



Context-Responsive Innovation in Junior Secondary Chinese Language Classroom Teaching Management under China's Education Power Strategy

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ABSTRACT : The national strategy of building a strong education nation has intensified attention on improving the effectiveness and equity of classroom teaching through systematic innovation in teaching management. Within this policy environment, classroom management is no longer confined to maintaining order but is increasingly recognized as a governance mechanism integrating instructional design, student engagement, behavioral regulation, and competency-oriented learning outcomes. This study investigates the implementation and effectiveness of innovative classroom management strategies in junior secondary Chinese language classrooms located in a resource-constrained county in Yunnan Province. Using a qualitative case study approach, the research examines how locally adapted innovations are enacted in a county-level public middle school and evaluates their influence on student participation, academic performance, and classroom discipline, illustrating how policy-oriented innovation is translated into classroom governance in under-resourced settings.

Data were collected through triangulated qualitative methods, including semi-structured interviews, classroom observations, and focus group discussions involving students, teachers, and administrators. Findings indicate that task-driven learning structures, cooperative group governance, culturally responsive instruction, and immediate feedback mechanisms enhance classroom interaction, motivation, and learning efficiency. However, the sustainability and scalability of these innovations are constrained by uneven resource allocation, limited professional development, and gaps between policy intentions and school-level implementation. Based on the empirical analysis, the study proposes an integrated context-responsive classroom management framework aligning national reform objectives with local realities. The research contributes to theory by demonstrating how humanistic management principles can be operationalized within structured

governance environments and provides practical guidance for improving educational quality in similar underdeveloped regions.

Keywords: classroom teaching management; context-responsive framework; classroom governance; junior secondary Chinese language; Education Power Strategy

INTRODUCTION

Educational quality has become a central determinant of national competitiveness and innovation capacity in the context of globalization and rapid technological transformation (Sliusarenko, 2023). China's strategic objective of building a strong education nation emphasizes the modernization of governance structures, improvement of instructional quality, and promotion of equitable development across regions (Li, 2024). Within this policy landscape, classroom management functions as a critical bridge connecting macro-level reform goals with micro-level learning processes, directly shaping students' academic outcomes, engagement, and holistic competency development (Chen & Lu, 2022).

In this study, classroom management is conceptualized not merely as maintaining order but as a form of instructional governance embedded in teaching-learning processes, integrating instructional design, student engagement, behavioral regulation, and immediate formative feedback. Recent initiatives such as the "Double Reduction" policy have further intensified the need for classroom environments that enhance instructional efficiency while reducing excessive academic burden (Liu, 2022).

Despite national reform efforts, regional disparities in educational resources remain pronounced, particularly in western provinces where geographic and socioeconomic constraints influence school governance and teaching practice (Xie et al., 2023). Standardized classroom management models often show limited adaptability within culturally



diverse and resource-limited contexts, thereby reducing their effectiveness (Jumiaty & Kuswoyo, 2023). In response, this study examines innovative classroom management strategies implemented in junior secondary Chinese language classrooms in a county-level public middle school located in a resource-constrained county in Yunnan Province, a representative local institution undergoing educational transformation.

The research seeks to identify effective practices, evaluate their impact on learning outcomes, and develop a transferable context-responsive framework that supports high-quality education aligned with national policy objectives. By centering on a typical county-level school, the study further aims to clarify how context-sensitive adaptations can enhance the feasibility and sustainability of classroom governance innovation in underdeveloped regions.

II. LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Literature Review

Contemporary scholarship increasingly conceptualizes classroom management as a multidimensional system encompassing instructional organization, behavioral regulation, emotional support, and the facilitation of meaningful teacher–student interaction. Effective classroom governance typically involves establishing clear expectations, maintaining consistent procedural structures, and cultivating supportive relational environments that sustain student motivation and participation (Chen, 2023). Rather than functioning solely as a disciplinary mechanism, classroom management is widely recognized as an integral component of instructional design that directly shapes students’ academic emotions, engagement, and long-term learning persistence (Chen & Lu, 2022). Under competency-oriented educational reforms, teachers’ capacity to manage learning processes effectively has therefore become a decisive factor in instructional quality.

Meta-analytic and review-based research consistently indicates that structured yet adaptive classroom management practices contribute positively to student academic performance, learning efficiency, and classroom order across diverse contexts. Such practices reduce disruptive behavior while promoting sustained academic engagement, suggesting that classroom governance serves as a foundational mechanism for instructional improvement. At the same time, the literature

increasingly emphasizes that broad theoretical principles must be adapted to specific institutional and regional conditions to produce meaningful and sustainable change.

Within this body of research, innovative classroom management strategies—including task-driven instruction, interactive teaching, cooperative group organization, and feedback-centered learning—have been identified as effective approaches for strengthening student participation and higher-order thinking (Buehl, 2023). Cooperative learning structures support differentiated participation and enable peer collaboration, thereby improving communication skills and collective responsibility (Sun, 2023). In parallel, culturally responsive pedagogy enhances instructional relevance by integrating local cultural knowledge into classroom activities, thereby increasing motivation and engagement among students from diverse sociocultural backgrounds (Kong et al., 2022).

From a theoretical perspective, integrating classroom management theory with humanistic educational principles provides a balanced orientation that combines structured governance with student-centered flexibility. Humanistic approaches emphasize autonomy support, emotional security, and trust-based teacher–student relationships as essential conditions for intrinsic motivation and self-regulated learning. However, overly permissive classroom climates without clear behavioral expectations may weaken instructional clarity and reduce discipline effectiveness (Liu, 2023). Effective classroom management models therefore need to maintain organizational structure while simultaneously fostering supportive and inclusive learning environments.

Despite the expanding body of literature, existing studies often prioritize macro-level policy analysis or isolated instructional techniques rather than examining comprehensive classroom management systems tailored to underdeveloped regional contexts (Chen & Zhang, 2024). Moreover, relatively few investigations integrate the perspectives of students, teachers, and administrators simultaneously, limiting understanding of how innovation is implemented and sustained across institutional levels (de Kleijn, 2023). To address these gaps, the present study synthesizes prior scholarship and empirically derived themes to construct a context-responsive theoretical framework that explains how innovative



classroom management strategies interact with contextual enabling conditions to influence student outcomes.

2.2 Theoretical Framework: The CULTURE-CRIM Model

Building on the literature and the identified research gaps, this study proposes a context-responsive theoretical framework to explain how innovative classroom management operates in junior secondary Chinese language classrooms. The framework links three interrelated elements—contextual enabling conditions, innovative classroom management strategies, and observed educational outcomes—in order to clarify how classroom governance innovation is implemented, sustained, and translated into improvements in teaching and learning.

The framework is empirically grounded in themes generated through interviews, classroom and non-classroom observations, and focus group discussions. Across these data sources, four recurring categories of classroom innovation were identified: technology integration, humanistic student-centered practice, differentiated instruction, and process-oriented assessment. These dimensions function as core instructional governance mechanisms shaping classroom interaction, participation patterns, and instructional effectiveness.

In addition to strategic mechanisms, the framework specifies contextual factors that enable or constrain implementation fidelity and long-term sustainability. These conditions include teacher professional capacity, the availability of instructional resources, institutional policy alignment, and the diversity of student learning needs. When contextual supports are strong, innovative classroom management strategies are more likely to produce improved behavioral engagement, enhanced academic performance, strengthened higher-order thinking development, and more stable classroom discipline. Conversely, when contextual conditions are weak or uneven, the effectiveness and scalability of innovation may be constrained.

To strengthen the theoretical contribution of this study, the previously identified CULTURE model is integrated into a more comprehensive structure termed the CULTURE-CRIM Framework. This integrated model synthesizes contextual enabling conditions, innovative classroom management strategies, and observed educational

outcomes within a dynamic governance system. Through continuous feedback among students, teachers, and administrators, classroom practices can be iteratively refined, supporting sustained improvement and closer alignment with broader goals of educational modernization.

III.METHODOLOGY

This study adopted a qualitative case study design to investigate the implementation and effectiveness of innovative classroom teaching management strategies within an authentic educational context. A county-level public middle school located in a resource-constrained county in Yunnan Province was selected as a representative institution actively engaged in educational reform initiatives, which enabled an in-depth examination of context-responsive innovation practices. To protect institutional confidentiality, the name of the research site has been anonymized and is not reported in this paper. This methodological choice supports ethical compliance while retaining the contextual characteristics necessary for interpreting classroom processes and governance mechanisms. A qualitative approach is appropriate for exploring contextual influences, participant experiences, and the mechanisms through which classroom management innovation operates in everyday teaching and learning processes (Alam, 2021).

The study drew on a purposive sample of 25 participants from the selected county-level public middle school, comprising 15 junior secondary students across three grade levels, 6 Chinese language teachers with varied professional experience, and 4 school administrators with leadership or instructional management responsibilities. This multi-stakeholder composition was intentionally designed to capture diverse perspectives on classroom management innovation and to facilitate analysis of policy–practice alignment within the school context. The participant numbers are reported to ensure methodological transparency rather than to imply statistical representativeness.

Data were collected through triangulated qualitative methods, including semi-structured interviews, classroom and non-classroom observations, and focus group discussions. Interview protocols explored innovation strategies, implementation processes, perceived outcomes, and contextual challenges. Observational data documented instructional interactions, participation patterns, and classroom management practices,



while focus groups supported cross-stakeholder reflection on implementation feasibility and sustainability. All data were transcribed, anonymized, and systematically organized before analysis using NVivo qualitative software. The coding process followed an iterative thematic analysis procedure guided by the research questions, with coding categories refined through repeated comparison with raw data. To enhance credibility, the study employed multi-round peer review of coding decisions, partial independent recoding of a purposively selected subset of the dataset to ensure coverage across data sources and participant groups, and consensus discussions to resolve discrepancies. Triangulation across data sources further strengthened analytical rigor. Ethical standards, including informed consent and confidentiality, were strictly maintained throughout the study.

IV.FINDINGS

4.1 Identification and Implementation of Innovative Strategies

The study identified several innovative classroom management approaches currently in use, including task-driven instructional design, cooperative group governance, contextualized teaching scenarios, and immediate formative feedback. These practices shifted classroom dynamics from teacher-dominated transmission toward participatory learning environments in which students actively construct knowledge through discussion and collaboration (Qiao, 2023). Teachers reported that structured grouping improved classroom organization and enabled differentiated instruction aligned with students' varying ability levels, while clearer role allocation within groups strengthened peer accountability and reduced off-task behavior.

Culturally responsive instructional strategies were also observed, with teachers integrating local linguistic and cultural elements to increase relevance and engagement (Kong et al., 2022). Classroom observations indicated that these strategies strengthened students' willingness to participate and improved overall classroom climate, especially when tasks were connected to familiar community experiences. Interactive activities such as peer presentations and collaborative analysis fostered deeper cognitive processing and more sustained attention, supporting prior findings that interactive management enhances engagement (Buehl, 2023).

4.2 Effects on Engagement, Achievement, and Classroom Discipline

Evidence from observations and participant feedback suggests that innovative management strategies increased student participation rates and reduced passive learning behaviors. Cooperative learning structures promoted shared responsibility for task completion, resulting in fewer disruptions and improved classroom discipline. These findings align with research indicating that effective classroom management is associated with improved academic outcomes (Owusu et al., 2021). Importantly, the observed improvements were not limited to behavioral order but also reflected greater classroom interaction quality, including more frequent student questioning and more sustained peer discussion.

The use of immediate feedback mechanisms allowed students to adjust learning strategies in real time, strengthening metacognitive awareness and academic confidence (Chen & Lu, 2022). Teachers also reported improved instructional efficiency as classroom routines became more structured and predictable. However, sustaining these gains required continuous monitoring and adaptive management, indicating that classroom innovation is most stable when supported by institutional arrangements such as professional development, shared lesson planning, and consistent policy guidance.

V.DISCUSSION

5.1 Interpretation of Findings in Relation to Existing Scholarship

The findings of this study provide empirical support for the argument that classroom management functions as a central mechanism linking instructional design with student engagement and academic outcomes. The observed improvements in participation, learning efficiency, and classroom order following the implementation of innovative strategies are consistent with established scholarship indicating that effective classroom governance strengthens instructional effectiveness and student learning processes. Importantly, the results suggest that innovative management should not be understood as a set of isolated techniques; rather, it operates through systemic alignment among instructional design, behavioral expectations, and feedback routines. In this sense, classroom management innovation functions as a form of instructional governance that shapes classroom interaction patterns and learning



trajectories, helping to stabilize learning environments while enabling active participation.

The integration of culturally responsive and student-centered practices within the observed classrooms further supports the view that instructional relevance and inclusivity enhance motivation and participation among diverse learners (Kong et al., 2022). When teaching is connected to students' sociocultural experiences and when management practices recognize learners' differences, students tend to demonstrate stronger willingness to engage, more sustained attention, and more constructive peer interaction. In resource-constrained county-level settings, these findings highlight the practical importance of context-sensitive adaptation: the effectiveness of innovation is strengthened when strategies are adjusted to local conditions, teacher capacity, and student diversity, thereby improving the feasibility of translating national reform objectives into classroom-level practice. Overall, the study contributes evidence that localized adaptation is not a peripheral consideration but a necessary condition for implementing sustainable classroom management innovation in underdeveloped educational contexts.

5.2 Theoretical Contribution: Advancing Context-Responsive Classroom Management

At the theoretical level, this study advances understanding of classroom management by demonstrating that effective governance requires the integration of structured expectations with humanistic, student-centered support mechanisms. The results suggest that classroom management innovation should be conceptualized as a dynamic system rather than a fixed set of techniques. This perspective aligns with contemporary views that emphasize the role of relational trust, instructional clarity, and adaptive pedagogy in sustaining long-term engagement (Chen & Lu, 2022).

By situating classroom innovation within the broader policy framework of building a strong education nation, the study contributes to bridging macro-level reform discourse and micro-level classroom practice. The evidence indicates that policy-driven reform initiatives achieve meaningful impact only when translated into context-responsive instructional strategies that account for teacher capacity, resource availability, and student diversity. This integrated perspective expands the theoretical scope of classroom management research by

highlighting the importance of contextual mediation in determining innovation effectiveness.

5.3 Model Contribution: The CULTURE-CRIM Framework

A central contribution of the study is the development of the CULTURE-CRIM Framework, which synthesizes the relationships among contextual enabling conditions, innovative management strategies, and educational outcomes. It conceptualizes classroom innovation as an interactive governance system, in which technology integration, humanistic instructional practices, differentiated teaching, and process-oriented assessment function as the core mechanisms that shape classroom interaction and support instructional improvement.

Empirical evidence from the case study indicates that the effectiveness of these strategies is mediated by contextual factors such as teacher professional competence, institutional policy alignment, resource distribution, and student diversity. When these enabling conditions are supportive, innovation contributes to improved engagement, stronger academic performance, enhanced higher-order thinking, and more stable classroom discipline. The incorporation of multi-stakeholder feedback loops further highlights the iterative nature of classroom reform, in which ongoing reflection and adjustment sustain long-term improvement. The CULTURE-CRIM framework therefore provides a transferable conceptual model that can guide both future research and practical implementation in similar educational environments.

5.4 Practical Implications for Educational Leadership and Policy

From a practical perspective, the findings suggest that sustainable classroom management innovation requires coordinated action at multiple institutional levels. Building on the empirical analysis, this study proposes a context-responsive classroom management approach that integrates structured governance with humanistic principles. In practice, this involves establishing clear behavioral expectations, designing adaptive instructional routines, and embedding continuous professional development mechanisms to ensure that innovation remains pedagogically effective while maintaining classroom order. This balanced configuration supports student autonomy without undermining instructional clarity, thereby strengthening long-term sustainability.



Teachers benefit from continuous professional development that supports the integration of interactive and culturally responsive strategies into daily practice, while school administrators play a critical role in establishing enabling organizational structures, allocating resources, and facilitating collaborative professional learning communities. At the policy level, the findings underscore the necessity of aligning national reform objectives with localized implementation support. Equitable resource allocation, targeted training programs, and adaptive policy guidance are essential for ensuring that innovation initiatives achieve intended outcomes across diverse regional contexts. By linking macro-policy goals with micro-level classroom practice, the proposed approach offers actionable and scalable guidance for improving instructional quality in similar underdeveloped regions (Xie et al., 2023).

5.5 Limitations and Directions for Future Research

Although the qualitative case study design enabled in-depth analysis of contextual dynamics, the findings are based on a single institutional setting and therefore may not be fully generalizable to all regions. Future research could employ mixed-method or multi-site comparative designs to examine the transferability of the CULTURE-CRIM framework across different educational contexts. Longitudinal studies would also provide valuable insight into the sustained impact of innovative classroom management strategies on student development over time.

Further investigation could explore the quantitative validation of the conceptual model by developing measurement instruments aligned with its strategic and contextual dimensions. Such research would strengthen the empirical basis for large-scale implementation and contribute to the ongoing refinement of context-responsive classroom management theory.

VI. CONCLUSION

This study examined the implementation and effectiveness of innovative classroom teaching management strategies in junior secondary Chinese language classrooms within a resource-constrained regional context. The findings demonstrate that context-responsive innovation—characterized by the integration of technology-supported instruction, humanistic student-centered practices, differentiated teaching approaches, and process-oriented assessment—can enhance student engagement,

improve academic performance, and strengthen classroom discipline. These outcomes indicate that classroom management innovation functions not merely as an instructional adjustment but as a systemic governance mechanism shaping the quality and sustainability of teaching–learning processes.

By situating classroom innovation within the broader policy framework of building a strong education nation, the study provides empirical support for the argument that national reform objectives can be effectively operationalized through localized, context-sensitive management practices. The results further highlight that the effectiveness and sustainability of innovation depend on enabling conditions, including teacher professional competence, institutional support structures, resource availability, and student diversity. When these contextual factors are aligned, innovative classroom management contributes to improved instructional efficiency and a more inclusive and participatory learning environment.

A key contribution of this study is the development of the CULTURE-CRIM Framework. This framework synthesizes the relationships among contextual conditions, strategic classroom innovation, and educational outcomes, and advances theoretical understanding by conceptualizing classroom management as a dynamic, interactive system shaped by continuous feedback among students, teachers, and administrators. As a transferable analytical structure, it provides clear guidance for future research and for the practical implementation of classroom governance innovation in underdeveloped regions and culturally diverse educational settings.

From a practical perspective, the findings suggest that sustainable classroom innovation requires coordinated support across multiple institutional levels. Continuous professional development, targeted resource allocation, and policy alignment are essential for maintaining implementation fidelity and long-term effectiveness. School leaders play a critical role in facilitating collaborative learning environments and supporting adaptive instructional practices that respond to evolving student needs.

Although the qualitative case study design enabled in-depth exploration of contextual dynamics, the findings are derived from a single institutional setting and may therefore have limited generalizability. Future research should examine the



applicability of the CULTURE-CRIM framework across multiple regions through comparative or mixed-method approaches. Longitudinal investigations and quantitative validation of the framework would further strengthen its empirical robustness and support broader implementation.

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