

GUIDELINE FOR DEVELOPING EDUCATIONAL RESOURCES MANAGEMENT OF CHENGdong EXPERIMENTAL PRIMARY SCHOOL

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ABSTRACT

This study focuses on developing a resource management development guide for Chengdong Experimental Primary School, aiming to assess the school's current practices and create a tailored framework aligned with its developmental characteristics. Grounded in educational resource management theories, the research identifies five key dimensions: strategic resource planning, human resource management, physical resource management, digital learning resource management, and efficient resource utilization. The study sample includes 213 administrative staff and teachers, with 140 teachers selected through Krejcie and Morgan's (1970) sample size determination method for quantitative analysis. Additionally, nine school administrators, veteran teachers, and digital resource coordinators were chosen as key informants for in-depth interviews. A mixed-method approach combining literature review, questionnaire surveys, in-depth interviews, and field observations was employed. Through quantitative analysis, the study clarifies the school's current status, strengths, and weaknesses in resource management across all dimensions. Qualitative research delves into specific challenges, underlying causes, and barriers to resource integration in practice. Ultimately, the study formulates a practical, systematic, and school-specific resource management development guide that aligns with primary education principles and the school's unique characteristics. The research findings not only provide empirical evidence and actionable guidance for Chengdong Experimental Primary School to optimize educational resource management, enhance resource utilization efficiency, and improve school performance, but also offer a replicable reference template for experimental primary schools in the region with similar educational backgrounds and management models. This contributes to the standardization, scientification, and digitalization of educational resource management at the primary level, facilitating the maximization of educational resources' pedagogical value under the context of high-quality development in basic education.

Keywords: Education Resource Management; Digital Learning Resources; Efficient Resource Utilization; School-Based Management

INTRODUCTION

Educational resource management stands as a fundamental and pivotal component in driving the high-quality development of basic education, bearing direct influence on the smooth advancement of

teaching activities, the enhancement of school operational efficiency, and the ultimate realization of educational and nurturing values at the primary school stage. As the foundational link of the national education system, primary education is responsible for laying a solid cognitive and developmental foundation for students' lifelong learning, and its quality improvement is inseparable from the scientific planning, rational allocation, and efficient utilization of educational resources. In the context of the global wave of educational digital transformation, the form and connotation of primary school educational resources have undergone profound changes: digital learning resources such as intelligent teaching platforms, digital courseware, and online educational databases are rapidly emerging and integrating with traditional educational resources including human resources, physical teaching facilities, and financial support. This integration not only injects new vitality into the optimization of primary school educational resource management but also puts forward higher requirements for the professionalization and systematization of resource management work, bringing unprecedented challenges to primary school educators and managers.

In the current practice of primary school educational resource management, a series of common predicaments have gradually become prominent and restricted the high-quality development of primary education. These problems mainly manifest in the insufficient deep integration of digital and traditional educational resources, the imbalance of resource allocation among different grades, disciplines and functional modules, the low overall utilization efficiency of resources caused by idle and repetitive allocation, the lack of standardized and institutionalized management processes in resource planning, allocation, utilization and monitoring, and the absence of a systematic and school-adapted resource management framework. For experimental primary schools that shoulder the mission of educational reform piloting and innovative teaching practice, the above problems are more likely to lead to the mismatch between resource supply and the actual needs of educational innovation, making it difficult to give full play to the supporting role of resources in experimental teaching and characteristic development.

Chengdong Experimental Primary School, as a representative experimental primary school in its region, undertakes important social responsibilities such as implementing school-level educational reform policies, exploring innovative primary education teaching models, and demonstrating advanced educational management practices. Its educational resource management practice not only reflects the universal characteristics of primary school resource management in the era of digital transformation but also has unique research value due to its experimental school positioning, specific organizational structure, and regional educational development needs. However, the school's current educational resource management system still lacks a standardized and systematic operational model: there are obvious unbalanced development phenomena in the five core dimensions of strategic educational resource planning, human resource management, physical resource management, digital learning resource management, and efficient resource utilization; the collaborative and synergistic effect between digital learning resources and traditional physical and human resources has not been fully realized; the resource management mechanism is not perfect, and the professional development of teachers is not fully matched with the actual needs of resource utilization; the ability of data-informed decision-making in resource management is insufficient, and the autonomy of school-based resource management has not been effectively implemented. These problems make the school's educational resource management unable to fully adapt to its development positioning as an experimental primary school and the practical needs of high-quality and characteristic educational teaching, and restrict the further exertion of the school's experimental and demonstrative role in regional primary education.

In view of the above research background and practical problems, this study takes the educational resource management of Chengdong Experimental Primary School as the core research

object, with the development of a school-adapted educational resource management development guide as the core research goal. Based on the systematic combing of domestic and foreign educational resource management theories, research results and relevant policy documents, the study identifies five key research dimensions of primary school educational resource management: strategic educational resource planning, human resource management, physical resource management, digital learning resource management, and efficient resource utilization. By adopting scientific and rigorous mixed research methods, the study conducts an in-depth and systematic investigation on the actual level of educational resource management in Chengdong Experimental Primary School, deeply excavates the core problems, underlying causes and restrictive factors in the school's resource management practice, and objectively clarifies the development strengths, existing weaknesses and prominent gaps of the school in each core management dimension.

On the basis of the above research, this study fully combines the basic laws of primary education, the school-running characteristics, experimental positioning and actual developmental needs of Chengdong Experimental Primary School, and formulates a practical, systematic and school-specific educational resource management development guide. The formulation of this guide adheres to the principles of combining theory with practice, adapting to local conditions and focusing on operability, and clarifies the optimization strategies, specific implementation paths and safeguard measures for each core dimension of the school's educational resource management.

The research significance of this study is reflected in both practical and academic aspects. In terms of practical significance, the research results can provide empirical evidence and actionable operational guidance for Chengdong Experimental Primary School to optimize its educational resource management practice, improve resource utilization efficiency, perfect the resource management mechanism, and give full play to the synergistic educational effect of various resources, helping the school to better play its experimental and demonstrative role in regional primary education reform and development. At the same time, the educational resource management development guide formulated in this study can also provide a replicable and referable practical template for other experimental primary schools and ordinary primary schools with similar educational backgrounds, management models and developmental needs in the region, so as to promote the standardization, scientification and digitalization of educational resource management at the primary education stage, and help more primary schools solve the common problems in resource management. In terms of academic significance, this study enriches the practical research on school-based educational resource management of primary schools under the background of digital transformation, and provides micro-level case support and practical references for the in-depth research of educational resource management theory, so as to further promote the innovation and development of primary education management theory and practice. In a broader sense, this study also hopes to provide practical references for educational administrators and policymakers to formulate relevant primary education resource management policies, so as to further promote the high-quality development of basic education and maximize the educational and nurturing value of educational resources.

OBJECTIVE

1.Study the actual level of educational resources management in Chengdong Experimental Primary School.

2.Developing the Guide of Educational Resource Management for the Development of the School.

3.It provides a practical reference for the resource management of the school and similar primary schools in the region.

METHODOLOGY

This study employs a “mixed-methods approach combining quantitative and qualitative methods”, with the educational resource management of Chengdong Experimental Primary School as the research subject. It comprehensively utilizes “literature review”, “questionnaire survey”, and “in-depth interviews” to conduct the research, as detailed below:

Sub-Section 1

The literature research method: sorts out the related theories of educational resource management, domestic and foreign research results and policy documents, builds the research theoretical framework, defines the core research dimensions;

Sub-Section 2

Questionnaire survey: 140 teachers in the school were selected as samples. The questionnaire was designed around five dimensions of strategic resource planning, human resources, material resources, digital learning resources management and efficient utilization of resources, and the overall level of resource management in the school was quantitatively analyzed.

Sub-Section 3

In-depth interview method: Nine key information sources including school administrators, veteran teachers and digital resource coordinators were selected to conduct semi-structured interviews to explore the specific problems and causes of resource management in the school.

Sub-Section 4

Comprehensive Analysis Method: By synthesizing quantitative and qualitative research data and aligning with the institution's operational realities, we develop tailored guidelines for educational resource management and development.

RESULTS

1. The analysis reveals that the overall management level of educational resources at Chengdong Experimental Primary School is inadequate. Five core dimensions—strategic resource planning, human/material resources management, digital learning resource management, and efficient resource utilization—show significant imbalances. Specific issues include lack of forward-looking planning, uneven resource allocation, low utilization efficiency, and non-standardized management processes in some areas. Additionally, there is insufficient integration and coordination between digital and traditional resources.

2.The paper identifies the core pain points and constraints of the school's resource management, including imperfect resource management mechanism, mismatch between teachers' professional

development and resource utilization needs, insufficient data-driven decision-making ability, and inadequate implementation of resource management autonomy.

3. Combined with the school situation and the theory of educational resource management, the guide of educational resource management development is constructed and formed, which is suitable for Chengdong Experimental Primary School. The optimization strategies, implementation paths and safeguard measures of five dimensions are defined, which is both practical and systematic.

4. The guidelines not only fit the experimental orientation and development needs of the school, but also provide a replicable and referenceable template for the management of educational resources for primary schools with similar backgrounds in the region.

CONCLUSION AND FUTURE WORK

This study takes the educational resource management of Chengdong Experimental Primary School as the core research focus, centering on the dual research objectives of evaluating the school's actual resource management level and developing a tailored management guide. Based on the theoretical framework of educational resource management, the study defines five core research dimensions—strategic educational resources planning, human resource management, material resource management, digital learning resource management, and efficient resource utilization—and adopts a rigorous mixed-methods research approach integrating quantitative and qualitative analysis. By combining literature review, questionnaire surveys, in-depth interviews and field observations, the study conducts a systematic and in-depth investigation and analysis of the school's resource management practice, and draws comprehensive and targeted research conclusions, while also proposing future research directions and practical application suggestions for educational resource management in primary schools.

First and foremost, the study has a clear and comprehensive understanding of the current development status of educational resource management in Chengdong Experimental Primary School. The research results show that the school's educational resource management work has a certain foundation in practice, and has made initial explorations in digital learning resource construction and teacher team development, which is consistent with the basic development requirements of primary education in the digital era. However, there are prominent unbalanced development characteristics among the five core management dimensions: the construction of basic material resources is relatively complete, but the strategic planning of educational resources lacks long-term and forward-looking design, and the connection between resource planning and the school's long-term development vision and educational innovation goals is not close enough; the human resource team has a basic scale, but the professional development of teachers is not effectively matched with the actual needs of resource utilization, especially the digital literacy and resource integration application ability of front-line teachers need to be further improved; digital learning resources have been initially built, but there is a problem of "fragmentation" in resource construction, and the deep integration and synergistic application effect with traditional teaching resources and classroom teaching practice are not significant; the overall utilization efficiency of educational resources is low, with phenomena such as idle resources and repetitive allocation in individual disciplines and functional modules, and the whole-process monitoring and evaluation mechanism of resource utilization is not perfect. In addition, the study also identifies the core pain points and restrictive factors restricting the optimization and development of the school's educational resource management, including the imperfection of the systematic resource management mechanism,

the lack of data-informed decision-making capacity in resource allocation and planning, the insufficient implementation of school-based resource management autonomy, and the lack of a sound collaborative mechanism for the integration of various resources. These problems are intertwined and restrict each other, making it difficult for the school's educational resource management to fully adapt to its positioning as an experimental primary school and the practical needs of high-quality and characteristic education and teaching.

Secondly, based on the research results and in combination with the basic laws of primary education, the school-running characteristics, experimental positioning and actual development needs of Chengdong Experimental Primary School, the study has formulated a practical, systematic and school-specific educational resource management development guide. The guide takes the maximization of the educational value of resources and the promotion of the high-quality development of the school as the core goal, and puts forward targeted optimization strategies, specific implementation paths and guaranteed safeguard measures for each of the five core management dimensions. In terms of strategic educational resources planning, the guide clarifies the need to establish a forward-looking planning mechanism linked to the school's development vision, and carry out resource demand assessment and priority setting based on the actual needs of teaching innovation and characteristic development; in terms of human resource management, it focuses on improving the teacher professional development system, and strengthens the training of teachers' digital literacy and resource integration application ability; in terms of material resource management, it proposes to build a full-life-cycle management mechanism to optimize resource allocation and reduce idle waste; in terms of digital learning resource management, it emphasizes the integration and standardized construction of digital resources, and promotes the deep integration of digital resources and classroom teaching; in terms of efficient resource utilization, it clarifies the need to build a whole-process monitoring and evaluation system, and take data analysis as the basis to realize the dynamic adjustment of resource allocation. The formulation of this guide adheres to the principle of combining theory with practice and focusing on operability, and fully takes into account the actual situation and development needs of the school, which provides a clear and actionable operational blueprint for the school to optimize its educational resource management practice.

Thirdly, the research results have important practical application value and reference significance for Chengdong Experimental Primary School and similar primary schools in the region. For Chengdong Experimental Primary School, the research clarifies the existing problems and improvement directions of the school's educational resource management, and the formulated development guide provides empirical evidence and specific operational guidance for the school to optimize the resource management mechanism, improve resource utilization efficiency, and give full play to the synergistic educational effect of various resources. The implementation of the guide will help the school to make up for the shortcomings of resource management, realize the scientific and standardized development of educational resource management, and further enhance the school's educational innovation capacity and school-running efficiency, so that the school can better play its experimental and demonstrative role in regional primary education reform and development. For other experimental primary schools and ordinary primary schools with similar educational backgrounds, management models and development needs in the region, the research framework, research methods and the formulated management guide of this study provide a replicable and referable practical template. The common problems in resource management identified in the study are also highly representative in the current primary education stage, and the optimization strategies and solutions proposed in the guide can provide important reference for peer schools to solve similar resource management problems, which is conducive to promoting the

overall standardization, scientification and digitalization of educational resource management at the primary education stage in the region.

In addition to the above research conclusions, this study also reflects on the limitations of the current research, and puts forward relevant future research directions and practical suggestions. On the one hand, the current research takes Chengdong Experimental Primary School as a single case study, and the research results are highly adapted to the school's actual situation, which has certain regional and school-specific characteristics. In the future, the research scope can be expanded to include more primary schools with different school-running scales, different regional characteristics and different development levels, so as to carry out comparative research and further enrich and improve the theoretical framework and practical strategies of primary school educational resource management. On the other hand, the current research focuses on the formulation of the educational resource management development guide, and the follow-up research can carry out empirical research on the implementation effect of the guide, track and evaluate the implementation process and effect of the guide in the school, and adjust and optimize the guide according to the actual implementation situation, so as to make the guide more in line with the actual development needs of the school and form a closed loop of 'research-formulation-implementation-optimization' of educational resource management. In terms of practical application, it is suggested that primary schools should take the improvement of educational resource management capacity as an important starting point for promoting high-quality development, establish a systematic resource management concept, pay attention to the deep integration of digital and traditional resources, and strengthen the construction of teachers' resource application ability. At the same time, it is also suggested that educational administrative departments should give appropriate school-based resource management autonomy to primary schools, provide policy support and professional guidance for the optimization of primary school educational resource management, and promote the overall improvement of educational resource management level in the primary education stage.

In general, this study has completed the systematic research on the educational resource management of Chengdong Experimental Primary School, and the research results not only provide targeted solutions and operational guidance for the school to solve the practical problems of resource management, but also enrich the practical research on school-based educational resource management of primary schools under the background of digital transformation. The educational resource management development guide formulated in the study conforms to the development trend of primary education in the new era and the actual needs of primary school management practice, which has important practical significance for promoting the high-quality development of primary education and maximizing the educational and nurturing value of educational resources. In the future, with the in-depth promotion of educational digital transformation and the continuous improvement of primary education quality requirements, the research on primary school educational resource management needs to be further deepened and expanded, so as to provide more scientific and practical theoretical support and practical guidance for the high-quality development of basic education.

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