The Quality management Model of School-Based Curriculum in Primary Schools of Ganzi Tibetan Autonomous Prefecture

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Abstract

The objectives of this research were:1) to study the quality management level of school-based curriculum in primary schools in Ganzi Tibetan Autonomous Prefecture. 2) to study the Confirmatory Factor Analysis of the quality management of school-based curriculum in primary schools in Ganzi Tibetan Autonomous Prefecture.3) to propose the Quality management Model of school-based curriculum in primary schools in Ganzi Tibetan Autonomous Prefecture. In this study, a combination of quantitative research and qualitative research was used to conduct a questionnaire survey on 527 primary school teachers and administrators in Ganzi Tibetan Autonomous Prefecture, and 9 experts were interviewed.

Through the survey data analysis, this study found:1) The overall mean score for school-based curriculum quality management is 3.321, which is at a moderate level. Specifically, the scores are ranked as follows: Man (M = 3.321), Machine (M = 3.315), Material (M = 3.307), Method (M = 3.337), Measurement (M = 3.303), and Environment (M = 3.340), all of which are at a moderate level. 2) For the second objective to study the Confirmatory Factor Analysis of the quality management of school-based curriculum in primary schools in Ganzi Tibetan Autonomous Prefecture. Through the verification, the model fit was satisfactory, the model reduced fit was good, and other fitting indexes reached the standard. 3) Through the interview of nine experts, the analysis results are consistent with the quantitative data results, and the constructed model has a good fit, effectiveness, rationality and usability.

Keywords: Quality management; School-based curriculum; Primary schools.

Introduction

School-based curriculum is based on the school's own educational philosophy, on the basis of systematic assessment of the needs of school students, make full use of the curriculum resources of local communities and schools, and through self-design and development, closely combined with the national curriculum and local curriculum, which has diversity and can be selected by students to meet the needs of individual development of students. Curriculum to achieve the teaching goal of all-round development of students (Pan Chenwu, 2022). School-based curriculum can combine the characteristics of local economy, culture and development with the cultural background and cognitive characteristics of students, build a bridge between learning content and student life, provide students with more appropriate learning content, enhance the initiative and enthusiasm of learners, so as to meet the "personalized" development needs of schools and highlight the characteristics of schools. The three levels of curriculum complement each other, organic combination and positive interaction, will promote the common development of the country and individuals (Lu Yan, 1999).

Quality management originated in the United States, driven by the rapid industrial development following World War II, which also exposed a series of problems such as unstable product quality and low production efficiency. To address these issues, American scholar Walter Shewhart introduced the "prevention-oriented" quality management philosophy, which is now known as the ISO 9000 quality management system. This system was released in 1980, and its emergence facilitated the development and application of quality management systems globally. At that time, the processes of industrialization and modernization accelerated urbanization and industrialization, which also prompted the advent of quality management (Wu Junxiang, 2019). (Li Xuhong，2018) proposed that the 5M1E (Man, Machine, Material, Method, Environment, Measurement) factors are the main reasons for product quality instability. The application of the 5M1E analysis method is suitable for quality control across various industries, including manufacturing, construction, transportation, warehousing and postal services, environmental and public facilities management, and the pharmaceutical industry, among others. (Ye Yifang, Chen Hua, Deng Yang, Li Xiaoping, and Sun Shufang,2022) aimed to further improve the quality of online teaching for medical programs. Based on the 5M1E method, they analyzed six aspects: Man, Machine, Material, Method, Environment, and Measurement. The study examined the implementation status of online medical courses, identified problems, and proposed strategies. (Yang Wenjun, Mao Xiaofeng, and Zhao Yan, 2019) argued that quality issues are a comprehensive response to various influencing factors, and therefore, materials, equipment, operational methods, inspections, operators, and the environment should be analyzed individually. The 5M1E method, as one of the commonly used approaches in total quality management and quality control, identifies the six main elements that can cause fluctuations in product quality. (He Huixuan, Huang Kai, Liang Yong, Lei Guanghong, Lei Yanping, and Ning Fangyao, 2020) identified that Man, Machine, Material, Method, Environment, and Measurement (5M1E) are key factors influencing product quality in total quality management theory. For the "Food Processing Technology" program in vocational colleges, teachers use this knowledge to ensure the quality of their teaching from the perspective of 5M1E. (Zhang Zongqiao, Chai Changfu, and Zhou Bofang ,2020) proposed that 5M1E—Man, Machine, Material, Method, Environment, and Measurement—is an acronym for the six main factors influencing product quality in total quality management theory. The article utilizes 5M1E problem-solving approaches to assist higher education institutions in thinking efficiently about talent development.These existing researches mainly focus on qualitative descriptions,without making a scientific quantitative analysis.

Based on the quality management theory 5M1E (Man, Machine, Material, Method, Environment, and Measurement), this study will study the quality management of school-based curriculum in primary schools in Ganzi Tibetan Autonomous Prefecture.

Research Objectives

1.To study the quality management level of school-based curriculum in primary schools in Ganzi Tibetan Autonomous Prefecture.

2.To study the Confirmatory Factor Analysis of the quality management of school-based curriculum in primary schools in Ganzi Tibetan Autonomous Prefecture.

3.To propose the Quality management Model of school-based curriculum in primary schools in Ganzi Tibetan Autonomous Prefecture.

Research Methodology

This research adopts a mixture of quantitative and qualitative research methods. The quantitative research method mainly adopts questionnaire survey, while the qualitative research method mainly adopts in-depth interviews with experts. Finally, the qualitative analysis results are combined with the quantitative analysis results to summarize the research results of this research。

1. Quantitative research method

Quantitative research collects data through questionnaires. First, the questionnaire was designed according to the conceptual framework of the research, with no less than 3 questions for each factor. The questionnaire was submitted to the advisor for modification and improvement. Then, took the questionnaire mentioned to 5 experts to check reliability by choosing question to ensure index of Item-Objective Congruence (IOC) from 0.50 to 1.00. It shows that the questions were measured according to their objectives. Finally, the questionnaire is pre-tested to ensure its reliability and validity.

In this study, primary school teachers in Ganzi Tibetan Autonomous Prefecture were investigated, and the quality management level and influencing factors of school-based curriculum were investigated and analyzed. According to the Education and Sports Bureau of Ganzi Tibetan Autonomous Prefecture, by the end of 2023, there are 354 primary schools in Ganzi Prefecture, with 118,500 students and 7,540 full-time teachers. According to (Siddiqui, Bajwa, Elahi, & Fahim,2016), the sample size would be determined to be 20 times the number of factor variables. The total number of factor variables in this study is 24. Therefore, the total sample size will be determined to be 480(or 24 x 20). Considering the possibility of invalid questionnaires, the sample size of this study was determined to be 527. The questionnaire will be sent online to primary school teachers via the questionnaire star for data collection and analysis. This study adopts simple random sampling and purposeful sampling methods to select representative primary schools in different areas of South Road, North Road and East Road in Ganzi Prefecture. Simple random sampling ensures that each member of the population has the same opportunity to choose, or that the chance of getting a response may be greater than or equal to the chance depending on the reason for the data analysis.

The questionnaires developed were based on a five-item Likert scale. Responses will be given to each statement using a five-point Likert-type scale, for which 1 = "strongly disagree" to 5 = "strongly agree." The responses were summed up to produce a score for the measures. Before analysis, data coding of responses and analysis is done. In order to analyse the data obtained easily, the data is coded to Statistical Package for the Social Sciences (SPSS) and Analysis of Moment Structures (AMOS) software as the data obtained from questionnaires. Upon completion, the data will be then entered into a statistical analysis software package, SPSS and AMOS on Windows 10 for the next steps.

2. Quantitative research method

This study also adopted qualitative methods and conducted a combination of on-the-spot interviews and online interviews. According to the actual situation of myself and the interviewee, field interviews will be conducted for those who are allowed by conditions. If there is difficulty in field interviews, online interviews will be conducted by telephone, wechat, QQ and other means. In this study, 9 relevant experts from colleges and primary schools were selected and interviewed. The qualitative data gathered from interview questions were analyzed

with a word cloud, which reveals the frequency in which certain words are used within text in a visual representation.

Research Conceptual Framework

Based on the analysis and summary of existing research literature, and interviews with five experts, this study has defined the 5M1E variables and identified their factors. Man refers to the subject who participates in the quality management of school-based curriculum. Teachers and principals are the main body of school-based curriculum quality management. Man variable includes four main factors: Professional quality, Attitude, Consciousness, Idea and Time. Machine refers to the operating mechanism. Machine variable includes four main factors: Governing body，Rules and regulations，Functional division，Scheme. Material mainly refers to the materials and other teaching resources needed for the development of school-based curriculum. Material variable includes four main factors: Teacher resources, Financial support, Facility and equipment, Teaching site. Method refers to the process and method of school-based curriculum management. Method variable includes four main factors: Student need，Parental cooperation，Expert guidance，Teaching method. Measure refers to curriculum evaluation in school-based curriculum quality management. Measure variable includes four main factors: Evaluation methods, Evaluation content, Evaluation standards, and Application of results. Environment refers to the cultural environment in the quality management of school-based curriculum. Environment variable includes four main factors: Policy support, School culture, Local culture and Value orientation. Therefore, the corresponding concepts, factors, and factor IDs for the 5M1E in school-based curriculum quality management are summarized in Table 1：

Table1 Factor and ID code of school-based curriculum quality management variables

5M1E	Correspondence concept	Factors	ID
Man	Management subject	Consciousness	MSA
		Attitude	MSB
		Professional quality	MSC
		Time	MSD
Machine	Operation mechanism	Governing body	OMA
		Rules and regulations	OMB
		Functional division	OMC
		Scheme	OMD
Material	Resource guarantee	Teacher resources	RGA
		Financial support	RGB
		Facilities and equipment	RGC
		Teaching site	RGD
Method	Process method	Student need	PMA
		Parental cooperation	PMB
		Expert guidance	PMC
		Teaching method	PMD
Measurement	Curriculum evaluation	Evaluation method	CAA
		Evaluation content	CAB
		Evaluation criteria	CAC
		Application of results	CAD
Environment	Cultural environment	Policy support	CEA
		School culture	CEB
		Local culture	CEC
		Value orientation	CED

Based on the above research and analysis, the conceptual framework for this study is illustrated in Figure 1：

Figure1 Conceptual Framework of the Study

Research Findings

1. Findings for objective 1:

The first research objective is to study the quality management level of school-based curriculum in primary schools in Ganzi Tibetan Autonomous Prefecture. According to the 5M1E theory of quality management, combined with literature synthesis and interviews with 5 experts, Man factors include Consciousness, Attitude, Professional Quality, Time; Machine actors include Governing body,Rules and regulations,Functional division,Scheme; Material actors include Teacher resources,Financial support,Facility and equipment, Teaching site; Method factors include Student demand,Parental cooperation,Expert guidance,Teaching method; Measure actors include Evaluation method, Evaluation content, Evaluation criteria, Application of results; Environment factors include Policy support，School culture，Social environment, Local culture, Value orientation.

The overall mean score for school-based curriculum quality management is 3.321, which is at a moderate level. This indicates that the overall situation of school-based curriculum development in the region is generally positive but still has room for improvement. Specifically, the scores are ranked as follows: Man (M = 3.321), Machine (M = 3.315), Material (M = 3.307), Method (M = 3.337), Measurement (M = 3.303), and Environment (M = 3.340), all of which are at a moderate level. All components are at a moderate level, with Environment and Method scoring the highest, and Measurement receiving the lowest score. This distribution reflects a generally favorable state of curriculum quality management but highlights areas where improvements are needed.

2. Findings for objective 2:

For the second objective to study the Confirmatory Factor Analysis of the quality management of school-based curriculum in primary schools in Ganzi Tibetan Autonomous Prefecture. Through the verification, the model fit was satisfactory, the model reduced fit was good, and other fitting indexes reached the standard.

First-order Confirmatory Factor Analysis

Man Scale: The overall model fit indices are as follows: $\chi^2(48)=58.152$, p=0.150 (>0.05), $\chi^2/df=1.212$, GFI=0.982, RMSEA=0.020, RMR=0.033, CFI=0.996, TLI=0.995, AGFI=0.971, IFI=0.996, PGFI=0.605, PNFI=0.712, PCFI=0.725, NFI=0.979. The four-factor model fits the data well. The standardized regression coefficients of items on their respective dimensions are all above 0.7. Composite reliability (CR) values range from 0.789 to 0.807, and average variance extracted (AVE) values range from 0.555 to 0.583, all exceeding the 0.5 threshold. CR values are significantly higher than AVE values, indicating good convergent validity. The square root of AVE for the four factors are 0.763, 0.749, 0.752, and 0.745, respectively, which are notably higher than the highest correlation coefficient of 0.627, showing good discriminant validity.

Machine Scale: The overall model fit indices are: $\chi^2(48)=52.001$, p=0.321 (>0.05), $\chi^2/df=1.083$, GFI=0.984, RMSEA=0.013, RMR=0.031, CFI=0.999, TLI=0.998, AGFI=0.974, IFI=0.999, PGFI=0.606, PNFI=0.714, PCFI=0.726, NFI=0.981. The model fits well. The standardized regression coefficients for items on their corresponding factors are all above 0.7. CR values range from 0.788 to 0.802, and AVE values are between 0.553 and 0.575, both well above the 0.5 threshold. CR values exceed AVE values, indicating good convergent validity. The square root of AVE for the four factors are 0.756, 0.744, 0.758, and 0.758, respectively, which are higher than the maximum correlation coefficient of 0.618, demonstrating good discriminant validity.

Material Scale: The model fit indices are: $\chi^2(48)=51.537$, p=0.337 (>0.05), $\chi^2/df=1.074$, GFI=0.984, RMSEA=0.012, RMR=0.030, CFI=0.999, TLI=0.998, AGFI=0.974, IFI=0.999, PGFI=0.606, PNFI=0.713, PCFI=0.726, NFI=0.980. The model fits well. Standardized regression coefficients are around 0.7, with CR values ranging from 0.762 to 0.802 and AVE values between 0.516 and 0.575, both exceeding 0.5. CR values are higher than AVE values, indicating good convergent validity. The square root of AVE for the four factors are 0.755, 0.725, 0.758, and 0.719, respectively, all higher than the maximum correlation coefficient of 0.587, showing good discriminant validity.

Method Scale: The model fit indices are: $\chi^2(48)=63.479$, p=0.066 (>0.05), $\chi^2/df=1.322$, GFI=0.979, RMSEA=0.025, RMR=0.036, CFI=0.994, TLI=0.992, AGFI=0.966, IFI=0.994, PGFI=0.603, PNFI=0.710, PCFI=0.723, NFI=0.977. The model fits well. Most standardized regression coefficients are above 0.7. CR values range from 0.765 to 0.806, and AVE values

are between 0.520 and 0.581, both exceeding 0.5. CR values are higher than AVE values, indicating good convergent validity. The square root of AVE for the four factors are 0.721, 0.762, 0.760, and 0.721, respectively, all higher than the maximum correlation coefficient of 0.598, demonstrating good discriminant validity.

Measurement Scale: The model fit indices are: $\chi^2(48)=49.267$, p=0.422 (>0.05), χ^2/df=1.026, GFI=0.985, RMSEA=0.007, RMR=0.030, CFI=1.000, TLI=0.999, AGFI=0.975, IFI=1.000, PGFI=0.606, PNFI=0.715, PCFI=0.727, NFI=0.983. The model fits well. Standardized regression coefficients are all above 0.7. CR values range from 0.790 to 0.813, and AVE values are between 0.556 and 0.592, both exceeding 0.5. CR values are higher than AVE values, indicating good convergent validity. The square root of AVE for the four factors are 0.749, 0.769, 0.762, and 0.746, respectively, all higher than the maximum correlation coefficient of 0.605, showing good discriminant validity.

Environment Scale: The model fit indices are: $\chi^2(48)=60.951$, p=0.099 (>0.05), χ^2/df=1.270, GFI=0.981, RMSEA=0.023, RMR=0.033, CFI=0.995, TLI=0.992, AGFI=0.970, IFI=0.995, PGFI=0.604, PNFI=0.709, PCFI=0.723, NFI=0.975. The model fits well. Most standardized regression coefficients are above 0.7. CR values range from 0.763 to 0.787, and AVE values are between 0.517 and 0.552, both exceeding 0.5. CR values are higher than AVE values, indicating good convergent validity. The square root of AVE for the four factors are 0.733, 0.743, 0.719, and 0.736, respectively, all higher than the maximum correlation coefficient of 0.569, demonstrating good discriminant validity.
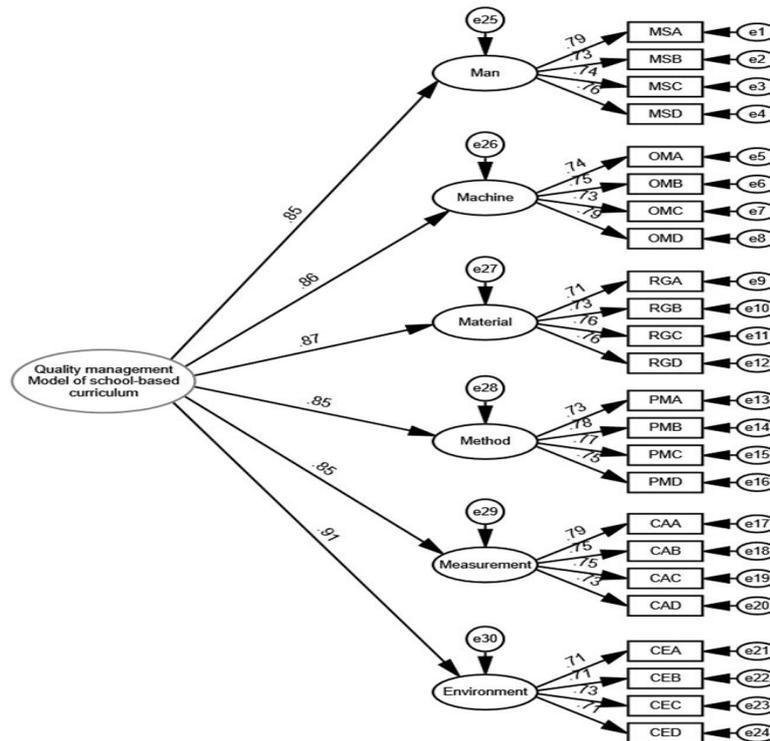
Second-Order Confirmatory Factor Analysis

In the previous analysis, we conducted a first-order confirmatory factor analysis to examine the various dimensions of school-based curriculum management, confirming the internal structure of the six first-order factors—Man, Machine, Material, Method, Measurement, and Environment—and their correspondence with the respective measurement indicators. This provided important insights into the core elements of school-based curriculum management. However, considering that school-based curriculum quality management is a complex system with multiple layers and interactions, a single-dimensional approach may not fully capture its underlying mechanisms. To further explore the aggregation characteristics of these elements at a higher level, this study employs second-order confirmatory factor analysis to reveal the deeper structure of school-based curriculum management.

Table2 Fit of the Second-Order Confirmatory Factor Analysis Model

Fit of the Second-Order Confirmatory Factor Analysis Model								
Indices	**χ^2**	**df**	**p**	**Chi-Square to Degrees of Freedom Ratio (χ^2/df)**	**GFI**	**RMSEA**	**RMR**	**CFI**
criteria	-	-	>0.05	<3	>0.9	<0.10	<0.05	>0.9
values	543.399	246	0.000	2.209	0.919	0.048	0.037	0.956
Indices	**TLI**	**AGFI**	**IFI**	**PGFI**	**PNFI**	**PCFI**	**SRMR**	**NFI**

criteria	>0.9	>0.9	>0.9	>0.5	>0.5	>0.5	<0.1	>0.9
values	0.951	0.902	0.956	0.754	0.822	0.852	0.033	0.923

Second-order Confirmatory Factor Analysis Model: The model fit indices are: $\chi^2(246)=543.399$, p<0.001, $\chi^2/df=2.209$, GFI=0.919, RMSEA=0.048, RMR=0.037, CFI=0.956, TLI=0.951, AGFI=0.902, IFI=0.956, PGFI=0.754, PNFI=0.822, PCFI=0.852, SRMR=0.033, NFI=0.923. The model fits well.

Figure2 Standardized Second-Order Confirmatory Factor Analysis Model Diagram

The second-order latent variable "School-Based Curriculum Quality Management" was introduced to examine the internal relationships of the first-order latent variables at a higher level. The statistical results indicate that the factor loadings of the first-order latent variables on the second-order latent variable range from 0.85 to 0.91, all reaching a high level.

Table3 Second-Order Confirmatory Factor Analysis Results

Latent Variable	Measurement Item	Standard Error	C.R.	p	Standardized Loading	SMC	AVE	CR
Man	MSA	-	-	-	0.786	0.618	0.566	0.839
	MSB	0.054	16.833	0.000	0.726	0.526		
	MSC	0.054	17.088	0.000	0.735	0.541		
	MSD	0.052	17.790	0.000	0.762	0.581		

Machine	OMA	-	-	-	0.744	0.553	0.572	0.842
	OM	0.060	16.647	0.000	0.753	0.567		
	OMC	0.062	16.162	0.000	0.731	0.535		
	OMD	0.062	17.570	0.000	0.795	0.631		
Material	RGA	-	-	-	0.713	0.508	0.551	0.830
	RGB	0.065	15.466	0.000	0.733	0.537		
	RGC	0.068	15.954	0.000	0.758	0.574		
	RGD	0.064	16.061	0.000	0.763	0.583		
Method	PMA	-	-	-	0.734	0.539	0.576	0.845
	PMB	0.065	17.020	0.000	0.780	0.609		
	PMC	0.067	16.812	0.000	0.770	0.594		
	PMD	0.062	16.374	0.000	0.750	0.563		
Measurement	CAA	-	-	-	0.789	0.623	0.570	0.841
	CAB	0.055	17.620	0.000	0.751	0.564		
	CAC	0.056	17.499	0.000	0.747	0.558		
	CAD	0.054	17.114	0.000	0.732	0.536		
Environment	CEA	-	-	-	0.710	0.504	0.510	0.806
	CEB	0.066	14.875	0.000	0.709	0.502		
	CEC	0.067	15.340	0.000	0.732	0.536		
	CED	0.067	14.803	0.000	0.705	0.497		
Quality management of school-based curriculum	Man	-	-	-	0.851	0.724		
	Machine	0.067	13.906	0.000	0.858	0.735		
	Material	0.065	13.591	0.000	0.874	0.763		
	Method	0.064	13.735	0.000	0.853	0.728		
	Measurement	0.067	14.480	0.000	0.852	0.727		
	Environment	0.066	13.818	0.000	0.906	0.821		

The AVE values for each first-order factor are 0.566, 0.572, 0.551, 0.576, 0.570, and 0.510, all above the 0.5 threshold; CR values range from 0.806 to 0.845, exceeding the 0.7 reference value, indicating high convergent validity. More importantly, the second-order latent variable "school-based curriculum quality management" has a significant impact on all six first-order latent variables, with standardized regression coefficients ranging from 0.851 to 0.906 ($p<0.001$). This indicates that the overall quality of school-based curriculum management plays

a decisive role in the development levels of Man, Machine, Material, Method, Measurement, and Environment. In other words, although these elements each have their own focus, they collectively serve and reflect the overall characteristics of school-based curriculum management, making each element indispensable and requiring coordinated and systematic advancement.Among them, Environment (β=0.906), Material (β=0.874), and Machine (β=0.858) rank the highest, indicating that a positive cultural atmosphere, adequate resource provision, and a scientific operational mechanism are key factors in enhancing the level of school-based curriculum management. At the same time, Man (β=0.851), with its leadership, Method (β=0.853), with its application, and Measurement (β=0.852), with its implementation, are also essential components.

Table4 Discriminant Validity Evaluation

Discriminant Validity: Pearson Correlations and Square Root of AVE						
	Man	Machine	Material	Method	Measurement	Environment
Man	0.753					
Machine	0.636	0.756				
Material	0.591	0.622	0.742			
Method	0.612	0.643	0.618	0.759		
Measurement	0.639	0.607	0.636	0.605	0.755	
Environment	0.637	0.616	0.685	0.639	0.625	0.714
Note: The numbers on the diagonal are the square roots of the AVE.						

The square root of AVE for the six first-order latent variables are 0.753, 0.756, 0.742, 0.759, 0.755, and 0.714, all higher than their correlations with other variables (0.591–0.685), showing good discriminant validity.

3.Findings for objective 3:

For the third objective, which is to propose the Quality Management Model of school-based curriculum in primary schools in Ganzi Tibetan Autonomous Prefecture, the interviews with nine experts revealed that the model is generally well-regarded. The experts found the model to be effective, reasonable, and adaptable. The results from the interviews are consistent with the findings from the quantitative Confirmatory Factor Analysis (CFA). Through a combination of qualitative and quantitative methods, the model for this study has been determined as shown in the figure3.
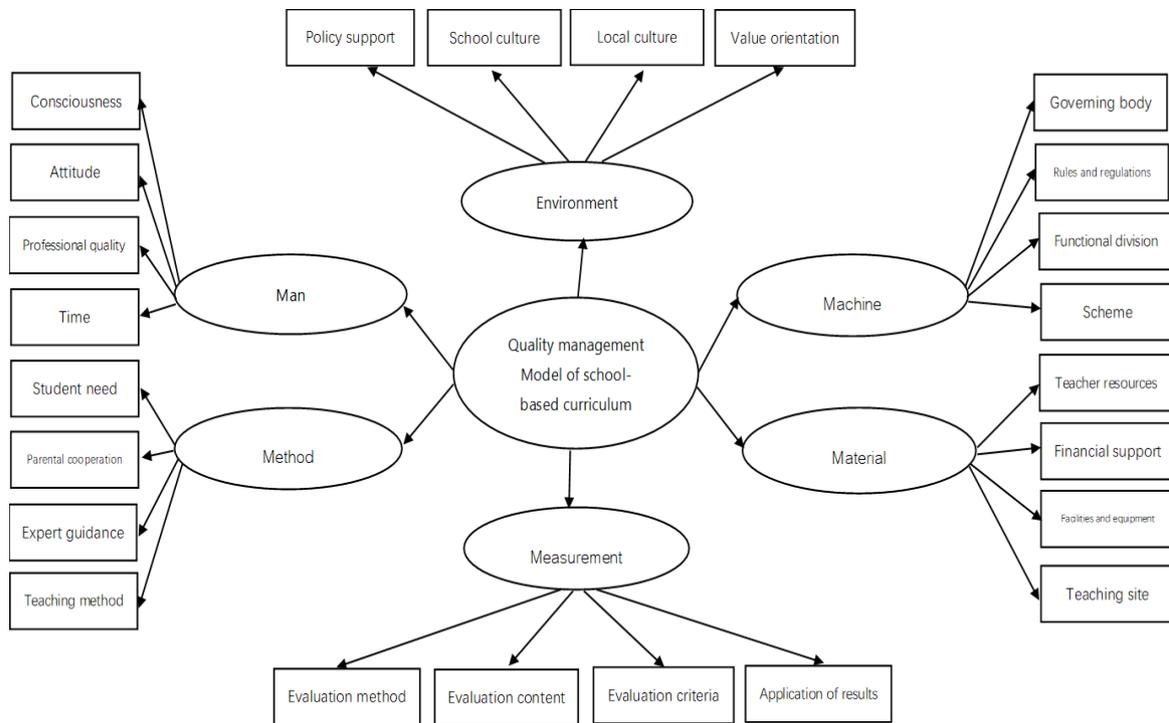
Figure3 Quality management model of school-based curriculum

Discussion

In the research results, the average measurement variable (M = 3.303) scored the lowest, which is at a moderate level and needs to be further improved and promoted. In the results of interviews with experts, it is also known that there are some challenges in the Measurement variables of school-based curriculum quality management, such as limited evaluation methods, incomplete evaluation content, insufficient evaluation standards, and inadequate application of evaluation results. Experts believe that the evaluation of school-based curriculum is crucial to the improvement of the quality management level of school-based curriculum. It is suggested to combine the process evaluation with the result evaluation, pay attention to the performance evaluation, formulate detailed and reasonable evaluation plans and standards, and apply the evaluation results in time to improve the quality of school-based curriculum, which is consistent with the following scholars' research views.

(Pan Chenwu, 2022) The evaluation of school-based curriculum plays a connecting role in the implementation and improvement. Only through objective evaluation of school-based curriculum can problems be better identified, and then the management of school-based curriculum can be effectively improved to enhance the quality of school-based curriculum. (Ye Yuhan, 2020) The development of school-based curriculum is a continuous, dynamic and constantly improved activity, and evaluation is an essential link to ensure its effective development. However, static, single and rigid evaluation methods are not only detrimental to or even hinder the development of school-based curriculum. (Sun Xiaohui, 2017) Schools only attach importance to the form of school-based curriculum evaluation, ignoring its objectivity, science and rationality, and fail to form a complete and detailed evaluation system. It is difficult

to make a valid evaluation of the school curriculum. (Chen Xia, 2023) In the evaluation of school-based curriculum, teachers' evaluation of students is lacking. Schools have set up evaluation criteria for students, but the emphasis on curriculum evaluation is not enough. Schools lack a comprehensive evaluation of the school-based curriculum. For teachers, there is no complete evaluation plan to guide teachers' teaching, only experts and teachers carry out mutual evaluation of lectures and point out some problems in need of improvement in class, and the teaching situation of school-based courses is not included in the teacher evaluation system to guide teachers' teaching, which also affects the quality of school-based courses virtually. (Pan Xia, 2020) Schools need to develop a quality evaluation index system for school-based courses, and according to this system, conduct both qualitative and quantitative evaluation of the existing school-based courses, so as to comprehensively understand the quality and level of school-based courses. Only in the spiraling process of "evaluation - feedback - improvement" can the school-based curriculum finally find the "appropriate point", so as to keep close to the purpose and direction of curriculum reform and make the quality of school-based curriculum more secure.

Recommendations

1.Practical Recommendations

It is suggested to strengthen the professional quality training of management subjects, enhance the cultural awareness of management subjects and correct attitudes. At the same time, leave enough time for teachers to improve their self-development, practice and self-reflection ability.

It is suggested to improve the organizational structure of school-based curriculum management, clarify the division of labor, system-related management system and school-based curriculum implementation plan.

It is suggested that primary schools hire local intangible cultural heritage inheritors from Ganzi Prefecture to enter schools to carry out school-based curriculum teaching and related activities. The local education authorities should give corresponding financial support to the development of school-based curriculum, so as to provide a strong guarantee for the development and implementation of school-based curriculum and ensure the good operation of school-based curriculum. Schools should purchase facilities and equipment related to school-based courses, provide sufficient teaching venues, and provide hardware support for the development and implementation of school-based courses.

Teachers should keep learning, change the traditional teaching mode, introduce new teaching methods and improve the teaching quality of school-based curriculum. Schools should employ curriculum experts to guide the implementation and management of school-based curriculum, strengthen cooperation with parents, communicate with students, meet the needs of students, and promote the development of students' personalities.

When schools carry out school-based curriculum evaluation, they should pay attention to the diversity of evaluation subjects, evaluation methods, evaluation content comprehensiveness, and strengthen the application of evaluation results.

Education administration and local governments should formulate policies related to school-based curriculum to ensure the smooth implementation of school-based curriculum. Schools, teachers and parents should establish a correct value orientation. In the process of student training and development, they should not only look at students' achievements, but also

look at students' growth from the perspective of long-term development, establish correct school-based curriculum values, and recognize the important value and significance of school-based curriculum for students' personality development and the formation of school characteristics. Schools should strengthen the construction of campus culture and make full use of local cultural resources.

2. Recommendation for future research

Continue to emphasize theoretical research, strengthen the connection between theory and practice, and conduct more practical validation studies to enhance the guidance and adaptability of recommendations. Additionally, expand the scope of surveys to consider differences between Eastern, Central, and Western China, thereby deepening and broadening the research questions.

The "three-level curriculum" management system, which integrates national, local, and school leadership, needs to strengthen the effectiveness of higher-level leadership. Institutional mechanisms should be implemented to assess local and school-level management, encouraging proactive curriculum development and management. Currently, the lack of such leadership mechanisms results in ineffective management, hindering the development of school-based curricula. Thus, improving leadership management mechanisms and enhancing management effectiveness should be a focus of future research.

Finally, examining the traditional Tibetan culture of Ganzi from various perspectives is essential. The way Ganzi Tibetan traditional culture is passed down and promoted is a concern for cultural studies, education, and society at large. A deep understanding of the unique aspects of Ganzi Tibetan culture will benefit the transmission and development of ethnic culture and the preservation of traditional culture. Thus, understanding Ganzi Tibetan traditional culture remains a crucial issue.

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