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THE ROLES OF EDUCATION MANAGEMENT SYSTEM IN TEACHING QUALITY AND MORAL EDUCATION: A SYSTEMATIC LITERATURE REVIEW

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Abstract

Education Management Systems (EMS) in China have evolved from old administrative frameworks into intricate, multifaceted ecosystems in the age of globalization and rapid digitalization. In order to assess the effect of EMS on teaching quality and moral education, this study uses a systematic literature review and synthesis of recent institutional case studies, policy papers, and empirical research (2021–2025). The results show a sophisticated digital oversight that can improve the effectiveness of education but also endanger teacher wellbeing and pedagogical autonomy. Additionally, the data show that management's capacity to reduce "hindrance stressors" like bureaucratic red tape while promoting "challenge stressors" that advance professional expertise strongly mediates teaching quality. In the same vein, moral education has evolved from an ancillary subject to a controlled goal, included within the structural changes of the "Chinese Model." According to the study's findings, management systems that successfully combine high-tech uniformity with a human-centered emphasis on teacher self-efficacy and student psychological flourishing are the most robust.

Keywords: Education Management System (EMS), Teaching Quality, Moral Education, China, Digital Transformation, Teacher Well-being

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1 Introduction

In recent decades, educational systems across the globe have experienced significant transformations propelled by globalization, digital advancements, accountability requirements, and evolving societal expectations. Within this context, the Education Management System (EMS) has become a pivotal framework for overseeing institutional governance, instructional operations, and resource distribution (Razali & Kamaruddin, 2009). Beyond its administrative responsibilities, EMS is progressively assuming a strategic role in enhancing teaching quality and promoting moral education, both of which are broadly acknowledged as fundamental indicators of educational effectiveness and sustainability (Alotaibi, 2024; Boussouf & Soualah, 2025; Karanfiloglu & Bulut, 2025). Teaching quality influences the degree to which learning objectives are attained (Asp et al., 2025), whereas moral education

plays a role in shaping ethical values, character development, and social responsibility among students (Ristiana et al., 2025). Consequently, comprehending the manner in which EMS mediates and integrates these two dimensions has emerged as a vital issue for policymakers, educational leaders, and researchers.

Notwithstanding the increasing focus on education management reform, current practices frequently demonstrate a continuing disparity between managerial efficiency and educational substance. Numerous education systems prioritize performance metrics, standardization, and accountability protocols, occasionally to the detriment of pedagogical rigor and ethical development (Kayyali, 2025). This scenario presents a critical issue: to what degree do education management systems effectively support teaching quality while concurrently fostering moral education, rather than treating these as distinct or conflicting objectives? The absence of conceptual clarity and empirical integration in this domain has engendered fragmented implementation (Procee, 2006; Titsworth & Mazer, 2016), wherein teaching quality enhancement initiatives and moral education programs function independently, lacking robust managerial coordination (Klopper et al., 2015; Saeed et al., 2024).

An expanding corpus of scholarly work has explored various facets of education management systems, encompassing digital learning platforms (Cassels, 2024a), leadership frameworks (Agboola & Thompson, 2024), curriculum governance (Hu et al., 2025), teacher assessment (Cassels, 2024b), and institutional policy reforms (Tong et al., 2024). Research indicates that effectively designed management systems can improve instructional coherence, promote teacher professional growth, and enhance student learning outcomes (Yadav et al., 2025). Additional lines of inquiry highlight the significance of school leadership and organizational culture in integrating moral and character education into routine teaching practices. However, a significant portion of the current literature remains thematically fragmented, predominantly concentrating on either teaching quality or moral education, with limited endeavors to integrate how education management systems serve as a comprehensive framework connecting these two domains (J. Zhang, 2018). Consequently, there is inadequate consolidated evidence elucidating the mechanisms by which EMS concurrently impacts pedagogical effectiveness and moral development.

Given this gap, a comprehensive synthesis of extant research is essential to delineate current trends, recognize prevailing themes, and reveal unresolved tensions within the field. This research responds to this necessity by performing a Systematic Literature Review (SLR) to investigate the functions of education management systems in influencing teaching quality and moral education. The scope of this review is confined to peer-reviewed empirical research articles published within a specified timeframe and indexed in reputable scholarly databases. The analysis concentrates on formal educational settings, specifically at the primary, secondary, and tertiary levels, and excludes studies that address pedagogy or moral education lacking explicit reference to educational management frameworks or systems.

Accordingly, the purpose of this study is threefold: (1) to identify and synthesize principal themes concerning the role of education management systems in improving teaching quality; (2) to analyze how education management systems facilitate, integrate, or limit moral education practices; and (3) to identify research gaps and managerial implications that can guide future research and evidence-based policy formulation. By offering a comprehensive and systematic overview, this study seeks to advance a more profound theoretical and practical understanding of how education management systems can serve as a unifying framework for both instructional excellence and moral development.

2 Method

This study utilizes a systematic literature review (SLR) approach, following the PRISMA 2020 guidelines to ensure a transparent, reproducible, and methodologically rigorous review process. This review focuses on the roles of

educational management systems in teaching quality and moral education in China. A two-stage screening procedure was implemented, consisting of title-abstract screening and full-text review, conducted by independent reviewers to reduce selection bias. The inclusion criteria consisted of peer-reviewed primary studies published in English from 2021 to 2025. This included quantitative, qualitative, or mixed-methods research specifically focused on managerial components, such as governance, policy execution, curriculum administration, digital transformation, and institutional leadership. Studies that were non-empirical or did not have a management focus, teaching quality, and moral education were excluded. The data were obtained exclusively from the Scopus database, owing to its comprehensive collection of reputable journals. A refined search query, integrating predefined keywords, publication stages, document categories, and country affiliations, was utilized. By systematically implementing these criteria and procedures, this study consolidates relevant and current evidence to identify research trends, strengths, weaknesses, and gaps within the comparative analysis of education management systems and their roles in teaching quality and moral education in China, thereby providing a robust foundation for scholarly discussion and evidence-based policy formulation.

3 Results and Discussions

Table 1. Synthesis of Findings

Authors & Year	Title of the Article	Methodology	Summary of Findings
(Zha et al., 2025)	The Paradox of AI Empowerment in Primary School Physical Education	Focus group interviews with PE teachers in Nanjing and Chongqing.	Reveals a "technical paradox" where AI management tools can hinder teaching efficiency if not balanced with teacher pedagogical autonomy.
Fan et al. (2025)	Digital Adaptive Learning Platforms to (Re)shape Chinese EFL Teachers' Pedagogical Practices	Qualitative inquiry involving semi-structured interviews and thematic analysis.	Digital management platforms significantly enrich instructional quality by reshaping teaching methods and improving classroom management efficiency.
(Wan et al., 2025)	Secondary Vocational Schools as Pathways to Higher Education in China	Multiple case study methodology and policy document analysis.	Institutional management in vocational schools is shifting focus toward academic progression to improve the quality of vocational-to-higher-education transitions.
(Lu et al., 2025)	Adaptation and Validation of the Scale for Chinese Preschool Teachers' Self-Efficacy	Validation study using Classical Test Theory (CTT) and Item Response Theory (IRT).	Establishes a validated system for evaluating teaching quality based on instructional strategies, management, and student engagement.
(Sun et al., 2025)	The influence mechanism of emotional labor on the turnover intention of college counselors: Based on the multiple effects of emotional exhaustion and perceived organizational support	Quantitative analysis of counselor data and perceived organizational support.	Effective institutional support systems reduce counselor burnout and turnover, directly impacting the quality of student moral and ideological guidance.
(Lv et al., 2024)	Stress in Chinese Teachers of Mathematically Gifted: A Qualitative Perspective	Semi-structured in-depth interviews using Bronfenbrenner's ecological model.	Identifies that school management and leadership are the primary sources of stress affecting teaching quality for high-potential students.
(X. Zhang et al., 2024)	Building Capacity Indicators for Hotel Management in Chinese Vocational Colleges	Development of indicators through a social psychology and management perspective.	Provides a framework for vocational colleges to manage teaching quality through industry-aligned capacity indicators.
(Li & Yu, 2024)	Assessment of Pedagogical Contributions in Secondary School PE Curricula	Empirical assessment of curriculum implementation in Southwestern China.	Highlights gaps in current curriculum management and suggests pedagogical reforms to meet physical activity standards in schools.
(Xue et al., 2023)	Approaches and Reforms for Integration of Major and General Education	Comparative study using One-way ANOVA and cluster analysis across university types.	Differentiates how research and teaching universities manage the balance between specialized "major" education and holistic "general" (moral/liberal) education.
Li et al. (2023)	History and Reality of the Chinese Model of Higher Education Development	Historical analysis and qualitative evaluation of university mergers.	Evaluates how large-scale management reforms (mergers) have shaped the current "Chinese Model" of high-quality higher education

(Ling et al., 2023)	Reform of Management System of Higher Vocational Education in China	Management system analysis based on "personality standards."	development. Proposes that vocational education management should shift toward personalized development to enhance both technical skills and professional ethics.
(Xu et al., 2023)	Teacher Well-Being in Chinese Universities: Examining Challenge—Hindrane Stressors	Transactional model of stress and coping analysis of university faculty.	Demonstrates that management strategies reducing "hindrance stressors" (red tape) directly improve teaching engagement and student learning outcomes.

Based on the exhaustive data provided, the subsequent analysis and discussion critically evaluate the roles of education management systems in influencing teaching quality and moral education within the Chinese context.

3.1 The Relationship Between Management and Quality: Extending Beyond Administrative Supervision

The data indicates that within the Chinese educational sector, management systems have transitioned from basic administrative frameworks to essential catalysts for instructional quality. According to Li (2024), a measurable "threshold effect" exists whereby system standardization directly contributes to improvements in management effectiveness. Nevertheless, the discussion must recognize the "Technical Paradox" identified by Zha et al. (2025). Although AI and digital management tools are intended to enhance teaching, they may unintentionally impede instructional quality if they excessively standardize classroom procedures, thereby diminishing the pedagogical autonomy necessary for teachers to tailor their approaches to student requirements. Therefore, the function of the management system is progressively regarded as a balancing mechanism: offering the necessary infrastructure for efficacy while safeguarding the "human element" of instruction.

3.2 Moral Education as a Systematically Managed Outcome

A significant transition emphasized in the literature is the transfer of moral education from a standalone ideological curriculum to an integrated management responsibility. The function of the management system in this context is twofold: governance and psychological assistance. Sun et al. (2025) highlight that the emotional labor of college counsellors, the primary agents of moral education must be effectively managed through perceived organizational support. If the management system fails to deliver this support, the ensuing exhaustion directly diminishes the quality of moral guidance offered to students. Furthermore, the incorporation of "Personality Standards" in vocational management (Ling et al., 2023) suggests that moral education is undergoing professionalization; it extends beyond patriotic sentiment to encompass the development of professional ethics and a "community of values" within the institutional structure.

3.3 Addressing the "Modernization Tension" in Educator Well-being

The findings consistently indicate a substantial tension between managerial efficiency and teacher well-being, which functions as a mediator for teaching quality. The data differentiates between "Challenge Stressors" (factors that facilitate growth) and "Hindrane Stressors" (bureaucratic "red tape") within management systems (Xu et al., 2023). A significant conclusion for discussion is that effective Chinese educational management must shift focus toward minimizing obstructive stressors. When management systems are excessively commercialized or driven exclusively by market reforms (Liu et al., 2024), there is a risk of alienating the faculty. The most effective systems are those that promote "Self-Efficacy" by establishing transparent evaluation frameworks, such as validated scales for preschool teachers (Lu et al., 2025) or capacity indicators for vocational colleges (Zhang et al., 2024) which enable educators to experience a sense of mastery and professional value.

3.4 Strategic Reorientation and Institutional Resilience

Ultimately, the management system is integral to the formulation of institutional strategy and the enhancement of resilience. The transition of vocational schools toward "Higher Education progression" (Wan et al., 2025) and the incorporation of specialized and general education (Xue et al., 2023) demonstrate that management systems serve

as the fundamental mechanisms for aligning national socioeconomic development. By employing big data and clustering models (Tan, 2024; Lv, 2022), universities can enhance resource allocation, thereby maintaining high standards of teaching quality even as the scope of education increases. This systemic resilience extends beyond theoretical concepts to incorporate physical and structural dimensions, as demonstrated in the evaluation of "Morphological Resilience" (Han & Gao, 2025), indicating that contemporary management in China has evolved into a multidimensional discipline that includes safety, technological advancement, and character development.

3.5 Implications of the Study

The findings of this study carry substantial implications for educational leadership, indicating that management should advance beyond solely quantitative "efficiency-only" metrics to adopt a more sophisticated and comprehensive approach. Leaders are now expected to serve as strategic mediators capable of deploying advanced AI and digital technologies without incurring the "technical paradox" that results in professional alienation. This suggests that the effectiveness of digital transformation relies less on the technology itself and more on safeguarding teacher autonomy. Furthermore, the study emphasizes that policy implementation such as "Burden Reduction" cannot be achieved solely through top-down directives; it necessitates the development of a "community of values" that corresponds with the professional identity and emotional labor of the staff. Finally, there is a definitive shift in institutional culture whereby moral education is no longer regarded as an isolated subject but as a managed outcome embedded within the core framework of the institution through increased counselor support and personality-oriented vocational standards.

3.6 Future Recommendations

To advance these findings, future research and practice should focus on the development of "human-centered" AI management frameworks. These systems should be developed to enhance teacher autonomy rather than supplant it, ensuring that data-driven supervision does not lead to "invisible resistance" or administrative burnout. It is additionally advised that longitudinal research be carried out to monitor the enduring effects of the "Moral Ecology System" on student resilience and psychological well-being as they enter the workforce. At the institutional level, educational institutions should implement and enhance empirically validated performance assessment tools, such as the SCPTSE, to guarantee that management strategies are based on authentic classroom interactions. Finally, it is imperative for management to prioritize "localized reform," adapting national policies into culturally and regionally appropriate strategies to enhance the relevance and practicality of moral education for diverse student populations.

4 Conclusion

The data analysis indicates that school management systems in China have evolved from conventional administrative structures into intricate, multidimensional ecosystems that directly influence teaching quality and the effectiveness of moral instruction. Through the integration of advanced digital adaptive platforms and standardized assessment metrics, institutions have effectively enhanced resource allocation and instructional efficacy; however, this modernization has resulted in a "technical paradox" wherein excessive digital oversight may compromise pedagogical autonomy and teacher welfare. The research highlights that teaching quality is significantly influenced by management's capacity to alleviate "hindrance stressors," such as bureaucratic obstacles, while encouraging "challenge stressors" that enhance professional expertise. Moreover, moral education has transitioned from a marginal aspect of the curriculum to a managed objective, wherein institutional backing for educators' emotional labor and the transition to "personality-based" vocational standards guarantee that character development is integrated into the structural reform of the "Chinese Model." The findings indicate that the most robust management systems are those that harmonize high-tech standardization with a human-centric emphasis on teacher self-efficacy and student psychological well-being.

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Ethical Considerations

Not Applicable

Conflict of Interest

The Authors declare there is no conflict of interest.

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