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FACTORS OF HIGHER EDUCATION CURRICULUM MANAGEMENT SYSTEM SUSTAINABILITY IN JIANGSU, CHINA

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Abstract:
This study examines the sustainable growth of China's curriculum management system for higher education. As a literature review, this research examines various aspects of the Chinese curriculum management system for higher education. China, a rapidly developing nation, strives to enhance its educational system. After a thirty-year conflict that inflicted unimaginable suffering, the country must be rebuilt. Higher education is essential for satisfying the needs of the country. The structure of observed learning outcomes may be used to build a curriculum centred on learning outcomes, so enhancing the quality and alignment of national education. Curriculum designers facilitate education within the context of developing methodologies, subject matter, and course selections. Concerns over pedagogy and curriculum among curriculum writers have increased in this era of rapid change. Most importantly, it provides curriculum authors with classroom experience-based data. Curriculum designers and college administrators will profit from the results.

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

1. Introduction

China is fast booming, but improving its educational system is difficult (Napier et al., 2008). After a thirty-year conflict that caused widespread misery, the country must be rebuilt. Meeting national needs requires a higher education. He also claimed China's education system needs rapid changes to decrease poverty.

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Recently, China's higher education curriculum emphasises activity-based learning and practical projects, whereas senior higher education emphasises topic depth, breadth of general knowledge, problem-solving skills, strong reasoning, and exact understanding. China has launched hundreds of development projects to improve higher education and quality of life (Khatun and Dar, 2019, Liu, 2019). For constructive alignment and improving the nation's education quality, curriculum design might be based on observable learning results (Chauhan and Pillai, 2013; Sahney, 2016; Yeravdekar and Behl, 2017).

According to Gambhir et al. (2016), Outcome-Based Curriculum (OBC) may solve many of a country's higher education problems. Only 4% of instructors believe the national curriculum satisfies all students' requirements (Lueg et al., 2015). 90% of academics favour increased curricular autonomy in higher education. Lueg et al. (2015) say 21st-century higher education courses need new approaches. Thus, curriculum planners must create a curriculum that engages present and future generations.

OBC was thought to solve various higher education issues in the 21st century. According to Li et al. (2021), a decentralised education system would allow higher education to make local judgements. Centralized curriculum were reluctant to adapt to changing social and educational situations.

Technology represents social, economic, political, and cultural educational components (Wang et al., 2007). The curriculum connects students to universities and instruction to research. Studying curriculum management improves university education and teaching.

In this age of information and technology, a well-structured curriculum prepares the next generation to be effective workers and participants in an information- and technology-rich society. Thus, politicians, educators, and academics worldwide are interested in understanding the forces that affect the curricular system to better prepare students for global citizenship. Many nations mandate curriculum management from kindergarten through graduation. Researchers agree that educational programmes should have a strong curriculum management system. Literacy relies on high-quality higher education.

Education should be wide. Lifelong learning needs values, attitudes, studying skills, critical thinking, information technology, creativity, and interpersonal relationships in a changing world. All higher education levels and Key Learning Areas would have these qualities (KLAs). Key Learning Areas must replace fragmented higher education disciplines for a well-rounded curriculum.

Organizing, delegating, and creating criteria for higher education curriculum management (Wang et al., 2007; Pambreni et al., 2019; Do et al., 2019). Curriculum management in higher education is becoming more vital to university education and teaching. School reforms have increased curriculum management system requirements. Few quantitative studies have examined higher education curriculum management. Curriculum management systems have been studied seldom, therefore their quality aspects are unknown.

Thus, Jiangsu Province's higher education students' academic growth must be studied. If these elements are not recognised, a plan to improve student success at higher education institutions to better serve the community cannot be developed. Well-structured courses produce well-rounded graduates who serve the community better, research shows (Wu, 2022; Xie, 2022). Motivation and student success have been studied internationally (Do et al., 2020; Xue, 2020; Yan, 2021).

China lacks student achievement research despite intervention programmes. Interventions, curricular improvements, and an excellent curriculum management system were adopted without research. Past research on student achievement has examined higher education institution characteristics, parental and family factors, particularly socioeconomic ones, and student-related variables (Yau et al., 2020; Yin, 2022). Global and local research has neglected student-related cognitive aspects. Over the previous two decades, other nations have focused more on student cognitive qualities that determine academic achievement (Ying et al., 2022). Higher education dominated these studies (Wu, 2022; Xie, 2022). Thus, it has not properly addressed student-related cognitive abilities, especially higher education students. Few studies have directly addressed a topic area while studying these cognitive components of general learning (Pushpakumara et al., 2019; Xie, 2022). Thus, a well-structured curriculum management system will help Jiangsu Province universities grow academically.

Surface learning is criticised by Chinese students (Ying et al., 2022; Wu, 2022; Xie, 2022). Chinese university students rely too heavily on "Surface" learning, according to studies. Chinese students study more. It discourages learning or understanding (constructivist learning). China lacks similar higher education student and learner studies. Chinese academics have neglected cognitive aspects affecting student achievement.

Thus, experts recommend evaluating students' epistemological beliefs, learning conceptions, and practises. Higher education students need more sophisticated epistemological theories to enable the student-centered constructivist technique recommended for Chinese universities. Since students with more complex epistemological views learn better in a constructivist setting, instructors should consider students' knowledge perspectives before adopting one (Wu, 2022). Studies found that disregarding students' epistemological ideas might harm teaching and learning (Dewi et al., 2019; Nguyen et al., 2019; Xie, 2022).

Motivation's intricacy requires understanding its basics. Thus, Jiangsu students' motivation, attitudes, and accomplishments must be examined.

Thus, Jiangsu Province students' aims and attitudes may assist curriculum designers to create an appropriate course. Academically, the holistic development curriculum may gain popularity if student performance improves. This research may assist curriculum designers and policymakers construct a more student-centered curriculum. This research will also assist Jiangsu Province to improve teaching techniques and build more friendly classrooms to foster 21st-century learning styles.

Employers, institutions, and other programmes claim Chinese general education students cannot do any daily life tasks. Public Chinese universities face this. Every school requires a curriculum. In the 21st century, curriculum policymakers must meet the global market and information economy while encouraging social cohesion and local traditions to maintain identity and belonging.

Curriculum management is institutionalised, systematic. Higher education curriculum management. It includes national education standards-based curriculum management organisations and laws. Improved guiding, monitoring, and inspection may help achieve educational objectives. This dissertation examines how organisational ecology and governance theories might enhance higher education curriculum management.

2. Literature Review

The history of the national education management system influences higher education curriculum management. Since reform and openness, China has had curriculum management for approximately 40 years. Reform and opening up, compulsory education, and the new century have impacted China's higher education curriculum due to political and economic developments. Over the last 40 years, curriculum management has gone through three major eras with tremendous changes. Undoubtedly, curriculum management system accomplishments are connected to party and government care, social stability following the reform and opening up policy, quick economic growth, cooperation and support from different academic institutions and social organisations, and university instructors' collaboration.

Under the national education policy, relevant professional advisory organisations led by the ministry of education define rules and regulations, and universities cooperate with relevant departments to develop curriculum, teaching subjects, and specific teaching activities. Universities construct their own management institutions depending on their requirements, establishing diverse curriculum management systems. Despite its relatively orderly operation, the curriculum management system has many 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 teach. National policy, university administration, conventional management, and public thinking generate issues.

Developing nations struggle to graduate students with wide knowledge and industrial expertise. Rich nations tend to have better pupils. Students memorise rather than study for competitive tests (Ministry of Education, 2013). Fewer pupils scored higher. Chinese pupils have trouble applying their knowledge (Haur et al., 2017; Wu, 2022; Zhang, 2020; Xie, 2022). Most students struggle to relate the material to life, work, and new breakthroughs (Zhang, 2020). Thus, firms struggle to fill positions.

Thus, Jiangsu Province's higher education system must create a curriculum that produces productive, responsible individuals ready for life and work in today's technology-based society (Dewi et al., 2019; Nguyen et al., 2019; Xie, 2022). This curriculum is missing. The Chinese Ministry of Education funds low-income student scholarships and academic capacity development programmes to enhance teaching. The Chinese National Institute of Education updates the curriculum every seven years. The 2012–2016 National Education Policy strategic goals intended to improve Jiangsu higher education students' academic and curricular performance. However, the test findings are not yet as predicted.

Thus, if Chinese students do badly in science and innovation, the next generation will be at risk. Thus, this research investigated higher education students' epistemological views, learning perspectives, and scientific learning approaches. This relationship would increase learning understanding and classroom instruction (Rachmawati et al., 2019; Azam et al., 2021; Xie, 2022). This important research improves students' scientific, creative, and academic performance. This study will also emphasise psychology in science.

Since higher education reform, curriculum management is unknown. Jiangsu's curriculum management system is unstudied. Curriculum management systems are contested. In recent years, academics have used and established a framework for curriculum creation in higher education, and governments have stressed evidence-based curriculum development. Academic literature's major lack is research. Few studies quantify higher education curriculum management systems. Thus, distant curricular disparities need further exploration. Future research should connect student competencies to the curriculum.

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Developing nations struggle to graduate students with wide knowledge and industrial expertise. Rich economies tend to produce better pupils (ICSU, 2011). Students memorise rather than study for competitive tests (Zou et al., 2020). Fewer pupils scored higher. Chinese students lack the ability to apply their information since they do poorly academically (Zhu, 2019; Zou, 2021; Zou et al., 2020; Xie, 2022). (Zou, 2021; Xie, 2022). Most students struggle to relate the material to life, work, and new breakthroughs (Zoe et al., 2017; Zhu, 2019; Zou, 2021; Zou et al., 2020). Thus, companies struggle to fill employment positions (Xie, 2022).

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In recent years, academics have used and established a framework for curriculum creation in higher education, and governments have stressed evidence-based curriculum development. However, scholarly literature is lacking. Few studies quantify higher education curriculum management systems. Thus, distant curricular disparities need further exploration. Future research should connect student competencies to the curriculum.

Higher education curriculum management comprises content, method, and approach.

Course administration in higher education encompasses: 1) Curriculum planning comprises training goals, organisation, evaluation, and implementation. 2) National, local, and curricular assessments are given. 3) Setting instructional goals, selecting teaching materials, arranging class hours, and constructing a curriculum plan are all part of curriculum preparation. 4) Course teaching comprises reviewing textbooks, defining goals, analysing instructional materials, preparing lesson plans, advising on classroom management, etc. 5) Curriculum implementation entails reorganising teaching resources, buildings, and equipment, and choosing and managing textbooks and reference materials (Ang et al., 2000; Xie, 2022).

College and university curriculum management assure compilation, implementation, assessment, and revision. 1) Use national educational policies and training goals of all higher education institutions to create, execute, and evaluate curricula. 2) The higher educational institute's training aims and particularities must first be specified, and then the curriculum planning, year teaching schedule, and class hours must be set in line with the nationally issued curriculum. 3) Organize curriculum implementors—teachers who research curriculum plans and curriculum standards, construct a solid educational notion, and explain national educational policies and training objectives. 4) Oversee and assess higher education curriculum design and standards, textbook usage, and curriculum teaching by instructors, institutions, and even nations. 5) Assess the curriculum, revise it based on national socio-economic growth and scientific and cultural advances, and drive curriculum transformation. Curriculum reform drives education and higher education curriculum management.

Institutional framework, the internal division of labour, and organisational relationships comprise the management system. The management system outlines what organisational forms to use, how to integrate them into an organic system, and what tools and procedures are needed to achieve management goals. The management system defines the scope, authority, duties, and interests of organisations at each level, from central to local, from higher management to particular execution, as well as their interaction criteria. It establishes the management organisation, assigns roles, and coordinates and interacts with other organisations. The allocation of rights, duties, and incentives among organisations at all levels impacts the performance of the management system, which in turn assures efficient and effective management. The higher education management system defines the government, society, and numerous institutions and colleges' organisational functions, unlike the management system. University

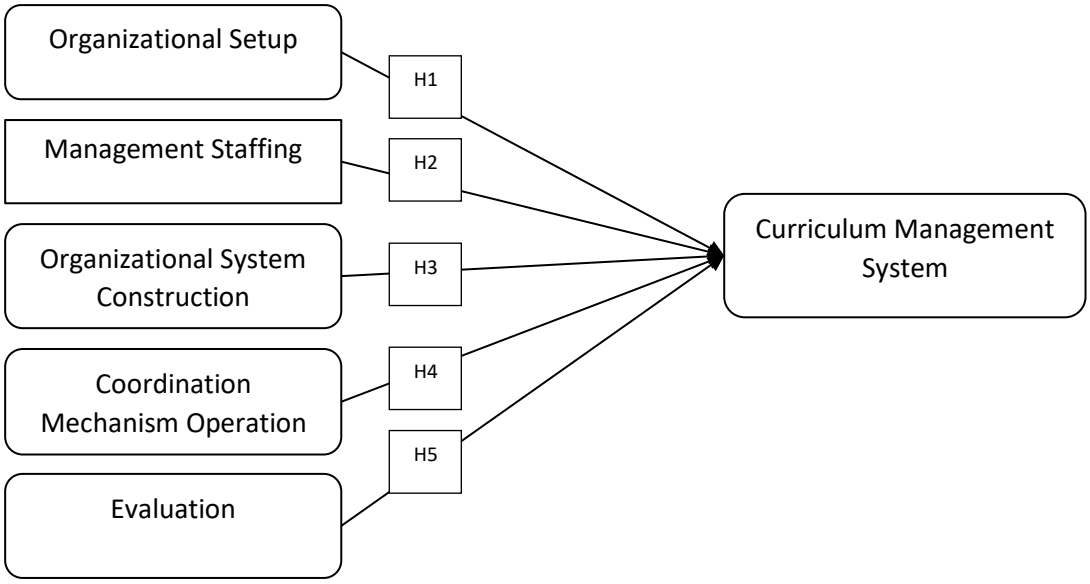
administration is microcosmic. Higher education's performance depends on subordination and authority and responsibility distribution among institutions, departments, and institutes.

Organization has many meanings and is influenced by many factors, therefore people's ideas of it vary. The static organisation viewpoint views the organisation as a structure that has not altered through time, emphasises its constitution, and evaluates its logic and division of work and cooperation. Dynamic organisations perceive organisations as dynamic systems. This concept describes the dynamic process by which managers of an organisation arrange the many management components, including as human, financial, material, time, information, and environment, in a specific manner within a specified time and space to meet management goals. Dynamic companies should develop their organisational structure and setup. It extends outside its own social structure, sharing and interacting in the domains of matter, information, and energy to adapt to time and environmental changes. Social organisation development adjusts automatically. Neo-Confucianism views it as a hierarchical network of interpersonal ties. It is a static power and responsibility organisation that grows and evolves with the social context. It adjusts to changing conditions. More importantly, to achieve the stated management objectives, each member in this network plays a unique role and accepts a set of duties based on their organisational position. Organizational ecology is primarily based on cognition from the changing organisation.

"Governance" derives from the Greek word "steer," meaning "control,""direction," and "manipulation." Russian "gulag" comes from gulag. The World Bank initially used "crisis in governance" in a 1989 Africa report. This report popularised "governance." Governance "works for us," according to economists, political scientists, sociologists, and anthropologists, resulting in useful research. However, although the term "governance" is universally recognised as a professional phrase, the interpretation of the controversial concept sometimes leads us to miss its main idea and value. Thus, academics' definitions of "government" must be sorted out. Governance is about the separation of powers, checks and balances, involvement, and collaboration. These ideals emphasise democracy and pluralism above monopoly, monasticism, and force to achieve public objectives. First, many individuals may participate in governance, and everyone has equal autonomy and parity. The government, businesses, workers, students, and other stakeholders may openly express their opinions as subjects in the decision-making process. Second, promoting governance requires trust and discussion of each subject's requirements. Running and playing games maximise advantages. In today's global, information-based world, no department or organisation can complete a job alone. Dividing tasks and working together is becoming an important governance technique. The finest thing is that there are several governance approaches. It blends coercion, democracy, formal management, and informal management to maintain governance's strong vitality and ongoing growth and progress. Cooperation, initiative, inversion, and low enforcement underpin these ideas.

This study examines three SBC methods. Skilbeck created the SBC Model. It explains learning. Skilbeck addresses situational analysis, which considers external and internal elements related to higher education. Cultural and societal expectations were external variables. Parental, employer, and societal expectations were incorporated. The ever-changing subject matter, the educational system needs, and lecturer assistance were also discussed. Internal influences operate inside higher education. These include instructors, students, and higher education culture.

However, Chinese higher education professors are severely confined by their work environment. The most important information for enhancing teaching and providing students with clear and useful feedback is that obtained daily in the classroom via student assessment. Appropriate lecturers' competences contribute to increased student accomplishment and better student learning when practised. Because competent instructors lead to better student performance. To adapt to the ever-changing nature of education, lecturers must upgrade their skills and knowledge. Academically required. Moreover, the conceptual framework of this study is as follows:



Based on the above framework, the following hypotheses are constructed:

H1: There is a relationship between organizational setup and curriculum management system.

H2: There is a relationship between management staffing and the curriculum management system.

H3: There is a relationship between organizational system construction and curriculum management system.

H4: There is a relationship between coordination mechanism operation and curriculum management system.

H5: There is a relationship between evaluation and curriculum management system.

3. Research Methodology

This study comprises 210 respondents who fit the required parameters to provide relevant higher education information in Jiangsu Province, China. The National Institute of Education and Ministry of Education's higher education curriculum policymakers and curriculum developers can provide the necessary information and contextual insights on this study's phenomena. Quantitative research involves a questionnaire-based survey. SPSS version 21 was used to examine instrument reliability and acquire Cronbach's alpha values. Reliability analysis measures instrument consistency and stability. In social sciences, Likert scale items are approved because inferential research use parametric data. But a sample size of above 150 is usually appropriate. In this inferential study, the researcher applies parametric statistical approaches including Factor Analysis, regression analysis, and correlation analysis to tackle the higher education curriculum planning issue. This study tests hypotheses to answer the research question. Thus, this investigation needs inferential statistics. Data gathering and analysis are addressed to meet the research goal.

4. Data Analysis and Findings

The summary of descriptive statistics gives a valuable analysis of respondents in this study. It breakdown the data by frequency and percentage according to the variables of demographic among the respondents.

Table 1: Descriptive Statistics on Demographic (n=210)

Demographic	Frequency	Percentage (%)
Gender		
Male	131	62.4
Female	79	37.6
Length of Service with Present Institution		
Less than 3 years	65	31.0
3 to 5 years	81	38.6
6 to 10 years	52	24.8
More than 10 years	12	5.7

Table 1 outlines the demographic profile of the total 210 respondents who met the predefined characteristics to contribute insightful information related to Higher education in Jiangsu Province, China. They are mainly higher education curriculum policy makers and curriculum developers who are currently attending the curriculum development process in the National Institute of Education and the Ministry of Education who can furnish the desired information and contextual insights into the phenomena of this study.

4.1 Exploratory Factor Analysis

Factor analysis is a group of statistical techniques by using the structure of correlation among a number of variables to identify each of their underlying dimensions. Factor analysis is created essentially to evaluate the relationship among a number of measurable items such as scale items or test scores. The core objective of factor analysis is data deduction and synopsis. It chooses a subset of a variable from a larger data set according to the variable that shows the highest correlation with principal component factors and makes a set of factors to be preserved as uncorrelated variables as one method to deal with multiple regressions.

Factor analysis is also used to validate scale items loaded on the same factor and drop suggested scale items which cross-load on more than one factor to build up various tests to examine the same factor by providing justifications. Nowadays, factor analysis has been generally used in many research, in particular, social sciences to evaluate the construct validity of test or scale items.

4.2 Reliability Analysis

The analysis of reliability is to demonstrate the degree of consistency between diverse items, measures or assess higher education with one another. The primary objective of reliability analysis is to test the internal consistency and reliability of all manifest variables. Hair *et al.* (2010) suggested that Cronbach's Alpha coefficient is 0.70 is adequate to justify the internal consistency and proves all items from the instrument are highly reliable, which is supported by Sekaran and Bougie (2016). Additionally, George and Mallery (2003) highlighted the nearer Cronbach's alpha coefficient is to 1.0, the higher the internal consistency of the items in the scale.

Table 2: Reliability Analysis (n=210)

Constructs	**Cronbach's Alpha**	**N of Items**
Organizational Setup	0.767	6
Management Staffing	0.891	6
Organizational System Construction	0.809	6
Coordination Mechanism Operation	0.771	6
Evaluation	0.871	6
Curriculum Management System	0.885	8
Overall	**0.953**	**38**

As shown in Table 2, the reliability analysis of Cronbach's alpha of each construct was conducted and fell between the range of 0.767 to 0.891, particularly Organizational Setup at 0.767, Management Staffing at 0.891, Organizational System Construction at 0.809, Coordination Mechanism Operation at 0.771, and Evaluation at 0.871 and Curriculum Management System at 0.885 respectively. The overall Cronbach's alpha is 0.953 for 38 items in 6 constructs, which is above 0.7 and indicates all scales had a great degree of internal consistency reliability of the instrument. All the items are tested and well correlated with other items in the construct.

4.3 Pearson Correlation Analysis

The Pearson correlation coefficient examines the relationship between the two variables and determines how resilient and substantial the connection between each other is within a given range (Taylor, 1990; Field, 2009). The value of the correlation coefficient shows in the range between -1 to +1. A coefficient value of 0 shows that no connection between the two factors. However, a coefficient value of more than 0 demonstrates a positive association and a value of less than 0 shows a negative association oppositely.

As highlighted by Zou *et al.* (2003), the sign of negative and positive correlation coefficient exemplifies the tendency of the relations and the unconditional values demonstrate the quality and strength of the relationship. This study tests the correlation between all variables between Organizational Setup, Management Staffing, Organizational System Construction, Coordination Mechanism Operation, Evaluation and Curriculum Management System.

Table 3: Pearson Correlation Matrix

		Organizational Setup	Management Staffing	Organizational System Construction	Coordination Mechanism Operation	Evaluation	Curriculum Management System
Organizational Setup	Pearson Correlation	1					
	Sig. (2-tailed)						
	N						
Management Staffing	Pearson Correlation	.595**	1				
	Sig. (2-tailed)	.000					
	N	210					
Organizational System Construction	Pearson Correlation	.744**	.561**	1			
	Sig. (2-tailed)	.000	.000				
	N	210	210				
Coordination Mechanism Operation	Pearson Correlation	.682**	.491**	.804**	1		
	Sig. (2-tailed)	.000	.000	.000			
	N	210	210	210			
Evaluation	Pearson Correlation	.749**	.651**	.753**	.708**	1	
	Sig. (2-tailed)	.000	.000	.000	.000		
	N	210	210	210	210		
Curriculum Management System	Pearson Correlation	.619**	.652**	.570**	.613**	.490**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	210	210	210	210	210	

**. Correlation is significant at the 0.01 level (2-tailed).

As shown by the results of the Pearson correlation analysis, Table 3 shows a disparity concerning the impact of higher educational performance analyzed determinant on the

curriculum management system decisions of Higher education in Jiangsu Province, China. The results of the correlation coefficient present that Organizational Setup has a significantly positive impact on Curriculum Management System. Higher education institution income yield and higher education institution Organizational System Construction affect Curriculum Management System positively. Based on the correlation coefficient of Management Staffing and Curriculum Management System, the older of the Coordination Mechanism Operation has a significant impact on Curriculum Management System. The result also constitutions that the association between Coordination Mechanism Operation and Curriculum Management System are positively related. As illustrated, the coefficient between Evaluation and Curriculum Management System is positive and greatly significant, which indicates an increase in collaterals caused an expansion of curriculum management system decisions and higher educational performance.

4.4 Multiple Regression Analysis

Multiple regression analysis is a method for anticipating a result variable from one or a few indicator variables. It uses to legitimize and clarify the connections between at least two factors, where the adjustment in one variable is affected by other variables (Saunders *et al.*, 2009). According to Cooper and Schindler (2003), the principle of causality study as this investigation was more concerned with realizing and understanding the reason, which is how one variable affects the changes in another. The extent of variation or changes can be measurably clarified utilizing regression analysis which concentrates on the cause-and-effect relationship between variables (Saunders *et al.*, 2009). The cause-and-effect relationship is hypothesized and the changes in outcome variables were caused by the changes in at least one explanatory factor.

In this study, multiple regression is the primary analysis performed to create a model for predicting the Curriculum Management System of Higher education from a set of selected curriculum management system decision determinants. The recommended model for each variable of the study is reported respectively.

Table 4: Statistical Relationship between Determinants of Curriculum Management System Decisions and Curriculum Management System

Variables	Unstandardized Coefficients (B)	Standardized Error	Standardized Coefficients (B)	t	Sig.
Organizational Setup	0.826	0.073	0.619	11.375	0.000
Management Staffing	0.635	0.051	0.652	12.417	0.000
Organizational System Construction	0.772	0.077	0.570	9.994	0.000

Coordination Mechanism Operation	0.878	0.078	0.613	11.200	0.000
Asset Tangibility	0.724	0.089	0.490	8.100	0.000

Dependent variable: Curriculum Management System

As presented in Table 4, the results of the regression model revealed that all the determinants of curriculum management system decisions are essentially impacted on the Curriculum Management System of Higher education in Jiangsu Province, China. The significance value is less than 0.05. From the perspective of these outcomes, the conclusion of regression analysis is to coninstitution the testing of five hypotheses in this study.

4.5 Hypothesis Testing

A hypothesis is defined as a tesTable statement that the researcher sets out with respect to whether to accept or reject in view of the data gathered. This study employed correlation analysis and regression analysis, particularly the Pearson correlation technique and multiple regression.

Table 5: Results of Hypothesis Testing

Hx	Hypothesis	Result
H1	There is a positive relationship between Organizational Setup and Curriculum Management System.	Accepted
H2	There is a positive relationship between Management Staffing and the Curriculum Management System.	Accepted
H3	There is a positive relationship between Organizational System Construction (GR) and Curriculum Management System.	Accepted
H4	There is a positive relationship between Coordination Mechanism Operation and Curriculum Management System.	Accepted
H5	There is a positive relationship between Evaluation and Curriculum Management System.	Accepted

The results of hypothesis testing are summarized in Table 5 and five hypotheses are accepted in this study. Remarkably, the result reports that hypothesis one has a significant correlation. It indicates the impact of Management Staffing in curriculum management system decisions determinants substantially influenced the Curriculum Management System among Higher education in Jiangsu Province, China.

5. Discussion and Conclusion

This research explores higher education practises and curriculum management system preferences in Jiangsu Province, China. Higher education curriculum management system decision-making has mostly focused on fundraising patterns among higher education curriculum policy makers and curriculum developers who are currently

attending the curriculum development process in the National Institute of Education and the Ministry of Education during the business life cycle and the availability of curriculum management system facilities. In Bursa, Jiangsu Province, China, huge institutions, commercial banks, international corporations, and main board-listed companies dominate the curriculum management system literature.

These ideologies affect the study's findings on corporate networks, environments, knowledge, and curriculum management systems. This research integrates western curriculum management system ideas with higher education curriculum management system practises. Thus, it links theory and practise by adding to corporate sustainable development management expertise.

Quantitative analysis of higher education curriculum management system decision factors in Jiangsu Province, China, adds to the literature. The survey questionnaire investigated higher educational and behavioural aspects that affect curriculum management system appropriateness and performance. Due to unavailable or poor data and panel data from government agencies, data collecting techniques may help acquire higher education information.

This is one of the few empirical studies on the curriculum management system in Jiangsu Province, China from higher education curriculum policy makers and curriculum developers who are currently involved in the curriculum development process in the National Institute of Education and Ministry of Education. Despite the government funding fairly substantial curriculum management system facilities to aid higher and non-higher education. These policies' effects haven't been extensively examined yet. This research is also the first to examine Jiangsu Province's higher education curriculum management system.

This study has consequences for academia, higher education, and Jiangsu Province, China officials. This research helps higher education comprehend how market sources of sustainable development affect their preferences and behaviour. Successful higher education's curriculum management system insights aid other higher education, notable startups and micro companies.

Therefore, the awareness of making the right higher education selection to modify the mix of financial sources is needed to continue their commercial operations. Finally, it is predicted that mature and successful higher education in Jiangsu Province, China would provide some supporting recommendations to other higher education in coping with their debt and equity curriculum management system effectively.

In emerging curricular, teaching, and learning trends, curriculum creators facilitate education. Curriculum makers must address curriculum and pedagogical issues in a time of rapid change. These concerns include understanding curriculum theory and processes, providing differentiation, facilitating learner-centered instruction, using multiple instructional strategies, developing global citizens and lifelong learners, and developing emergent curriculum integration of technologies for curriculum delivery.

This research has important implications for learning and teaching. It offers factual and classroom-based data for curriculum creators. Curriculum creators and higher

education leaders will benefit from the results. This research also highlights numerous managerial consequences of making curriculum management system decisions to accelerate higher education performance in Jiangsu Province, China. Higher education curriculum policymakers and curriculum developers at the National Institute of Education and Ministry of Education should consider the repercussions of their curriculum management system decisions.

This research highlights numerous policy implications by separating elements such as ethnicity and higher educational framework to improve policymakers' ability to boost higher education development and economic growth in Jiangsu Province, China. Thus, this research suggests numerous ways to improve higher education performance with government funding and higher education aid. Higher education should be supported to receive formal curriculum management system sources with low evaluation requirements like collateral and guarantor by government agencies and departments.

This study and previous literature showed that most higher education business owners in Jiangsu Province, China are unwilling to give up ownership equity and management control to higher education investors, resulting in many higher education institutions being over-leveraged and at risk of distress. Higher education may find it harder to find investors and raise enough funds to develop. Thus, ownership and managerial control may affect higher education and survival. Thus, policymakers should be held accountable for their actions and beliefs that affect higher education and economic growth.

This study suggested many topics for additional investigation. First, the higher education sample in Jiangsu Province, China might be expanded. Higher education curriculum management system literature in Jiangsu Province, China is few. Therefore, future research should examine additional curriculum management system choice variables not included in this study. This research found that curriculum policymakers sought an outcome-based approach to curriculum creation. The curriculum policymakers needed to learn how to incorporate the outcome-based approach and authentic-based assessment methodologies into the current curriculum. The research also found that curriculum policymakers are not meeting workplace standards, thus they should alter their policies. Therefore, curriculum policymakers must analyse this study's conclusions to enhance the curriculum and close gaps. Finally, the research finds that an outcome-based curriculum fits China's general education system. Also, curriculum management system-based education helps pupils proceed through the curriculum.

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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