been gradually expanded, bringing the design of the curriculum to the classroom [42]. There have been arguments that a school can plan for thoughtful curriculum with the resources to match the school's mission and student profile [2][14]. This focus on whole person development has also led to a focus on courses that foster character development in addition to knowledge [6][11]. In recent years, policy changes, including the double reduction reform, have changed the context in which schools function and have sparked a more connotative development [5][8][35].

This inquiry is richly supported by the Asia-Pacific Experimental School of Beijing Normal University. The school has excellent academic resources, but it is also facing the same transition challenges as many Chinese schools are today. In this context management of school based curriculum is a process of strategic analysis, strategic planning, strategic implementation and strategic control and evaluation [23]. The implementation of policy into practice is also important for effective management [1][7][24]. The objectives of this study were therefore to describe the current situation of management and to develop a practical strategy system that addresses the identified needs, while identifying the factors that shape the current situation [3][40].

2. Literature Review

Curriculum innovation is generally recognized as a process which progresses through various dimensions and models and ultimately reaches stable practice [40]. Studies of curriculum planning have emphasized the importance of clear objectives, extensive practical activities and a broad perspective that integrates the various subjects [12][14]. Research in school based

curriculum implementation has employed multi subject evaluation to show the successes and common issues [25][19][27][28][30]. Research in vocational and specialised settings has mapped the factors that motivate school based development and have shown the importance of institutional support [18][38].

There is a large body of work that connects curriculum outcomes to the broader policy context. Comparative studies of regulation and key competences reveal the directionality of national frameworks to local action [1][24]. The compulsory education law and quality balance analyses illustrate the influence of legal and structural factors on access and fairness [26][33]. The double reduction reform documents the challenges to implementation and the impact on family spending and student wellbeing [8][36][37]. Other research links the reform with a resurgence of interest in school sports and the professional development of teachers [22][35].

The other strand focuses on teachers culture and students. Teacher capability is at the center of the dual teacher faculty research and of people oriented management [4][31]. The research on traditional culture education and the research on contemporary management ideas reveal the guidance of school culture to curriculum selection [20][21][34]. In drama based work, attention to student centred design can be found in work on drama based courses on life mathematics and in sexuality education standards [16][29][38]. These studies, taken together, outline the four factors that influence and are used in the present analysis. [32][39][41][44].

3. Research Methodology

A mixed design of a structured survey and qualitative consultation was used in this study. The subjects were the teachers of the Asia-Pacific Experimental School in Beijing Normal University and the final sample was 155 teachers. The primary instrument was a five point questionnaire which measured the current management situation and the four influencing

factors. Content validity was supported by index of item objective congruence rating scales. Ten frontline educators provided qualitative evidence for strategy construction in depth interviews and focus group discussions [3].

The descriptive statistics correlation analysis and multiple regression analysis were used to analyse quantitative data. The 5 point design indicated that a mean above the 50% point indicated higher recognition and a standard deviation below 1 indicated a focused response. Cronbach alpha coefficients were used to check the reliability [9][10][13][15][17]. The interpretation of the internal and external environment was done using strategic management tools like SWOT analysis, PEST analysis and the TOWS matrix [23]. The Deming cycle guided the design of the continuous improvement mechanism [40].

4. Results and Quantitative Interpretation

4.1 Profile of Respondents

The demographic profile was found to be a balanced and experienced teaching body. The gender distribution was almost even with males 47.10 per cent and females 52.90 per cent. The age structure was tilted towards the younger staff as 38.71 per cent were below 31 years and 12.26 per cent were 51 years and above. Experience in teaching was fairly distributed, with the largest group (38.06 per cent) having six to ten years service. The highest percentage of teachers in the teaching stage group was junior high teachers (35.48%). Master degree holders (48.39 percent) dominated the education level followed by bachelor degree holders (33.55 percent) and Doctoral degree holders (18.06 percent). Figure 1 shows the entire profile.

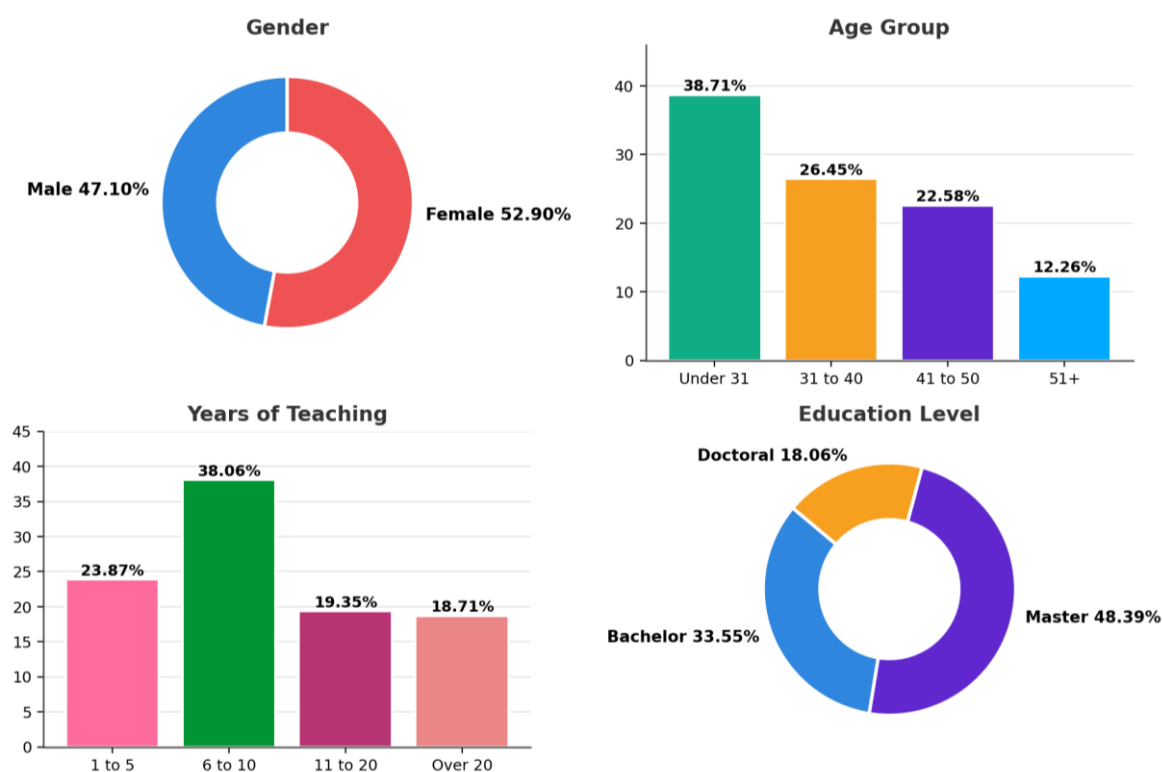


Figure 1. Demographic composition of the 155 surveyed teachers.

4.2 Descriptive Analysis of the Management Dimensions

The questionnaire revealed a generally satisfactory management picture across the four strategic dimensions. In the strategic analysis dimension item means ranged from 3.01 to 4.29.

Students' satisfaction with the curriculum was highest at 4.29 followed by curriculum alignment with compulsory education requirements at 4.10. The innovation and practicality of content was weaker at 3.65. The strategic planning dimension ranged from 3.80

to 4.08 and clear planning objectives scored 4.08. The strategic implementation dimension scored between 3.70 and 4.06, teacher training effectiveness was 4.06 and content adaptability was 3.70. The strategic control and evaluation dimension was between 3.80 and 4.25 and the feedback mechanism was a low 3.89 [25][41].

This reading was enhanced by the dimension level summary in Figure 2. The mean of the education policies and regulations was 3.786 with a standard deviation of 0.629. The second highest concentration of response was for school culture and tradition at 3.395. The other three dimensions were on a lower measurement level. The mean of teacher quality and ability was 1.866 with a standard deviation of 0.633. Students needs and interests scored 1.708 with a standard deviation of 0.641. The management of the school based program had a mean score of 1.808 with a standard deviation of 0.578. The wider the gap between teacher quality and

student needs, the more likely that there was true disagreement among staff about the extent to which these areas are met in practice [4][31].

A deeper investigation into the item spread reinforced this interpretation. The strategic control and evaluation dimension had the highest score of 4.25 on the curriculum adjustment area with a very small standard deviation of 0.67 indicating a strong and shared endorsement. The quality monitoring item at 3.80 was the bottom of that dimension, and the first obvious target for improvement. The resource allocation item scored 4.06 in strategic planning, but the narrative evidence indicated that there is still a need for further optimisation of the way resources are allocated to individual courses. The planning scores and implementation scores on the four dimensions were consistent, which indicated that the school plans curriculum well but loses momentum at the point of delivery. [12][25].

Figure 2 Mean Scores Across the Five Study Dimensions

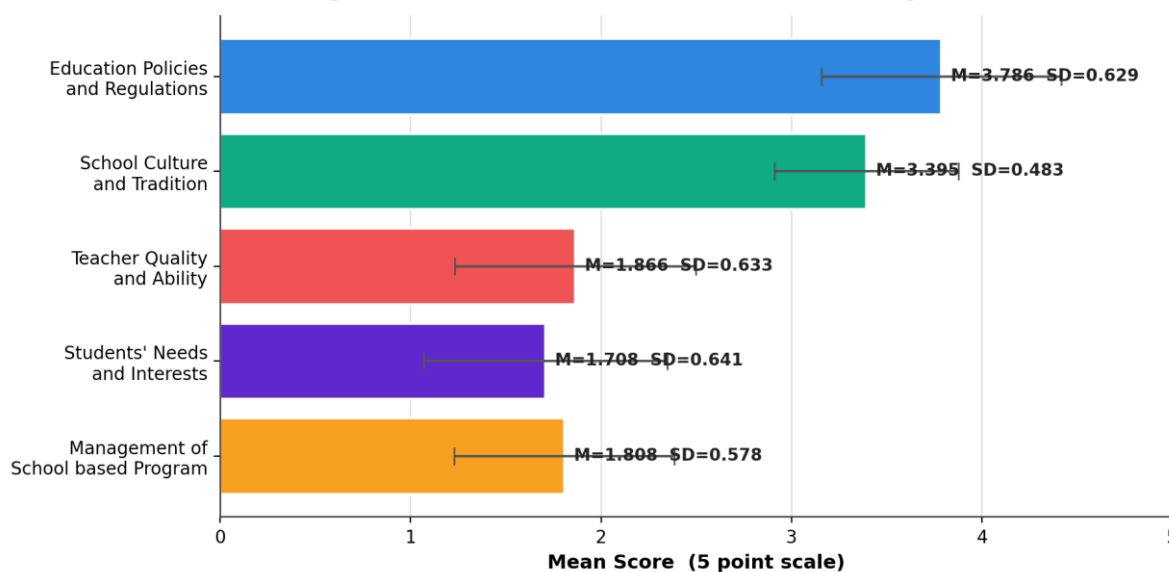


Figure 2. Dimension level means with standard deviation error bars (N = 155).

4.3 Reliability of the Instrument

The reliability test showed that the questionnaire had internal consistency. Cronbach alphas for each of the scales with one item deleted were very close together, ranging from 0.899 to 0.906. This stability indicated that there was no single item which weakened the instrument and the scale measured the intended constructs in a

reliable manner. Item to total correlations for the substantive factors were generally moderate and positive which further confirmed that the items aligned with the overall objectives of the survey.

4.4 Correlation Analysis

Correlation analysis revealed that there was an obvious hierarchy between the four factors. The

coefficient of education policies and regulations was almost close to zero (0.002) and the probability value was more than 0.05, which indicated that there was very little association between education policies and regulations with management effectiveness. The effect of this factor was thus not significant in practice [1]. The results for school culture and tradition showed a positive coefficient of 0.278 with a

probability of less than 0.001. The highest correlation was that of teacher quality and ability with a value of 0.743 and a p-value less than 0.001. Students needs and interests followed with coefficient of 0.681 at the same significance level. This pattern is shown in figure 3, which also represents the traditional threshold for a good relationship [18][40].

Figure 3 Correlation of Each Factor with School based Curriculum Management

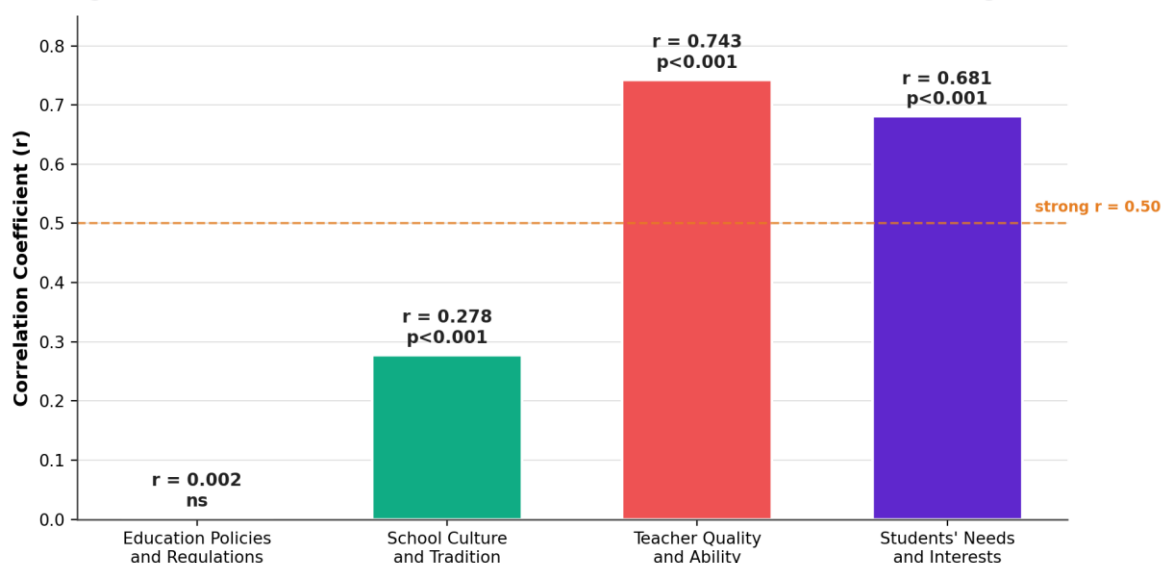


Figure 3. Correlation of each influencing factor with school based curriculum management.

Dimension	EPR	SCT	TQA	SNI	Mgmt
Education Policies (EPR)	1				
School Culture (SCT)	0.620***	1			
Teacher Quality (TQA)	-0.028	0.292***	1		
Students Needs (SNI)	-0.037	0.174*	0.602***	1	
Management (Mgmt)	0.002	0.278***	0.743***	0.681***	1

Table 1. Correlation matrix of factors. * p < 0.05 ** p < 0.01 *** p < 0.001

4.5 Multiple Regression Analysis

The four factors were used to estimate their combined effect on management effectiveness

by using the multiple regression model. The coefficient of determination for the model was 0.642 and the adjusted coefficient of determination was 0.633. The F value obtained

was 67.322, indicating that overall explanatory power and significance was strong. The standardised residuals were normally distributed with a mean near to zero and a standard deviation of 0.997, which was an indication that the model was sound [40].

In the model, the two lower band factors were the most significant. Teacher quality and ability yielded an unstandardised coefficient of 0.455, a standardised coefficient of 0.499 and a *t* value of 7.740 with a probability of less than 0.001. At the same significance level, the coefficient of

students needs and interests was 0.329 (unstandardised) and 0.365 (standardised) with a *t* value of 5.959. Coefficient of the education policies and regulations, on the contrary, was negative and not significant. The other factors also became significant and school culture and tradition lost importance when they were added to the model. This change suggested that as more powerful predictors were added, the apparent effect of school culture diminished [18][25][31]. The standardised coefficients will be shown in figure 4.

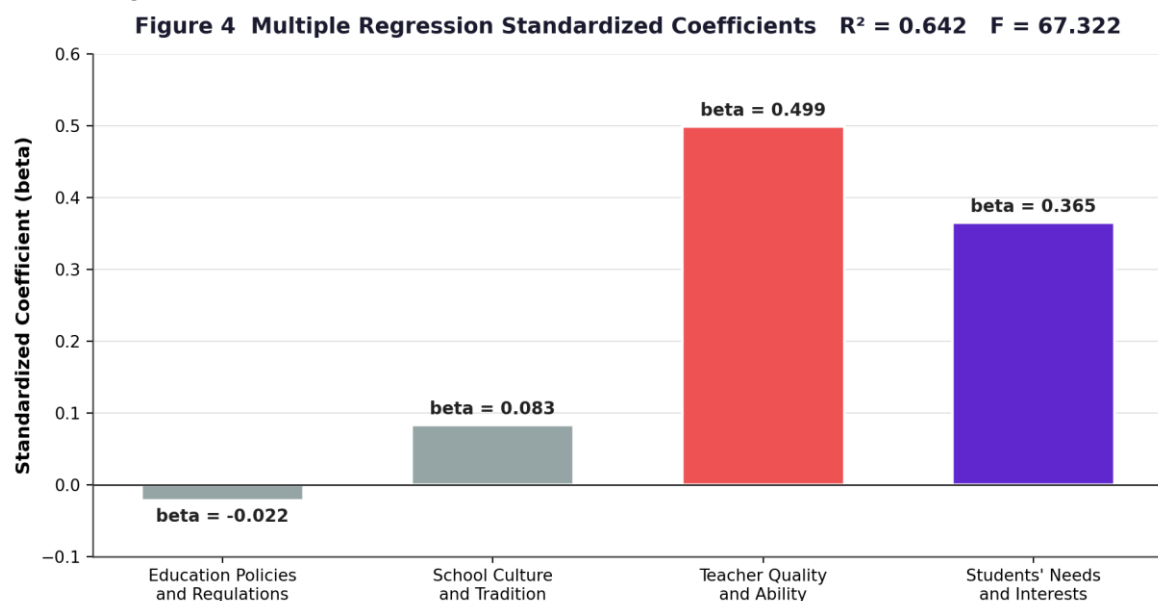


Figure 4. Standardized regression coefficients with model fit statistics.

Variable	B	Beta	t	p	VIF
Education Policies	-0.021	-0.022	-0.346	0.730	1.922
School Culture	0.099	0.083	1.228	0.221	1.742
Teacher Quality	0.455	0.499	7.740	0.000	1.571
Students Needs	0.329	0.365	5.959	0.000	1.761

Table 2. Regression coefficients. $R^2 = 0.642$ Adjusted $R^2 = 0.633$ $F = 67.322$.

4.6 Analysis of Group Differences

The difference analysis revealed that teacher perceptions were not often changed by the difference in demographic background. Gender

was significant for only one factor, school culture and tradition (*F* value = 4.567 and Probability = 0.034). The effect size remained small at 0.029. There were no significant gender

differences in the other factors. The education level had a significant difference with only one factor teacher quality and ability with F value 3.705 and a probability value of 0.027. Again, the effect size was small (0.046). These findings corroborated that perceptions were widely held among the teaching community and that there were no significant distinctions among the background variables [31].

5. Strategy System Construction

The qualitative phase was used to convert the statistical results into an actionable strategy

system. Ten teachers participated in in-depth interviews and focus group discussions and the team used SWOT analysis, PEST analysis and the TOWS matrix to analyse the internal and external environment. The SWOT results identified the school as being in a strategic opportunity, but also identified a critical challenge in the transition from strengths to outstanding effectiveness [23]. These findings were presented to the focus group who voted to prioritize five core issues.

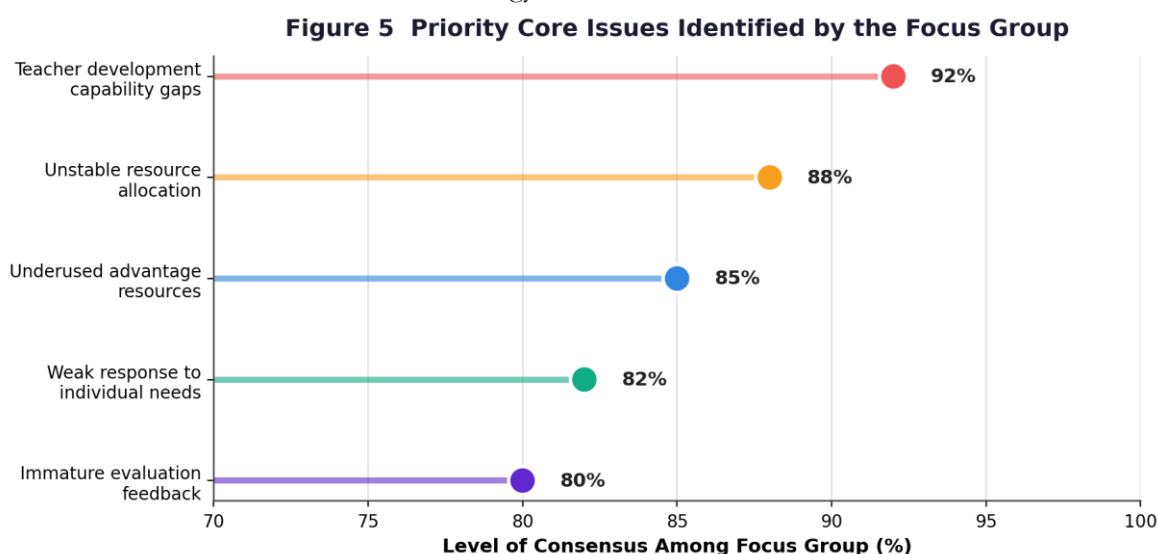


Figure 5. Priority core issues and level of consensus among the focus group.

The most agreed upon (92 percent) was around teacher course development capability and systematic support for young teachers [4]. 88 percent agreed that there was unstable resource allocation. The use of advantage resources was underused and received 85 percent. Individual student needs received a weak response (82 percent) and evaluation and feedback mechanism was immature (80 percent). The participants then came up with 68 original ideas that the team then organized into systematic and feasible solutions [3][29].

The PEST analysis broadened the scope to the outside world. It interpreted the political dimension as the deepening double reduction reform, thus creating new policy space for unique courses offered by the school [5][37]. It interpreted the economic and social levels by the increased demands of families, and the changing

perspectives on whole person growth [11][36]. It interpreted the technological layer as the dissemination of online learning and digital teaching tools that redefine the way courses are delivered to students [32]. This external scan confirmed that the school is in a favourable, yet challenging climate and it illustrated the need for a strategy that transforms potential strengths into sustainable curricular advantage [13][39].

The resulting strategy system was a modular structure, which included four basic modules and three auxiliary modules. The core modules covered policy interpretation, curriculum organisation, teacher professional development and meeting the needs of students. The supporting modules covered resource support communication and continuous improvement. A standard interface was used in each module with customisable content to enable schools

with varying levels of resources to modify the system to suit their environment [40]. The Deming cycle provided the logic for continuous improvement and carried forward unresolved issues into the next cycle [23].

5.1 Implementation and Training

The implementation was done in four phases. The first semester was a preparation phase where the organisational framework and understanding was created through a leading group and a detailed plan and staff mobilisation. In the pilot phase, which was conducted in the second semester, Grade 8 junior high and Grade 4 primary school were chosen as representative grades as transitional grades. The pilot evaluated the curriculum development teacher development reform and management coordination by weekly and monthly report.

Later stages scaled up the tested practice in the school and further developed it by reviewing it [40].

Training was tiered to ensure content was appropriate for each group. School leaders were given 16 class hours of training in strategic planning and resource coordination. 24 class hours were provided to mid level management on project management and team leadership. The most hours of 32 class hours was allocated to key teachers in the areas of curriculum development and teaching innovation. Class hours for concept updates and skill enhancement were provided to all teaching staff (16 hours) and class hours for concept communication were provided to parent representatives (8 hours). The allocation is shown in figure 6[4][30].

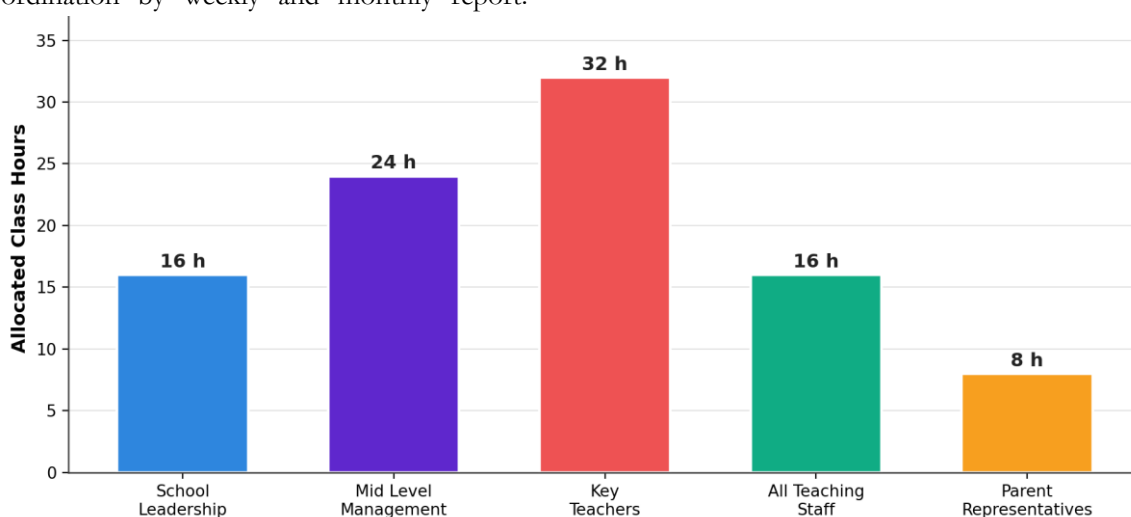


Figure 6. Class hours allocated across the tiered training plan.

A three tier quality assurance system completed the design. The system linked routine monitoring periodic review and higher level oversight so that the strategy could achieve self diagnosis self regulation and self optimisation over time [34][40].

6. Discussion

The results have a coherent implication for practice. Perhaps most remarkable is the disconnect between the theory and practice of policy. Education policies and regulations had the highest awareness score, but had almost no statistical association with management

effectiveness [1][24]. This gap indicates that policy is not necessarily the key to quality, and that the levers are closer to the classroom [7][8]. Teacher quality and ability emerged as the single strongest predictor which echoes wider research on teacher capability and connotation driven development [4][22][35]. The focus on student needs and interests highlights the importance of student centred design in curriculum work [16][29].

The regression model has been a weakening of school culture and needs to be read carefully. Viewed independently, school culture is important, but when the entire model is run, it is

subsumed by more powerful parts of the model [20][34]. This pattern is not an anti-culture. It does not demonstrate culture's independent operation, but culture operating through teachers and students. The strategy system is a response to this insight, and teacher development and student needs are at the heart of it, while retaining teacher supporting roles for policy and culture [21][39]. The design is staged and tiered, providing a realistic pathway which other compulsory education schools could follow in their own resource profile. [13][15][33].

7. Conclusion

This study set out to describe the management of school based curriculum at the Asia-Pacific Experimental School of Beijing Normal University to identify its influencing factors and to build a strategy system for improvement. The

survey of 155 teachers showed that management was generally good and that the school served student needs and all round development well. The analysis identified teacher quality and ability and students needs and interests as the decisive predictors of effectiveness while policy and culture played weaker practical roles. The regression model explained a large share of the variance and confirmed the robustness of these conclusions. The study then delivered a modular strategy system with a four phase plan a tiered training design and a three tier quality assurance mechanism. Future work could test the system across a longer period and in schools with different resource levels so that its transferability can be verified. The paper contributes a data grounded reference for the continuous improvement of school based curriculum management in compulsory education.

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