Research Article

The Implementation of the Chinese Ancient Civilization School-Based Curriculum: Insights from T Primary School

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ABSTRACT

This research examines the execution of the school-based curriculum on ancient Chinese culture in T primary schools in China, following the national curriculum reform launched by the Ministry of Education. This research assesses the curriculum through the lens of instructors and educational interns, focusing on cultural self-confidence and the preservation of traditional culture. This research used quantitative approaches to investigate instructors' and education internship students' assessments of the curriculum's goals, content, learning experiences, and evaluation procedures, using descriptive statistics and independent samples T-tests for data analysis. The findings underscore several positives, such as the curriculum's congruence with the school's pedagogical philosophy, the thoroughness of the material, and the variety of instructional approaches. Nonetheless, obstacles persist, especially regarding students' comprehension of curricular goals, the pertinence and difficulty of learning activities, and the systematic retention of learning results. The research revealed that while professors and internship students often provided comparable assessments, there is a need for enhanced communication of learning goals, more stimulating and intellectually demanding learning experiences, and effective digital feedback and result retention mechanisms. The research emphasizes the need to reconcile national curricular mandates with local adaptability by comparing these results to international examples from Finland, Singapore, and the United Kingdom, therefore assuring cultural pertinence and contemporary educational efficacy. This research enhances the worldwide discourse on cultural curriculum integration and offers pragmatic recommendations for refining the culture-focused school curriculum in China.

Keywords: Chinese Ancient Civilization, School-Based Curriculum, Curriculum Implementation, Curriculum Reform

1. INTRODUCTION

Since the 1980s, School-based Curriculum Development (SBCD) has been extensively used worldwide. In 2001, China's Ministry of Education (MOE) initiated the National Curriculum Reform (NCR). It established curriculum management and executed a three-tiered curriculum management system at the national, local, and institutional levels. In recent years, China's Compulsory Education Curriculum Standards (2022 Edition) have emphasized the need to incorporate exemplary traditional Chinese culture into school curriculum to cultivate cultural confidence in pupils. Numerous schools have reacted by creating curricula centred on traditional culture, intending to enhance cultural literacy in conjunction with academic success.

Nonetheless, current research has mostly concentrated on the policy formulation and administrative procedures associated with SBCD, while significantly neglecting the perceptions, experiences, and evaluations of these curricula by teachers and students in practice (Liu & Trent, 2023; Peng & Zeng, 2025). Notwithstanding the policy focus, the actual execution of school-based cultural curricula continues to encounter several obstacles. Educators sometimes find it challenging to blend cultural profundity with age-appropriate material, while students commonly have difficulties comprehending the objectives and significance of traditional culture classes (Qin et al., 2024). A significant deficiency is the absence of systematic methods for conserving and using student learning results to inform continuous curriculum enhancement. Current assessment frameworks seldom include longitudinal data monitoring techniques, which are crucial for recognizing trends in student growth and adjusting curricular material to address changing requirements (Van der Kleij & Lipnevich, 2021).

This research is grounded in Constructivist Learning Theory and Curriculum Development Theories. Piaget and Vygotsky assert that students actively generate knowledge via environmental interaction, making it especially appropriate for the experiential learning techniques often used in cultural courses (Fox and Riconscente, 2008). Inquiry-based learning and experiential cultural engagement may augment students' comprehension and valuation of traditional culture (Pepperberg, 2020). Tyler's (2013) goal model offers a systematic framework for curriculum creation, highlighting explicit objectives, coherent material, efficient learning activities, and suitable evaluation techniques. Stenhouse's (1975) process model, conversely, emphasizes the iterative aspect of curriculum enhancement, whereby input from educators and learners perpetually refines material and pedagogical approaches. These theoretical underpinnings underpin the creation,

assessment, and sustained advancement of the ancient Chinese culture curriculum.

This research examines the adoption of a school-based curriculum on ancient Chinese culture at T Primary School, an institution renowned for its history of curriculum innovation. This research evaluates the goals, content, learning experience, and evaluation methods of the program, offering quantitative analysis and actionable suggestions. This research enhances the global discourse on cultural curricular integration by juxtaposing Chinese perspectives with exemplary methods from Finland, Singapore, and the United Kingdom.

2. METHODOLOGY

This study used quantitative research methodologies and chose T Primary School as the case study using a questionnaire survey. T Primary School has 56 classrooms, around 2,400 children, 130 instructors, and 60 educational interns. A sample of 98 instructors and 52 internship students was determined using the Qualtrics calculator, achieving a 95% confidence level and a 5% margin of error. Purposive sampling was used to choose teacher responses, concentrating on language, mathematics, arts, and physical education disciplines. Conversely, stratified sampling was used for the internship student-respondents to guarantee that the sample of students in grades 4 to 6 accurately reflected their gender and professional backgrounds.

A questionnaire devised by a researcher assessed four dimensions of the school-based curriculum: goals, content, learning activities, and assessment. A five-point Likert scale, from "strongly disagree" to "strongly agree," was used to assess efficacy.

The questionnaire received approval from four curriculum specialists proficient in traditional Chinese culture and curriculum review, followed by a pre-test involving 20 instructors and education interns to assess its clarity and dependability. The findings indicated that Cronbach's alpha value was 0.96, indicating that the questionnaire exhibited strong internal consistency.

To alleviate any bias linked to self-reported data, respondents were guaranteed anonymity and secrecy. The study team cross-referenced the questionnaire responses with pertinent school records, including lesson plans and course outlines, to validate significant results.

3. RESULTS

Teachers and education internship students' evaluation of the implementation of the Chinese ancient civilization school-based curriculum is presented in Tables 1–3. Table 1 concerns teachers' evaluation of the Chinese Ancient Civilization School-Based Curriculum.

Table 1a. Level of assessment of the teacher-respondents on the newly implemented curriculum in terms of the objective.

Indicator	Mean	Verbal Interpretation
1. The curriculum objectives align with the school's Educational Philosophy.	4.03	Agree
2. The learning results of this curriculum are precise, aiming to improve students' traditional cultural literacy.	3.88	Agree
3. The curriculum objectives are clear and consistent with the needs and expectations of students.	3.78	Agree
4. Curriculum objectives are purposely stated to guide the teaching and learning process effectively.	3.75	Agree
5. The goal of the curriculum is to meet students' interests and personalized needs of the sinology curriculum.	3.84	Agree
6. Learners recognize the value of course objectives and clearly understand learning outcomes.	3.44	Agree
Overall Mean	3.79	Agree

Note: 4.21-5.00 (Strongly Agree/ Excellent) | 3.61-4.20(Agree / Very Good) | 2.41-3.60(Moderately Agree/Good) |1.21-2.40(Disagree /Fair) | 1.00 - 1.20(Strongly Disagree / Poor)

As shown in Table 1a, the overall mean for teachers' assessment of the "curriculum objectives" is 3.79, indicating the setting of curriculum objectives has a good orientation and consistency, which lays a good foundation for the smooth development of teaching activities. The highest-rated item, "The curriculum objectives are aligned with the Educational Philosophy of the school.," with a score of M=4.03, reflects that teacher respondents believe the curriculum development team has successfully combined the school's core philosophy and educational objectives with the curriculum objectives while designing the school-based curriculum to ensure the direction and consistency of the curriculum. On the other hand, the item "Learners recognize the value of course objectives and have a clear understanding of learning outcomes. (M=3.44). This result indicates that students fail to understand clearly the value of the objections of the curriculum in the learning process, which in turn affects learning outcomes and motivation.

Table 1b. Level of assessment of the teacher-respondents on the newly implemented curriculum in terms of content.

Indicator	Mean	Verbal Interpretation
1.The curriculum content is comprehensive, accurate, and closely related to realizing the curriculum objectives.	3.72	Agree
2. The school has developed a variety of Chinese culture courses, with flexible and diverse contents, to meet different teaching needs.	3.44	Agree
3. The content of ancient Chinese civilization curriculum can effectively improve the development of students' aesthetic creation, language application, and thinking ability.	3.44	Agree
4. The content of ancient Chinese civilization curriculum further enriches students' traditional cultural knowledge and enhances students' cultural confidence.	4.34	Strongly Agree
5. The content of the curriculum is challenging and practical, stimulating students' interest in learning.	3.44	Agree
6. The content of the school-based curriculum aligns with students' cognitive level, and the teaching content and methods can match the students' cognitive ability and learning needs to improve the learning effect.	3.47	Agree
Overall Mean	3.73	Agree

Note: 4.21-5.00 (Strongly Agree/ Excellent) | 3.61-4.20 (Agree / Very Good) | 2.41-3.60 (Moderately Agree/Good) | 1.21-2.40 (Disagree /Fair) | 1.00 - 1.20 (Strongly Disagree / Poor)

Table 1b shows that the overall mean for teachers' assessment of the implemented curriculum of the "Content" is 3.73, indicating that the design of the curriculum content can effectively support the realization of curriculum objectives and is outstanding in enhancing students' cultural knowledge and self-confidence. The highest-rated item, "The content of Chinese ancient civilization curriculum further enriches students' traditional cultural knowledge and enhances students' cultural confidence," scored M=4.34, demonstrating that teacher respondents considered that the curriculum helped students gain a more comprehensive understanding of various aspects of traditional Chinese culture, such as history, literature, art and etiquette, through rich and in-depth cultural contents. On the other hand, the item "The content of the curriculum is challenging and practical, which stimulates students' interest in learning." received the lowest score of M=3.44. This finding suggests some deficiencies in the content of the curriculum. Specifically, the curriculum lacked sufficient difficulty and complexity to engage students in deeper thinking and exploration.

Table 1c reports an overall mean score of 3.66 for teachers' assessment of the implemented curriculum of "learning experiences," which means that the curriculum provides a variety of learning experiences. The highest-rated item, "Teachers adopt various teaching methods, which can help students acquire more knowledge of traditional culture and enhance national identity.," scored M=4.25, highlighting that diversified teaching methods

can enrich the students' cultural awareness in better understanding and self-identifying with traditional culture. Conversely, "The learning activities are attractive and stimulate students' interest and enthusiasm in learning" scored the lowest at M=3.22. It suggests that current learning activities in the school-based curriculum have shortcomings in attracting students' interest and stimulating enthusiasm for learning.

Table 1d shows an overall mean score of 3.60 for teachers' assessment of the newly implemented curriculum of the " curriculum evaluation," which reflects that the curriculum evaluation system can support the assessment of student learning outcomes and curriculum improvement to a certain extent, but there is still space for improvement. Item 1, which refers to "The results of curriculum evaluation can be used as the basis for improving the school-based curriculum of Chinese ancient civilization," is the highest with a (M=4.41), reflecting teachers' trust in the curriculum evaluation system as being well structured, easy to use and able to provide strong support for curriculum improvement. Conversely, item 6, " Through curriculum evaluation, the school will improve the preservation of students' learning results," is the lowest with a (M=3.28), suggesting that the school may lack a systematic mechanism for recording the results of the assessment, which proves and may not be able to record pupils' learning progress and achievement comprehensively. Table 2 presents intership students' evaluation of the Ancient Chinese Civilization School-Based Curriculum.

Table 1c. Level of assessment of the teacher-respondents on the newly implemented curriculum in terms of Learning experiences.

Indicator	Mean	Verbal Interpretation
1. Diversified learning experiences can promote students' more comprehensive understanding and application of school-based curriculum content and provide different ways to acquire sinology knowledge.	3.47	Agree
2. In the school-based curriculum, rich learning activities enhance students' sense of cooperation and ability to cooperate with peers.	3.59	Agree
3. The instructional design is supported by rich resources, which makes the learning experiences meaningful.	3.47	Agree
4. The learning activities are attractive and stimulate students' interest and enthusiasm.	3.22	Moderately Agree
5. Teachers adopt various teaching methods, which can help students acquire more knowledge of traditional culture and enhance national identity.	4.25	Strongly Agree
6. Students have mastered more effective learning methods and strategies in the school-based curriculum of ancient Chinese civilization.	3.63	Agree
Overall Mean	3.66	Agree

Note: 4.21-5.00 (Strongly Agree/ Excellent) | 3.61-4.20 (Agree / Very Good) | 2.41-3.60 (Moderately Agree/Good) | 1.21-2.40 (Disagree /Fair) | 1.00 - 1.20 (Strongly Disagree / Poor)

Table 1d. Level of assessment of the teacher-respondents on the newly implemented curriculum in terms of evaluation.

Indicator	Mean	Verbal Interpretation
1. The criteria and requirements for curriculum evaluations are easy to understand and facilitate evaluation by curriculum evaluators.	4.41	Strongly Agree
2. Curriculum evaluation methods objectively and comprehensively evaluate students' learning outcomes.	4.41	Strongly Agree
3. Curriculum evaluation methods objectively and comprehensively evaluate the curriculum effect.	3.91	Agree
4. Evaluation methods are relatively applicable to students with different learning styles and meet the needs of students.	3.28	Moderately Agree
5. The results of curriculum evaluation can be used to improve the school-based curriculum of ancient Chinese civilization.	3.78	Agree
6. Through curriculum evaluation, the school will improve the preservation of students' learning results.	3.28	Moderately Agree
Overall Mean	3.60	Moderately Agree

Note: 4.21-5.00 (Strongly Agree/ Excellent) | 3.61-4.20 (Agree / Very Good) | 2.41-3.60 (Moderately Agree/Good) | 1.21-2.40 (Disagree /Fair) | 1.00 - 1.20 (Strongly Disagree / Poor)

Table 2a. Level of assessment of the education internship student -respondents on the newly implemented curriculum in terms of objective.

Indicator	Mean	Verbal Interpretation
1. The curriculum objectives align with the school's Educational Philosophy.	3.81	Agree
2. The learning results of this curriculum are precise, aiming to improve students' traditional cultural literacy.	3.78	Agree
3. The curriculum objectives are clear and consistent with the needs and expectations of students.	3.00	Moderately Agree
4. Curriculum objectives are purposely stated to guide the teaching and learning process effectively.	3.56	Moderately Agree
5. The goal of the curriculum is to meet students' interests and personalized needs of the sinology curriculum.	3.00	Moderately Agree
6. Learners recognize the value of course objectives and clearly understand learning outcomes.	2.84	Moderately Agree
Overall Mean	3.33	Moderately Agree

Note: 4.21-5.00 (Strongly Agree/ Excellent) | 3.61-4.20 (Agree / Very Good) | 2.41-3.60 (Moderately Agree/Good) | 1.21-2.40 (Disagree /Fair) | 1.00 - 1.20 (Strongly Disagree / Poor)

Table 1d shows an overall mean score of 3.60 for teachers' assessment of the newly implemented curriculum of the "curriculum evaluation," which reflects that the curriculum evaluation system can support the assessment of student learning outcomes and curriculum improvement to a certain extent, but there is still space for improvement. Item 1, which refers to "The results of curriculum evaluation can be used as the basis for improving the school-based curriculum of Chinese ancient civilization." is the highest with a (M=4.41), reflecting teachers' trust in the curriculum evaluation system as being well structured, easy to use and able to provide strong support for curriculum improvement. Conversely, item 6, "Through curriculum evaluation, the school will improve the preservation of students' learning results." is the lowest with a (M=3.28), suggesting that the school may lack a systematic mechanism for recording the results of the assessment process and may not be able to record pupils' learning progress and achievement comprehensively. Table 2 presents internship students' evaluation of the Ancient Chinese Civilization School-Based Curriculum.

Table 2a reports an overall mean score of 3.33 for internship students' assessment of the implemented curriculum in terms of "objective," which means that the setting of curriculum objectives performs well in terms of alignment with the school's educational philosophy, but there is still space for improvement. The highest-rated item, "The curriculum objectives are aligned with the Educational Philosophy of the school.," scored M=3.81, highlighting that the curriculum design was consistent with the school's overall educational direction and values. Conversely, "Learners recognize the value of course objectives and have a clear understanding of learning outcomes." scored the lowest at M=2.84. It reflects internship students' perceptions of their inadequate understanding of the objectives of the curriculum and a lack of clarity about their learning outcomes.

Table 2b. Level of assessment of the education internship student -respondents on the newly implemented curriculum in terms of content.

Indicator	Mean	Verbal Interpretation
1. The curriculum content is comprehensive, accurate, and closely related to realizing the curriculum objectives.	4.00	Agree
2. The school has developed a variety of Chinese culture courses, with flexible and diverse contents, to meet different teaching needs.	3.91	Agree
3. The content of ancient Chinese civilization curriculum can effectively improve the development of students' aesthetic creation, language application, and thinking ability.	3.84	Agree
4. The content of ancient Chinese civilization curriculum further enriches students' traditional cultural knowledge and enhances students' cultural confidence.	4.00	Agree
5. The content of the curriculum is challenging and practical, stimulating students' interest in learning.	3.41	Moderately Agree
6. The content of the school-based curriculum aligns with students' cognitive level, and the teaching content and methods can match the students' cognitive ability and learning needs to improve the learning effect.	3.25	Moderately Agree
Overall Mean	3.36	Moderately Agree

Note: 4.21-5.00 (Strongly Agree/ Excellent) | 3.61-4.20 (Agree / Very Good) | 2.41-3.60 (Moderately Agree/Good) | 1.21-2.40 (Disagree /Fair) | 1.00 - 1.20 (Strongly Disagree / Poor)

Table 2b shows that the overall mean for internship students' assessment of the implemented curriculum in terms of the "Content" is 3.36, indicating that curriculum content performs well in supporting the achievement of teaching and learning objectives and enhancing students' cultural knowledge. The highest-rated item, "The curriculum content is comprehensive and accurate, and is closely related to the realization of the curriculum objectives.," scored M=4.00, demonstrating that the curriculum design was adequate in helping students achieve the intended learning objectives. This result indicates that the curriculum design was adequate in helping students achieve the intended learning objectives, with content selection and arrangement aligning well with the educational goals. On the other hand, the item "The content of the school-based curriculum is in line with students' cognitive level, and the teaching content and methods can match the students' cognitive ability and learning needs, so as to improve the learning effect." received the lowest score of M=3.25. This reflects that internship students believe that a school-based curriculum is not designed to fully meet students' cognitive level and learning needs regarding content and teaching methods.

Table 2c presents an overall mean score of 3.39 for internship students' assessment of the implemented curriculum of "learning experiences," which means that the curriculum has performed well in designing learning experiences, with particularly positive results in diversifying teaching and enhancing students' ability to work together. The highest-rated item, "In the school-based curriculum, rich learning activities enhance students' sense of cooperation and ability to cooperate with peers.," scored M=4.16, reflecting that internship students generally agree that diversified learning activities in the school-based curriculum have a positive effect on cultivating students' cooperative ability. Conversely, "Students have mastered more effective learning methods and strategies in the school-based curriculum of Chinese ancient civilization." scored the lowest at M=3.47. It suggests the internship students' perception that the school-based curriculum has limited effectiveness in helping students master learning methods and strategies.

Table 2c. Level of assessment of the education internship student -respondents on the newly implemented curriculum in terms of Learning experiences.

Indicator	Mean	Verbal Interpretation
1. Diversified learning experiences can promote students' more comprehensive understanding and application of school-based curriculum content and provide different ways to acquire sinology knowledge.	4.13	Agree
2. In the school-based curriculum, rich learning activities enhance students' sense of cooperation and ability to cooperate with peers.	4.16	Agree
3. The instructional design is supported by rich resources, which makes the learning experiences meaningful.	4.09	Agree
4. The learning activities are attractive and stimulate students' interest and enthusiasm.	3.50	Moderately Agree
5. Teachers adopt various teaching methods, which can help students acquire more knowledge of traditional culture and enhance national identity.	4.13	Agree
6. Students have mastered more effective learning methods and strategies in the school-based curriculum of ancient Chinese civilization.	3.47	Moderately Agree
Overall Mean	3.39	Moderately Agree

Note: 4.21-5.00 (Strongly Agree/ Excellent) | 3.61-4.20 (Agree / Very Good) | 2.41-3.60 (Moderately Agree/Good) | 1.21-2.40 (Disagree /Fair) | 1.00 - 1.20 (Strongly Disagree / Poor)

Table 2d. Level of assessment of the education internship student -respondents on the newly implemented curriculum in terms of evaluation.

Indicator	Mean	Verbal Interpretation
1. The criteria and requirements for curriculum evaluations are easy to understand and facilitate evaluation by curriculum evaluators.	3.28	Moderately Agree
2. Curriculum evaluation methods objectively and comprehensively evaluate students' learning outcomes.	3.63	Agree
3. Curriculum evaluation methods objectively and comprehensively evaluate the curriculum effect.	3.59	Moderately Agree
4. Evaluation methods are relatively applicable to students with different learning styles and meet the needs of students.	2.94	Moderately Agree
5. The results of curriculum evaluation can be used to improve the school-based curriculum of ancient Chinese civilization.	3.88	Agree
6. Through curriculum evaluation, the school will improve the preservation of students' learning results.	3.38	Moderately Agree
Overall Mean	3.53	Moderately Agree

Note: 4.21-5.00 (Strongly Agree/ Excellent) | 3.61-4.20 (Agree / Very Good) | 2.41-3.60 (Moderately Agree/Good) | 1.21-2.40 (Disagree /Fair) | 1.00 - 1.20 (Strongly Disagree / Poor)

Table 3. Comparative Analysis of Teachers' and Internship Students' Evaluations of the Curriculum.

CRITERIA	p-Value	Decision
1. Curriculum Objectives	0.052	Reject Ho, Accept Ha
2. Curriculum Content	0.646	Reject Ho, Accept Ha
3. Learning experiences	0.646	Reject Ho, Accept Ha
4. Evaluation	0.14	Reject Ho, Accept Ha

Note: Level of Significance = 0.05

Table 2d shows an overall mean score of 3.53 for internship students' assessment of the newly implemented curriculum in terms of the "curriculum evaluation," which reflects that the curriculum assessment system can support the assessment of student outcomes and curriculum improvement to a certain extent. Item 5, which refers to "The results of curriculum evaluation can be used as the basis for improving the school-based curriculum of Chinese ancient civilization." is the highest with a (M=3.88), reflecting the internship students generally agreed that curriculum evaluation is an essential tool for quality improvement in school-based curriculum design and implementation. Conversely, item 4, "Evaluation methods are fairly applicable to students with different learning styles and meet the needs of students," is the lowest with a (M=2.94), suggesting the possible lack of standardized and systematic processes for managing and maintaining student learning outcomes in schools.

As presented in Table 3, For all criteria, since the p-values are greater than 0.05, the correct decision should be to fail to reject the null hypothesis (Ho) rather than accept the alternative hypothesis (Ha). This indicates that there are no statistically significant differences between teachers and internship students in their evaluations of the newly implemented curriculum regarding objectives, content, learning experiences, and evaluation.".

4.DISCUSSION

The primary purpose of this study is to determine the implementation effect of the Chinese Ancient Civilization school-based curriculum in T Primary School to propose a strengthening plan. According to the survey data, the teachers and internship students have good evaluations of the implementation of the school-based curriculum, and there are also significant differences between them.

As can be seen from Table 1a, teachers expressed strong agreement that the curriculum objectives were consistent with the school's philosophy (Mean=4.03). It was supported by the study of Belbase et al. (2022), which found that when schools aligned their curriculum goals with these philosophies, they could construct more meaningful educational experiences, resonating more with educators and students alike. Furthermore, according to Walsh (2023), recent research has emphasized integrating curriculum objectives with the school's educational philosophy to promote coherent and effective teaching and learning practices. From Table 1a, students' low understanding of curriculum objectives (Mean= 3.44) can also be seen, affecting learning outcomes and motivation. According to the existing research results, Fong et al. (2021) found that student purpose and clarity about their academic goals were significant predictors of motivation and academic success. Moreover, Fortus and Touitou (2021) concluded that the perceived goal orientation of students shapes motivation.

As shown in Table 1b, teachers highly rated the curriculum content for enriching students' knowledge of ancient Chinese civilization (Mean=4.34). This result can be confirmed by Li et al. (2023), who researched Chinese cultural integration in English courses and has shown that providing students with rich, diverse cultural knowledge helps deepen their understanding of their heritage and strengthens their cultural identity. However, the moderate score for the practicality of the content (Mean=3.44) suggests that curriculum content may have lacked relevance to students' immediate learning contexts. Scholars' research pointed out that the selection of curriculum contents should be combined with students' psychological development rules and interest needs because the development of a school-based curriculum provides the possibility and conditions for finding students' differences and taking corresponding curriculum countermeasures (Liu & Feng, 2021).

As presented in Table 1c, the instructional approaches were praised for their diversity (Mean=4.25). This result can be supported by Anyichie et al. (2023), who argued that the combination of Self-Regulated Learning (SRL) and Culturally Responsive Teaching (CRT) has a significant effect on enhancing students' engagement and cultural identity.

However, the moderate attractiveness of learning activities (Mean=3.22) pointed to the need for improved engagement strategies. Moreover, Li (2023) has shown how diversified teaching methods can effectively lay the ground for students to gain a more profound understanding of traditional content and build their cultural confidence.

As analyzed in Table 1d, teachers also recognized the value of curriculum evaluations in guiding improvements (Mean=4.41). This result can be significantly supported by Oo et al. (2024), who showed that clear assessment criteria increase the objectivity and consistency of assessment and enable assessors to carry out their tasks more effectively. Meanwhile, from Table 1d, the limited use of evaluations for tracking learning outcomes (Mean=3.28) highlighted an area for development. Van der Kleij and Lipnevich (2021) believed that existing feedback mechanisms often lack sufficient attention to individual student needs and differences in learning styles, limiting the feedback's effectiveness in providing students with valuable suggestions for learning improvement. To illustrate demonstrate that digital learning portfolios are a full process for saving student progress, which enables educators to review progress and identify any areas for additional assistance. Digital tools that track student progress could have a very positive effect on curriculum evaluations. Sun and Meng (2024)suggest that digital platforms not only enable systematic collection of such data but also provide personalized feedback that is tailored to an individual student's performance. It presents opportunities for educators to establish adaptive learning environments with various learning styles and continuous improvement. The use of digital tracking systems by T Primary School would allow for making the evaluation process align with the latest practices in the field in terms of the accuracy of assessments and the effectiveness of the curriculum as a whole in responding to differing student needs.

As shown in Table 2a, internship students agreed that the curriculum objectives were well-aligned with the school's philosophy (Mean 3.81). According to Xu (2024), the curriculum objectives should not only consider the new educational concepts implied by the development of the school-based curriculum but also the national context, language practices and the educational realities of the school. In Table 2a, the lowest score reflects the improvement of students' understanding of the objectives of the curriculum (Mean=2.84). Relevant research confirmed that curriculum design should emphasize visual objectives more and communicate the significance of learning outcomes to help students better understand the purpose and value of learning (Maxwell, 2021).

Regarding curriculum content in Table 2b, the students appreciated its comprehensiveness (Mean=4.00); some

scholars also agree. Guo (2023) pointed out that curriculum content is selected based on the curriculum objectives and focuses on relevance to students' experiences and social lives. However, students' evaluation of its suitability for students' cognitive levels (Mean=3.25) was less favorable. This finding aligns with Cao and Yang (2021), who emphasize tailoring educational materials to align with students' developmental stages to maximize engagement and learning outcomes.

According to Table 2c, in terms of "learning experiences," internship students rated the curriculum highly in promoting collaborative skills among students (Mean=4.16). This aligns with Ghaith and Awada (2022), who noted that cooperative learning enhances students' cooperative skills and cultural understanding through diverse learning activities. However, the curriculum received a moderate rating for helping students develop independent learning strategies (Mean=3.47), indicating a need for more explicit guidance. Attard and Mackenzie (2021) identified teachers' need to provide clear, structured guidance tailored to students' needs, especially in inquiry-based learning (IBL).

Regarding the evaluation in Table 2d, students acknowledged the utility of assessment results in curriculum improvement (Mean=3.88). This finding can be significantly supported by Guardado et al. (2020) in their study Evaluating the Plan and Lived Experience of the Curriculum: Completing the Circle in which they point out that systematic curriculum evaluation not only reflects the effectiveness of the implementation of the curriculum but also provides critical data for future curriculum improvement. However, they noted a lack of flexibility in accommodating diverse learning styles (Mean=2.94). Sun and Meng (2024) concluded that the current evaluation method of the curriculum is relatively single and should be combined in implementing the curriculum.

As shown in Table 3, According to the independent sample T-test, there is no statistically significant difference between the assessment of the teachers and internship students on the newly implemented curriculum. Some scholars' research confirms this view. Wang and Zhou (2019) pointed out that both teachers and internship students have similar standards and instructional goals in curriculum design and implementation. This congruence contributed to a high level of consistency in the assessment process. However, other studies suggested that hat this consistency did not necessarily imply that every assessment criterion was given the same emphasis in actual teaching. For instance, the depth of curriculum personalized learning experiences might have varied due to differences in teaching styles and the experience levels of teachers and internship students. Similarly, Xie (2022) proposed that teachers usually have more experience in evaluating the relationship between

curriculum objectives and student learning, while internship students may rely more on standardized assessment in the curriculum plan, so their understanding and evaluation of curriculum content may be relatively simple. In addition, The design and implementation of teaching activities will indirectly affect the effectiveness of evaluation criteria. Well-designed curriculum activities, such as interactive discussions and project-oriented learning, can motivate students to participate more actively in class, thereby increasing the achievement rate of learning outcomes (Wang, 2021)

The findings of the study are consistent with existing literature on the development of curriculum, especially the significance of matching curriculum expectations with the educational philosophy. As Belbase et al. (2022) and Walsh (2023)have pointed out, a great deal of the research has shown that the goals set by the curriculum coincide with the mission of that school and the overarching learning experience is one that is meaningful and cohesive. Moreover, the findings on the benefits of cooperative learning also support previous literature (e.g.,), which highlighted the use of how it reinforces cultural understanding and facilitates communication among the students. Just as Anyichie et al. (2023), also supported the study as to why identification of instructional diversity as a strength was because integrating Self-Regulated Learning (SRL) and Culturally Responsive Teaching (CRT) improved student engagement and their retention of knowledge. This research then supports existing studies in aligning its arguments with the notion that well-structured school-based curricula do have the capability of improving learning outcomes.

The findings of this study can be put into a broader perspective compared with international cases on school-based curriculum reforms. As an example, Finland's education system embraces localized curriculum development wherein schools tailor national frameworks to resonate with their local cultural and regional environment, just like China trying to mix tradition with its curriculum (Wang, 2023). Likewise, Singapore has successfully developed a school-based curriculum framework that integrates national educational aims with school freedom to incorporate culturally relevant content that blends academic rigour with cultural preservation. To improve the Chinese Ancient Civilization curriculum's learning activities, the review based on the UK School Curricula integrated experiential learning and interdisciplinary approaches for increasing student engagement, and this may serve as an insight for redesigning the Chinese Ancient Civilization curriculum that had adopted the school-based curricula. However, these international examples also demonstrate the importance of educational curriculum reforms being shaped by the national education policy as well as local

needs and clearly defined objectives, structured learning activities, the effective assessment mechanisms, which are the key areas for improvement outlined in this study.

Despite some unanticipated results, some of the key differences between the perceptions of teachers and internship students regarding the curriculum came through. Internship students as a group view the curriculum positively, although the ratings of their understanding of curriculum objectives and content applicability are lower than for teachers (Wang, 2023). This might indicate that students find the bigger picture of education and the actual uses of the curriculum in their lives not very clear. This notion is supported by Xie (2022)who believes teachers can evaluate the real effectiveness of curriculum through their experience of instruction but the internship students tend to use the assessment criteria in the structured mode making the evaluation simpler. The study, in addition, pointed out missing activities of learning and mechanisms of assessments which required, perhaps, more interactive and engaging ways. The results from these findings reveal that although the curriculum is well structured, clarifications are yet to be made to make it more clear, relevant and capable of individualizing the learning needs.

5. CONCLUSION

This study investigates the implementation of the school-based curriculum on ancient Chinese civilizations in primary schools in China, focusing on teachers' and educational practice students' perceptions of curriculum objectives, content, learning experiences, and assessment methods. The findings indicate that the curriculum demonstrates significant strengths, particularly in its alignment with the school's educational philosophy, comprehensive content, and diverse teaching methods. However, challenges persist, including students' difficulty in understanding objectives, concerns about content relevance, and limitations in engagement during learning activities. Importantly, no significant differences were found between teachers' and interns' perceptions, suggesting a shared perspective on the curriculum's strengths and areas for improvement.

From an international perspective, these findings echo the global trend of cultural curriculum reform. Countries such as Finland and Singapore have successfully developed localized curricula that balance national standards with local cultural relevance, ensuring both academic rigour and cultural literacy. The study contributes to the global debate on how to effectively integrate cultural heritage into school curricula, highlighting the importance of clear objectives,

culturally responsive pedagogy, interdisciplinary learning opportunities, and robust assessment systems.

6. RECOMMENDATION

School-level Recommendations: Strengthen curriculum design and implementation

To improve the effectiveness of school-based curricula on ancient Chinese civilization, schools should focus on optimizing curriculum design, improving teaching strategies, and strengthening feedback and evaluation. Specific recommendations include:

1. Clarify curriculum objectives using student-friendly language, visuals, and real-life examples.

2. Increase content relevance by linking traditional culture to modern issues through interdisciplinary projects.

3. Enhance learning activities with inquiry-based tasks, hands-on projects, and technology-enhanced experiences.

4. Establish a digital learning portfolio system to track student progress and inform curriculum adjustments.

5. Introduce regular student feedback mechanisms to ensure continuous curriculum refinement.

Policy-Level Recommendations: Supporting School-Based Cultural Curriculum Reform

At the policy and governance level, education authorities should provide clear guidelines, targeted funding and professional support to ensure effective and innovative implementation of cultural curricula at the school level. Specific policy recommendations include:

1. Develop national and provincial guidelines encouraging schools to localize cultural curricula while maintaining alignment with national educational goals.

2. Establish dedicated funding programs to support innovative school-based cultural curriculum projects, particularly those that integrate community cultural resources and local heritage

3. Recognize outstanding schools, teachers, and student projects through annual awards and public showcases, fostering a culture of excellence in cultural curriculum innovation

4. Encourage university-school partnerships to conduct action research on cultural curriculum implementation and

evaluation, generating practice-based evidence to inform future policy adjustments.

This study provides practical insights into the implementation and evaluation of a school-based curriculum on ancient Chinese civilizations, and the results contribute to the improvement of the Chinese curriculum and the global dialogue on integrating cultural heritage into the school curriculum while fostering student engagement and 21st-century competency discussions. Future research could extend this work by conducting cross-school and cross-regional comparative studies, exploring longitudinal influences on student cultural literacy and identity formation, and applying hybrid approaches to gain a deeper understanding of teaching practices and student experiences.

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