SUSTAINABLE HIGHER EDUCATION CURRICULUM MANAGEMENT SYSTEM IN CHINA: THEORETICAL PERSPECTIVES

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Abstract:

This paper examines how China's curriculum management system for higher education has been able to expand in a sustainable manner. This study examines a number of different facets of the Chinese curriculum management system for higher education as a means of doing a literature review. China, a country that is developing at a fast rate, is working hard to improve its education system. The country has to be rebuilt after a thirty-year battle that caused immeasurable pain. In order to meet the requirements of the nation, higher education is crucial. The framework of observed learning outcomes may be used to construct a curriculum that is centred on learning outcomes, hence improving the quality and alignment of national education. In the context of developing methodology, topic content, and course choices, curriculum designers assist education. In this period of fast change, there has been a growth in the number of curriculum authors who are concerned about pedagogy and curriculum. Most significantly, it gives curriculum developers access to data that is based on actual classroom experiences. The outcomes will be beneficial to both curriculum designers and college officials.

Keywords: sustainable development, higher education curriculum, theoretical, empirical, China

1. Introduction

As a rapidly developing country, China nevertheless confronts a formidable task to improve its whole educational system (Napier et al., 2008). After a thirty-year war that caused immense suffering across the nation, it is important to rebuild the nation as a whole. Higher education is an essential component of this effort to meet the nation's

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demands. Moreover, a functional education system is one factor that may help reduce poverty, and he said that China's education system needs immediate modifications.

Recently, China's curriculum for higher education must place greater emphasis on activity-based learning and practical projects, whereas the curriculum for senior higher education must emphasise subject depth, breadth of general knowledge, problem-solving skills, strong reasoning abilities, and precise comprehension. The Chinese government has initiated hundreds of development projects to increase the quality of higher education and the level of life for its citizens (Khatun and Dar, 2019, Liu, 2019). The structure of observed learning outcomes may be used to curriculum design in terms of learning outcomes, which is important for generating constructive alignment and enhancing the nation's education quality (Chauhan and Pillai, 2013; Sahney, 2016; Yeravdekar and Behl, 2017).

On the other hand, according to Gambhir et al. (2016), the Outcome-Based Curriculum (OBC) method is considered as a solution to many of a country's challenges in higher education. Less than four percent of faculty members agree that the national curriculum meets all of their students' needs (Lueg et al., 2015; Tham et al., 2017; Udriyah et al., 2019). He discovered that about 90 percent of academics want more autonomy in curriculum creation in higher education. According to Lueg et al. (2015), conventional methods to higher education courses in the twenty-first century are obsolete and must be updated. Therefore, the problem is unambiguous: curriculum policymakers must develop a curriculum that engages the interests, ideas, and aspirations of current and future generations.

In the 21st century, OBC was seen as a remedy for several problems in higher education. According to Li et al. (2021), a decentralised education system would provide higher education with more liberty to make decisions based on local realities. These beliefs included the notion that centralised curricula were too slow to adjust to changing social and educational conditions.

As technology advances and evolves, the social, economic, political, and cultural components of the curriculum are represented (Wang et al., 2007). The curriculum is the link between the student and the university, as well as the connection between teaching and research. The study of curriculum management is essential for improving the quality of higher education and teaching at universities.

A well-structured curriculum is essential for preparing the next generation to be productive employees and members of an information- and technology-rich society in this age of information and technology. Therefore, policymakers, educators, and academics from across the world have a significant interest in understanding the determining factors of controlling the curricular system in order to better prepare students for participation in the future global community. Curriculum management is required in many countries from kindergarten through the conclusion of compulsory education. Researchers have widely recognised the necessity of a robust curriculum management system as a desirable outcome or goal of educational programmes. The

growth of literate people depends on a high-quality system of education in higher education institutions.

2. Literature Review

The curriculum should promote broad learning. In an ever-changing environment, lifelong learning requires good values and attitudes, studying skills, critical thinking, information technology, creativity, and interpersonal interactions. All higher education levels and Key Learning Areas would have the above attributes (KLAs). Key Learning Areas must replace fragmented higher education disciplines for a well-rounded curriculum.

Higher education curriculum management involves organising, delegating power, and setting standards (Wang et al., 2007; Rachmawati et al., 2019). Curriculum management is a classic subject in education and teaching administration, and the system of curriculum management in higher education is fast becoming important to university education and teaching practise. Recent school reforms have raised curriculum management system demands. Few quantitative research has studied higher education curriculum management systems. Few systematic studies have examined curriculum management systems, therefore it is unclear what factors affect their quality.

Thus, studying Jiangsu Province's higher education students' academic progress is crucial. If these factors are not recognised, it will be impossible to build a strategy to enhance student achievement at higher education institutions to better serve the community. According to studies, well-structured curricula generate more well-rounded graduates who serve the community better (Azam et al., 2021; Wu, 2022; Xie, 2022). Numerous research worldwide has examined the link between motivational elements and student accomplishment (Haur et al., 2017; Xue, 2020; Yan, 2021).

Despite intervention programmes, China has little research on student achievement. Interventions, curricular changes, and an effective curriculum management system have been implemented without study. However, past research on student accomplishment has explored higher education institution-related variables, parental and family factors, including socioeconomic ones, and student-related factors (Yau et al., 2020; Yin, 2022). However, global and local studies have focused less on student-related cognitive elements. Over the last two decades, student cognitive traits that affect academic performance have been given more attention in other countries (Ying et al., 2022). These studies mostly focused on higher education (Wu, 2022; Xie, 2022). Thus, it has not fully addressed these student-related cognitive qualities, particularly among higher education students. Many research has examined these cognitive components of general learning, but few have explicitly addressed a content area (Dewi et al., 2019; Nguyen et al., 2019; Xie, 2022). Thus, a well-structured curriculum management system will support academic improvement at Jiangsu Province higher education institutions.

Chinese pupils are criticised for preferring surface learning, a vital cognitive skill (Ying et al., 2022; Wu, 2022; Xie, 2022). A research on learning styles and academic

achievement in Chinese universities found that students relied too much on "Surface" learning tactics. Chinese students are more exam-focused and memorization-oriented. It hinders their motivation to study more or understand differently (constructivist learning). However, China lacks comparable studies on higher education students and learning. Academics in China have focused less on cognitive factors that affect student performance.

Thus, scholars suggest studying students' epistemological ideas, learning concepts, and learning practises. To support the student-centered constructivist method proposed for Chinese higher education institutions, higher education students must be instilled with more advanced epistemological ideas. Before adopting a constructivist approach, educators should focus on students' knowledge perspectives, since there is evidence that students with more sophisticated epistemological beliefs learn better in such an environment (Wu, 2022). Studies showed that neglecting students' epistemological beliefs may lead to poor teaching and learning outcomes (Pushpakumara et al., 2019; Xie, 2022).

Understanding motivation's fundamentals are necessary due to its complexity. Thus, Jiangsu Province's students' motivation, attitudes, and achievements must be studied.

Thus, Jiangsu Province students' goals and attitudes may help curriculum designers build a suitable course. If student performance can be improved, the holistic development curriculum may become more popular, which is important academically. This study may also help curriculum designers and policymakers create a curriculum that better suits students' needs. This study will also help Jiangsu Province implement effective teaching methods and create a more welcoming classroom environment, which will encourage students to adopt 21st-century learning styles.

Employers, institutions, and other organisations and programmes commonly argue that Chinese general education students cannot do any daily life activities. Public Chinese colleges have this problem. Every educational system needs a curriculum. In the 21st century, curriculum policymakers must address the global market and knowledge economy while simultaneously promoting social cohesiveness and local cultures to retain a feeling of identity and belonging.

Institutionalized, systematic curriculum management is the curriculum management system. Higher education management includes the curriculum management system. It includes all organisations and legislation that conduct curriculum management according to national education standards. By improving directing, monitoring, and inspection, it may ensure educational goals. This dissertation analyses the essence and application of organisational ecology and governance theories to improve the higher education curriculum management system.

Higher education curriculum management is closely related to the national education management system's history. China has had curriculum management for almost 40 years since reform and opening up. Due to political and economic changes, China's higher education curriculum has gone through three phases: reform and opening

up, compulsory education, and the new century. Over the previous four decades, the curriculum management system has gone through three significant phases with rapid modifications. Undoubtedly, curriculum management system successes are linked to the care and concern of the party and government, social stability after the reform and opening up policy, rapid economic development, cooperation and support from various academic institutions and social groups, and the collaborative effort of university teachers.

Under the national education policy, relevant professional advisory bodies headed by the ministry of education set criteria and regulations, and universities work with relevant departments to establish the curriculum, teaching topics, and particular teaching activities. Under such a framework, universities create their own management institutions based on their needs, creating varied curriculum management systems. Despite its relatively orderly operation, the curriculum management system has a number of problems in practise, including the overlapping of organisations, poor management efficiency, and unreasonable personnel deployment, the undervaluing of teachers' and students' roles, an incomplete organisation system, difficulties in talent recruitment, contradictions among the coordination mechanism, award multilateral relations, rigid assessment mechanism, and undervaluing teachers and students National policy, university administration, conventional management, and public thinking cause the problems.

Many developing countries struggle to graduate students with broad knowledge and industry competence. As a general tendency, students in rich economies perform better and achieve more than those in poor countries. The exams are competitive, so students focus on memorising rather than learning (Ministry of Education, 2013). Fewer students got better grades. Chinese students score poorly in academic and curricular achievement (Wu, 2022), therefore they lack the skills to apply their information (Pambreni et al., 2019; Do et al., 2019; Do et al., 2020; Xie, 2022). Most students struggle to apply information to daily life, job, and new advances (Zhang, 2020). Thus, employers have trouble finding qualified people, leaving job openings.

Thus, Jiangsu Province's higher education system must establish a curriculum that develops productive, responsible people who are prepared for life and work in today's technology-based society (Zhang, 2020; Xie, 2022). The lack of such a curriculum is a practical gap. The Chinese Ministry of Education has allocated monies for scholarship grants for low-income students and implemented academic capacity development programmes to improve teaching quality. The Chinese National Institute of Education revises its curriculum every seven years. The National Education Policy strategic plans from 2012 to 2016 sought to enhance Jiangsu higher education students' academic and curricular performance. However, the test results do not yet show the expected development.

Thus, if China's students continue to do poorly in science and innovation, the following generation will be in danger of poor performance. Thus, this study examined how higher education students' epistemological beliefs, learning perspectives, and

scientific learning methodologies relate. Such a connection would improve learning comprehension and classroom teaching (Xie, 2022). This relevant study will improve students' scientific, creative, and academic performance. This study will also emphasise psychological aspects in the scientific curriculum.

Since higher education reform, nothing is known about the curriculum management system. Jiangsu's curriculum management system has never been studied. Curriculum management system options are still debated. In recent years, academics have utilised and developed a framework for curriculum construction in higher education, and governments have emphasised the need of evidence-based curriculum development. Lack of research is one of the biggest hurdles that shows a gap in academic literature. Quantitative research on higher education curriculum management systems is scarce. Thus, remote curricular discrepancies need greater research. Future studies should link student competencies to curricular inputs.

3. Curriculum Management

In China, curriculum management is undefined. Since the 20th century, researchers have given increasing attention to it and heatedly debated its meaning, model, and assessment. Employers, institutions, and other organisations and programmes commonly argue that Chinese general education students cannot do any daily life activities. Public Chinese colleges have this problem. Every educational system needs a curriculum. In the 21st century, curriculum policymakers must address the global market and knowledge economy while simultaneously promoting social cohesiveness and local cultures to retain a feeling of identity and belonging.

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Higher education curriculum management now includes content, technique, and approach.

Course administration in higher education covers several subjects, including: 1) Curriculum planning includes training objectives, curriculum structure, assessment, and execution. 2) National, local, and curricular assessment requirements are administered. 3) Curriculum preparation comprises setting instructional objectives, choosing teaching materials, scheduling class hours, and creating a curriculum schedule, among other duties. 4) Course instruction includes studying textbooks, setting objectives, analysing instructional materials, writing lesson plans, advising on classroom management, etc. 5) Curriculum implementation requires rearranging instructional materials, reorganising facilities and equipment, and selecting and administering textbooks and reference materials (Anget al., 2000; Xie, 2022).

College and university curriculum administration ensures compilation, implementation, evaluation, and reform. Specially: 1) Link national educational policies, training goals of all higher education institutions, and curricula, and use educational policies and training objectives to drive curriculum creation, implementation, and evaluation. 2) At various levels and of the higher educational institute curriculum management work, the training objectives of the institute and its particularities must first be clarified, and then, based on the nationally promulgated curriculum, the curriculum planning, year teaching schedule, and class hour must be determined in accordance with the curriculum standard. 3) Organize curriculum implementors—teachers who study curriculum plans and curriculum standards, strive to build a sound educational idea, and explain national educational policies and training goals inherent in curriculum plans and curriculum standards. 4) Oversee and review the curriculum design and curriculum standards in higher education institutions, oversee and inspect textbook use, and evaluate the curriculum teaching of individual instructors, institutions, and even regions and countries. 5) Assess curriculum, create curriculum reform decisions based on national social development and scientific and cultural progress, and lead curriculum change. Education reform and higher education curriculum management depend on curriculum reform.

The management system is the system inside the management system that relates to the institutional framework, an internal division of labour, and organisational connections. The management system specifies what organisational forms to adopt, how to combine these organisational forms into an appropriate organic system, and what tools and processes are necessary to accomplish the tasks and objectives of management. Specifically, the management system specifies the management scope, authority,

responsibilities, and interests of the organisations at each level, from the central to the local level, from the department of upper management to the department of the specific implementation, as well as their interrelationship criteria. It focuses on the establishment of the management organisation, the assignment of duties and responsibilities to the management organisation, and the coordination and interaction between various organisations. In these contexts, the distribution of rights, responsibilities, and rewards among organisations at all levels determines the effectiveness of the management system, and an efficient and effective management system ensures efficient and effective management. Unlike the management system, the higher education management system describes the relationship between the government, society, and various institutions and colleges, as well as their organisational function. Universities and universities have, from a microcosmic viewpoint, their own internal management structure. The relationship between subordination and the allocation of power and responsibility among higher educational institutions, departments, and institutes of higher education impacts the success of the operation and administration of higher education.

4. Organizational Ecology Theory

People's conceptions of organisation are often somewhat varied, which is not surprising given the fact that the idea of organisation in and of itself does not have a singular meaning and is affected by a wide range of other circumstances. The static organisation perspective considers the organisation to be a structure that has not changed over time, places an emphasis on the organization's constitution, and places an emphasis on the examination of the organization's rationality and the efficacy of its division of labour and collaboration. From the point of view of the dynamic organisation view, an organisation is regarded as a dynamic system. This view refers to the dynamic process in which the managers of an organisation configure the various factors involved in management, such as human, financial, material, time, information, and environment, in a definite way within a certain amount of time and space in accordance with the management objectives. The design of the organisational structure as well as the organisational setup should be a part of any dynamic company. And it extends beyond its own social system, constantly exchanging and interacting in the realms of matter, information, and energy in order to conform to the progression of time and the shifts that take place in the surrounding environment. This serves as an automatic adjustment to the process of social organization's growth. According to the organisational perspective of neo-Confucianism, it is seen to be a network of interpersonal relationships organised in a hierarchical fashion. A static power and responsibility organisation, it is also a dynamic process and a growing body that changes with the development and change of the social environment. This means that it adapts to new circumstances as they arise. More crucially, in order to accomplish the predetermined management goals, the participants in this network each play a unique function and accept a certain set of obligations, which are determined by the specific position they have in the organisation. The theory of

organisational ecology is mostly the product of cognition conceived with the perspective of the evolving organisation.

5. Governance Theory

The term "governance" comes from the ancient Greek word "steer," which translates to "control,""direction," and "manipulation." Gulag is also the origin of the Russian word "gulag." The phrase "crisis in governance" was first used by the World Bank in a study on Africa that was published in 1989. This report also brought the word "governance" into the public eye. Researchers in the fields of economics, political science, sociology, and anthropology have all come to the conclusion that governance "works for us," and this consensus has led to the valuable study. However, when the word "governance" is generally accepted as a professional phrase, the interpretation of the contentious notion often causes us to fail to identify its primary concept as well as its fundamental worth. For this reason, it is essential to sift out the various academics' interpretations of the term "government." The essence of governance can be broken down into its core values, which include the separation of powers, checks and balances, participation, and cooperation. These values emphasise the way to realise public interests, moving away from monopoly, monasticism, and coercion and toward democracy and pluralism. To begin, there is a large number of people who may participate in government, and each participant has the same amount of autonomy and parity. The government, businesspeople, employees, students, and any other stakeholders who have a stake in the outcome have the opportunity to participate in the decision-making process as subjects and freely voice their thoughts. Second, the successful promotion of the governance process relies on a foundation of trust and the negotiation of each subject's terms as its basis and premise. The ultimate goal of the process is to maximise benefits by continuously running in and playing games. It is impossible for any department or organisation to properly execute a task "single-handedly" in the modern world, which is global and information-based. The governance principle of dividing up work and working together is coming into its own as a valuable tool. The best part is that there are many different methods to put governance into action. It integrates coercion and democracy, formal management and informal management, and formal management and informal management in order to ensure the robust vitality of governance and the possibility of continuous development and improvement. These principles are based on the principles of cooperation, initiative, inversion, and minimum enforcement.

6. Skilbeck's SBC Model

This research investigates three different SBC methodologies. One of these is called the SBC Model, and it was developed by Skilbeck. It describes learning outcomes. During the phase of situational analysis that Skilbeck discusses, both external and internal linked variables to higher education are taken into consideration. Under the category of external

factors that were discussed were cultural and social changes and expectations. These included parental expectations, employer requirements, and community assumptions and values. Other topics that were brought up included educational system requirements and challenges, the ever-evolving nature of the subject matter, and the potential for a lecturer support system. On the other hand, variables that operate inside the confines of higher education are referred to as internal factors. Examples of these include the abilities and values of lecturers, the capabilities of students, and the culture of higher education.

On the other hand, owing to the nature of the setting in which they work, lecturers at China's higher education institutions are severely limited in many respects. The most significant information that can be gathered for the purpose of improving teaching and giving learners feedback that is both clear and helpful is that which is acquired every day in the classroom via the evaluation of the learners. There is a direct correlation between appropriate lecturers' competencies and higher student achievement, to the extent that, when practised effectively, can lead to improved student learning. This is because there is a direct relationship between appropriate lecturers' competencies and higher student achievement. It is very necessary for lecturers to update their level of professional competence and ability in order to be able to react appropriately to the ever-changing nature of educational pursuits. This is an academic requirement.

7. Discussion and Conclusion

This study ultimately examined the condition of Chinese lecturers and learning at the current moment, areas of capacity development for lecturers to be able to adapt to the problems of learning activities, as well as the relationship between learning activities and increased student learning. It suggested, among other things, the training and retraining of lecturers on contemporary methods and techniques of learning activities, as well as lecturer moderation to encourage lecturers to share their thoughts with their colleagues. Additionally, it suggested the training of lecturers on modern methods and techniques of learning activities.

In turn, the fourth phase is known as interpretation and implementation, and it requires an analysis of prior experience, relevant theory and research, in addition to imaginative forecasting for the purpose of putting the programme into action (Baker & Wurgler, 2002). During the phase of evaluation, the process of continuous assessment is brought to light in order to ensure that the quality of the selected curriculum can be preserved. All of the comprehensions discussed above are components of the institutional structure and administration system that comprise the university's curriculum management system. There is a consensus among all of the stakeholders at the school that the curriculum management system is generally strong and resilient. Involve both the macro and the micro levels, with the macro level serving as a reflection of the state and government's engagement in the university curriculum management system and the micro level serving as a representation of the curriculum management system used by the higher education institution. It is essential to take into consideration

several microfactors, such as the training goals of the curriculum, in the process of developing and implementing the management system for the curriculum at educational institutions like colleges and universities. However, at the present time, domestic arguments on the management system of universities and colleges are primarily focused on the macro and medium levels, and curricular management systems are rarely discussed. This is due to the fact that macro and medium levels of management are the primary concerns of these institutions.

It should not come as a surprise that the function that curriculum developers play in supporting education within the context of developing pedagogies, topic material, and course offerings is an extremely important one. In this era of rapid change, the implications and worries that curriculum designers need to address in pedagogy and curriculum have taken on a greater degree of relevance. This is because pedagogy and curriculum are closely related to each other. Some of these concerns include the following: the development of global citizens and lifelong learners; the utilisation of multiple instructional strategies; the comprehension of curriculum theory and processes; the provision of differentiation; the facilitation of learner-centered instruction; the utilisation of multiple instructional strategies; the development of emergent curriculum integration of technologies for the delivery of the curriculum; and the provision of multiple instructional strategies.

The findings of this research will have substantial repercussions on the manner in which learning and teaching are carried out. Most importantly, it gives those who build curricula access to data based on actual experience that can be used in educational settings. The results will be helpful to persons who are responsible for the creation of curricula as well as principals working in higher education.

Conflict of Interest Statement
The authors declared that they have no conflicts of interest to this work. We declare that we do not have any commercial or associative interest that represents a conflict of interest in connection with the work submitted.

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