



A REVIEW OF THE SUSTAINABLE DEVELOPMENT OF HIGHER EDUCATION CURRICULUM MANAGEMENT SYSTEM IN CHINA

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Abstract:

This research determines the sustainable development of the higher education curriculum management system in China. As a literature-based review paper, this study explores some insights into the Chinese higher education curriculum management system. China, a growing country, struggles to improve its education system. After a thirty-year war that caused immense misery, the nation must be rebuilt. Higher education is vital to meeting the nation's demands. The structure of observed learning outcomes may be utilised to develop a curriculum around learning outcomes, boosting national education quality and alignment. Curriculum developers enable education within the evolving methodology, topic content, and course options. In this time of fast change, curriculum authors' concerns about pedagogy and curriculum have grown. Most significantly, it offers curriculum developers experience-based classroom data. The findings will benefit curriculum developers and college administrators.

Keywords: sustainable development, higher education curriculum, management system, China

1. Introduction

As a booming nation, China still faces a difficult challenge to strengthen its whole education system (Napier et al., 2008). After a thirty-year conflict that produced enormous suffering for the country, it is necessary to build the nation as a whole. Higher education is one of the crucial areas in this endeavour to satisfy the nation's needs. In addition, an effective education system is one aspect that might alleviate poverty, and he said that China's education system needs rapid adjustments.

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Recently, China's curriculum for higher education must be more focused on activity-based learning and practical projects, while the curriculum for senior higher education must emphasise subject depth, broad general knowledge, problem-solving skills, strong reasoning abilities, and accurate comprehension. In order to improve the quality of higher education and the people's standard of living, the Chinese government has launched hundreds of development projects (Khatun and Dar, 2019, Liu, 2019). The structure of observed learning outcomes may be used in curriculum design in terms of learning outcomes, which is useful for establishing constructive alignment and improving the quality of education in the nation (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) approach is seen as a solution to many of a country's higher education difficulties. Less than four percent of professors agree that the national curriculum satisfies all of their students' requirements (Lueg et al., 2015; Tham et al., 2017; Udriyah et al., 2019). Almost ninety percent of professors, he determined, want more curriculum development independence in higher education. Lueg et al., (2015) believe that in the twenty-first century, established approaches to higher education curricula are outmoded and must be replaced. Therefore, the issue is clear: curriculum policymakers must establish a curriculum that engages the interests, thoughts, and ambitions of present and future generations.

In the 21st century, OBC was seen as a solution to many of the difficulties in higher education. A decentralised education system, according to Li et al. (2021), would offer higher education greater autonomy to make choices depending on local conditions. These impressions included the belief that centralised curriculum were too sluggish to adapt to shifting social and educational circumstances.

With the growth and modifications of technology, the social, economic, political, and cultural aspects of the curriculum are reflected (Wang et al., 2007; Rachmawati et al., 2019; Azam et al., 2021). The curriculum is the connection between the student and the university, the relationship between students and professors, and the link between teaching and research. The study of curriculum management is crucial for enhancing the quality of university education and instruction.

In this age of information and technology, a well-structured curriculum is crucial for training the next generation to be effective workers and members of an information- and technology-rich society. Consequently, policymakers, educators, and academics from all over the globe have a strong interest in understanding the deciding aspects of managing the curricular system so as to better prepare students for involvement in the world that lies ahead. In many nations, curriculum management is a requirement from kindergarten through the end of compulsory schooling. Researchers have extensively acknowledged the significance of a strong curriculum management system as a desired consequence or objective of their educational policies. The development of a literate populace is reliant on a high-quality higher education institution education system. An effective curriculum management system is essential for student literacy.

2. Literature Review

The curriculum should stress the development of general learning aspects. In a world where knowledge is constantly evolving, developing positive values and attitudes, studying skills, critical thinking, information technology, creativity, and interpersonal relationships are regarded as essential for lifelong learning. The aforementioned general features would be created throughout all levels of higher education and across the Key Learning Areas (KLAs). For a well-rounded curriculum, we must move away from segmented and congested higher education disciplines and toward Key Learning Areas. Fundamentally, the system of higher education curriculum management entails the establishment of an organisation, the distribution of authority, and the establishment of norms to be followed (Wang et al., 2007; Haur et al., 2017). Curriculum management is a classic issue in education and teaching administration, while the system of curriculum management in higher education is rapidly becoming a central component of university education and teaching practise. Recent school reform advances have increased the demand for curriculum management system improvement. Researchers have not examined curriculum management systems in great depth, and there have been few quantitative studies of curriculum management systems in higher education. Few systematic research has been conducted on the topic of the curriculum management system, and it remains unclear which aspects influence the quality of curriculum management systems.

Therefore, it is essential to analyse the elements that impact the academic success of Jiangsu Province's higher education students. To better serve the community in the future, it will be difficult to develop a solution to raise the accomplishment level of students at institutions of higher education if these elements are not understood. According to the research, a well-structured curriculum will produce more well-rounded graduates who will better serve the community (Wu, 2022; Xie, 2022). Motivation is believed to be a significant reason for various student achievements, and numerous studies have been conducted all over the world to determine the relationship between motivational variables and achievement levels (Xue, 2020; Yan, 2021).

In this context, despite the implementation of intervention programmes, there is a paucity of research on the causes of poor student accomplishment in China. Without appropriate research evidence, interventions, curriculum modifications, and an effective curriculum management system have been adopted. However, previous research on the factors influencing student achievement has examined a variety of factors, including higher education institution-related factors, parental and family factors, including socioeconomic factors, and student-related factors (Yau et al., 2020; Yin, 2022). However, it is important to note that researchers have given less attention to student-related cognitive aspects in both global and local contexts. In various other nations, during the last two decades, greater emphasis has been placed than ever before on student-related cognitive characteristics that influence academic attainment (Dewi et al., 2019; Nguyen et al., 2019; Ying et al., 2022). However, the vast majority of these researches focused only

on higher education (Wu, 2022; Xie, 2022). As a result, it has not adequately addressed these student-related cognitive characteristics, especially as they pertain to students in higher education. In addition, while many studies have focused on these cognitive aspects of general learning, only a few have focused specifically on a distinct content domain (Pushpakumara et al., 2019; Xie, 2022). Consequently, a well-structured curricular management system will improve the sustainability of academic development at higher education institutions in Jiangsu Province.

Regarding learning strategies, a crucial cognitive aspect, there is widespread criticism that Chinese students prefer to engage in surface learning (Ying et al., 2022; Wu, 2022; Xie, 2022). A study on learning strategies and academic performance in Chinese institutions of higher education indicated that students were too reliant on 'Surface' learning strategies. It is claimed that Chinese pupils are more exam-focused and have a greater propensity for memorization. It inhibits their desire to expand information or comprehend in novel ways (constructivist learning). In China, however, analogous researches focusing specifically on higher education students and higher education learning are few. In China, fewer studies have been conducted on the cognitive characteristics that influence student accomplishment, indicating that academics have given less attention to these cognitive aspects.

Therefore, academics recommend more study on topics such as students' attitudes about knowledge and knowing (or epistemological beliefs), their conceptions of learning, and the learning strategies they use. Since there is evidence that students with more sophisticated epistemological beliefs learn more through constructivist learning, it is crucial to instil these beliefs in higher education students in order to promote the student-centered constructivist approach that has been recommended for the curriculum of Chinese higher education institutes. Before a more constructivist approach is employed in educational practises, educators should pay greater attention to the development of students' views about knowledge, since there is evidence that students with more advanced epistemological beliefs learnt more in a constructivist teaching environment (Wu, 2022). Furthermore, studies underlined that ignoring students' epistemological belief systems might result in inadequate teaching tactics and learning results (Pambreni et al., 2019; Do et al., 2019; Do et al., 2020; Xie, 2022).

Motivation being a complicated and varied term, understanding the nature of motivation requires an understanding of its fundamental components. Consequently, it will be crucial to undertake research to determine the link between students' motivation, attitudes, and accomplishments in the setting of Jiangsu Province.

Therefore, analysing the particular aims and attitudes of Jiangsu Province students would assist curriculum designers to create an appropriate curriculum for the course. If suitable measures can be implemented to improve student performance, the curriculum devised and tailored for the holistic development of students may become more popular, which will be crucial from an academic standpoint. In addition, the results of this research may assist curriculum creators and policymakers in designing a curriculum that better meets the needs of today's pupils. In addition, the results of this research will facilitate

the implementation of suitable teaching strategies and a more conducive classroom atmosphere in Jiangsu Province, therefore increasing students' willingness to adopt a more sophisticated 21st-century learning style.

Employers, colleges, and other organisations and programmes often claim that students educated in China's general education system are incapable of doing any activity related to their daily lives. This issue is particularly prevalent among Chinese universities in the public sector. Indeed, the curriculum is an essential element of every educational system. As we enter the twenty-first century, curriculum policymakers are confronted with the challenges of the global market and the knowledge economy, while also needing to support the development of social cohesion and the promotion of local cultures in order to maintain a sense of identity and belonging.

The curriculum management system is the manifestation of curriculum management that is institutionalised, organised, and structured. The curriculum management system is an integral part of the management system of a higher education institution. It refers to the whole of the organisations and organisational regulations tasked with implementing the curriculum management function in accordance with national education standards. Its usefulness is in the fact that it may guarantee the attainment of predetermined educational objectives by enhancing the processes of guiding, monitoring, and inspection. With organisational ecology and governance as its theoretical foundation, this dissertation seeks to undertake objective and scientific research by analysing the essence and application of the theories so as to aid in the operation of the higher education curriculum management system.

The curriculum management system of higher education institutions is intimately tied to the historical evolution of the national education management system. Since the reform and opening up, curriculum management in China has a history of more than 40 years. Due to political and economic shifts, the administration of China's higher education curriculum has been through three distinct phases: the beginning of reform and opening up, the stage of implementing compulsory education, and the new century. The area of the curriculum management system has been through three major stages over the last four decades, with changes occurring at an ever-quicker rate. Unquestionably, achievements in the field of the curriculum management system are inextricably linked to the care and concern of the party and government, the social stability following the implementation of the reform and opening up policy, the rapid economic development, the cooperation and support from the various academic institutions and social group, and the collaborative effort of the university teachers.

Under the macro guidance of the national education policy, relevant professional advisory committees led by the ministry of education formulate the standards and requirements; universities collaborate with relevant departments to design the curriculum, the teaching contents, and carry out specific teaching activities. Under such a system, universities establish their own management institutions in accordance with their real circumstances, resulting in the formation of diverse university curriculum management systems. Despite the relatively orderly operation in some respects, 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 the employment of talents, contradictions among the coordination mechanism, award multilateral relations, rigid assessment mechanisms, and imperfections in the evaluation process. The challenges are the outcome of national policy, the administrative tendency in university administration, conventional management and public thought.

It has been observed that many developing nations confront more difficulties in producing graduates with comprehensive knowledge and industrial readiness than economically developed nations. Students in most established economies have a better performance rate and higher quality of accomplishment than students in less developed and developing nations, as evidenced by a general trend. The assessments are very competitive, and pupils are more concerned with memorising information than learning skills (Ministry of Education, 2013). A smaller number of pupils achieved better marks reflects this. Moreover, low rankings of Chinese students in terms of academic and curricular accomplishment (Wu, 2022) reflect this condition, and as a consequence, students lack the necessary abilities for putting their knowledge into reality (Zhang, 2020; Xie, 2022). In general, the majority of students do not display acceptable levels of accomplishment in applying knowledge to everyday circumstances, the workplace, and new developments (Zhang, 2020). Therefore, it has become difficult for companies to find candidates with the necessary abilities, resulting in vacant positions in the employment market.

Thus, the higher education system in Jiangsu Province must focus on developing a curriculum that produces productive, responsible individuals who are well-equipped for day-to-day life and work in today's technology-based society (Xie, 2022). However, the absence of such a curriculum has been identified as a practical gap. In China, the Ministry of Education has made periodic attempts to alleviate the aforementioned condition, including the allocation of resources for scholarship funds for students from low-income families and the implementation of capacity development programmes for academics to enhance teaching quality. Every seven years, the Chinese National Institute of Education conducted curricular revisions. One of the goals of the National Education Policy strategic plans, which were intended to be executed from 2012 to 2016 in order to improve the quality of education, was to boost the academic and curricular accomplishment of Jiangsu higher education students. However, it is essential to note that the test results do not yet reveal the projected trend of progress.

Consequently, if the current condition of low accomplishment levels among students in China for a persists, the next generation will be at a higher risk of bad performance owing to a lack of scientific and inventive performance. Thus, the current research attempted to determine the link between the epistemological views, perspectives of learning, and methods to learning science of students in higher education. Identification of such a link would facilitate comprehension of the learning process and

have implications for classroom instruction (Xie, 2022). Such research is timely and will help not only to enhance students' academic performance, but also to enhance their scientific and creative abilities. In addition, the outcomes of this research will help to enhance the scientific curriculum by highlighting these psychological variables.

Since the reform and opening up of higher education, there has been the minimal quantitative examination of the curriculum management system, and little is known about it. In addition, no prior study has examined the curriculum management system in the province of Jiangsu, China. The optimal solutions for the curriculum management system remain a topic of discussion. This is the research value of the study in question.

In addition, researchers have used and refined a specific framework for curriculum building in higher education during the last few years; governments have lately stressed the necessity of evidence-based curriculum development. However, the lack of research is one of the greatest obstacles that reveals a vacuum in the academic literature. Very few studies have analysed the elements influencing the creation of a curriculum management system for higher education based on quantitative research methods. Consequently, there is a need for more study on distant curricular disparities. In addition, future research should establish the connection between student skills and curricular inputs.

3. Curriculum Management

At present, the concept of curriculum management in China has not been unified and clearly defined. Since the 20th century, scholars have paid more attention to it, and discussions on its connotation, model and evaluation have become more and more heated. Employers, colleges, and other organisations and programmes often claim that students educated in China's general education system are incapable of doing any activity related to their daily lives. This issue is particularly prevalent among Chinese universities in the public sector. Indeed, the curriculum is an essential element of every educational system. As we enter the twenty-first century, curriculum policymakers are confronted with the challenges of the global market and the knowledge economy, while also needing to support the development of social cohesion and the promotion of local cultures in order to maintain a sense of identity and belonging.

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circumstances, the workplace, and new developments (Zoe et al., 2017; Zhu, 2019; Zou, 2021; Zou et al., 2020). Therefore, it has become difficult for companies to find candidates with the necessary abilities, resulting in vacant positions on the employment market (Xie, 2022).

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4. Curriculum Management Content and Role

The expansion of curriculum management in higher education covers curriculum management material, curriculum management procedure, and curriculum management method.

From the standpoint of course administration, curriculum management in higher education encompasses a vast array of topics, primarily including: 1) Curriculum planning includes the administration of training goals, curriculum establishment, curriculum structure, and assessment and implementation criteria. 2) Curriculum standards consist of the administration of national curriculum standards, local curriculum standards, and curriculum evaluation standards. 3) Curriculum preparation includes the formation of teaching goals, the selection of teaching materials, the arranging of class hours, and the creation of a curriculum timetable, among other tasks. 4) Course instruction includes researching textbooks, determining teaching goals, examining instructional materials, composing lesson plans, advising on classroom management, etc. 5) Conditions for the execution of the curriculum include the rearrangement of teaching materials, the reorganisation of facilities and equipment, as well as the selection and administration of textbooks and reference materials (Xie, 2022).

The objective of the curriculum management process at colleges and universities is to assure the development of curriculum compilation, implementation, assessment, and change. Specially: 1) Clarify the link between national educational policies, the training goals of all levels of higher education institutions, and curricula, and utilise educational policies and training objectives to guide curriculum formulation, implementation, and assessment. 2) At various levels and of the higher educational institute curriculum management work, the training objectives of the higher educational institute and its particularities must first be clarified, and then, based on the nationally promulgated curriculum, the higher educational institute curriculum planning and higher educational institute year teaching schedule must be developed, as well as the class hour must be determined in accordance with the curriculum standard. 3) Organize the concrete implementors of curriculum teaching — teachers who study curriculum plans and curriculum standards, endeavour to establish a correct educational concept, and clarify the requirements of national educational policies and training objectives embodied in curriculum plans and curriculum standards. 4) Oversee and check the application of the curriculum plan and curriculum standards in institutions of higher education; supervise and inspect the usage of textbooks; and assess the curriculum teaching of individual instructors, institutions of higher education, and even regions and nations. 5) On the basis of curriculum assessment, make curriculum reform choices based on the demands of national social development and the condition of scientific and cultural growth, and lead the implementation of curriculum reform. Curriculum reform is the cornerstone of education reform and a crucial aspect of curriculum management in higher education institutions.

5. Curriculum Management System

The management system is the system inside the management system pertaining to the institutional structure, internal division of labour, and relationships between organisations. What organisational forms to adopt, how to integrate these organisational forms into an acceptable organic system, and what tools and procedures to fulfil the duties and goals of management are included in the management system. 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 upper management department to the specific implementation department, as well as their interrelationship criteria. It focuses on the formation of the management organisation, the assignment of roles and rights to the management organisation, as well as the interaction and coordination between different organisations. In these connections, the allocation of rights, duties, and benefits among organisations at all levels defines the success of the management system, and an effective management system is the assurance of efficient and effective management. Compared to the management system, the higher education management system refers to the link between the government, society, and numerous universities and colleges, as well as their organisational function. Universities and universities likewise have their own internal management system from a microcosmic perspective. The effectiveness of the operation and administration of higher education is determined by the relationship between subordination and the distribution of authority and responsibility among higher educational institutions, departments, departments, and institutes of higher education.

6. Conclusion

All of the aforementioned comprehensions pertain to the institutional structure and administration system of the university curriculum management system. Everyone agrees that the university's curriculum management system is generally stable and durable. Involve both macro and micro levels, with the macro level representing state and government involvement in the university curriculum management system and the micro level representing the curriculum management system of the higher education institution. In the process of establishing and implementing the curriculum management system in colleges and universities, micro-factors such as the curriculum's training goals should be considered. Nevertheless, at present, domestic debates on the management system of universities and colleges are mostly centred on the macro and medium levels, and seldom incorporate a curriculum management system.

It should come as no surprise that curriculum developers play an important part in enabling education within the framework of developing trends in pedagogy, subject matter, and course offerings. In this era of rapid transformation, the implications and worries that must be addressed by curriculum creators in pedagogy and curriculum have taken on a greater level of significance. These concerns include developing global citizens

and lifelong learners, utilising multiple instructional strategies, understanding curriculum theory and processes, providing differentiation, facilitating learner-centered instruction, utilising multiple instructional strategies, and developing emergent curriculum integration of technologies for curriculum delivery.

The findings of this research have important implications for the way that learning and teaching are conducted. Most importantly, it gives the people who build curriculum data that is based on experience and can be used in the classroom. The results will be valuable for those responsible for developing curricula and for principals 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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