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Exploring Teaching Management Pathways in Secondary Colleges Under the "Three Comprehensive Education" Concept

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Abstract: The comprehensive reform of the "Three Comprehensive Education" concept represents a major strategic initiative for higher education institutions in the new era to fulfill the fundamental mission of fostering virtue through education. This concept encompasses whole-staff education, whole-process education, and all-dimensional education, collectively aiming to cultivate well-rounded individuals through systematic and holistic pedagogical frameworks. Drawing on a large-scale survey of 200 undergraduate and graduate classes and extensive field visits conducted by the School of Middle Eastern Studies at Beijing International Studies University, this study investigates the practical implementation of teaching management under the guidance of the "Three Comprehensive Education" philosophy. Through rigorous empirical analysis of survey data, it examines the application of this educational model in teaching management and identifies several existing challenges. Specifically, the study addresses issues such as insufficient coordination among stakeholders in the whole-staff education process, structural disconnects in whole-process education at higher academic stages, and the persistent mismatch between resource provision and student developmental needs in all-dimensional education. The study proposes three transformative pathways: building a collaborative education community involving multiple stakeholders, establishing an integrated education chain spanning students' lifelong development, and refining structural reforms on the education supply side. These evidence-based recommendations offer valuable insights for secondary colleges seeking to shift their teaching management paradigms from a traditional task-oriented approach to a more holistic education-centered model, thereby enhancing the overall quality and effectiveness of higher education delivery.

Keywords: three comprehensive education; teaching management; secondary college; pathway optimization; higher education reform

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1. Introduction

The aim of higher education is to cultivate socialist builders and successors who are well-rounded in moral, intellectual, physical, aesthetic, and labour education; this task is becoming increasingly important in the current context. 'Three-Pronged Education'—that is, education by all staff, throughout the entire process, and across all dimensions—represents a systematic approach to fulfilling this task. It requires that the principle of fostering virtue and nurturing talent be integrated into every aspect of university development and management, rather than being confined to any single stage. Within the organisational structure of a university, the constituent colleges serve as the frontline units for talent development. Whether the university's policies and philosophies are truly realised for students depends to a large extent on the quality of teaching management within these constituent colleges [1]. In other words, teaching management directly influences whether the 'Three-Pronged Education' can yield tangible results at the grassroots level.

In reality, however, many faculties face a common challenge: how to transform the overarching concept of 'Three-Pronged Education' into concrete management measures that are operational, measurable, and sustainable? At times, this concept is easily reduced to a mere slogan, or viewed as solely the responsibility of the student affairs system, with little relevance to academic administration. Traditional academic administration tends to focus more on administrative tasks such as timetable planning, examination administration, and student registration, emphasising procedural standards and administrative efficiency, whilst paying insufficient attention to students' individual differences and developmental needs. This can easily lead to a disconnect between 'teaching' and 'nurturing'. The student management and teaching management of secondary colleges in universities serve not only as important supports for the core work of institutions of higher education, but also as key carriers and practical starting points for the 'Three-Pronged Education'. The two types of management should reinforce, interpenetrate, and complement each other [2]. It is necessary to build systematic connectivity between teaching management and student management to avoid isolation and disconnection between them. Only through effective coordination and interaction can the two form a joint educational force and ultimately realise the fundamental goal of 'imparting knowledge and cultivating people'.

It is against this backdrop that this study was conducted. Taking the School of Middle Eastern Studies, Beijing International Studies University as a case study, we collected data through field research with the aim of presenting a realistic picture of the actual state of teaching management within a secondary college under the 'Three-Pronged Education' framework [3]. Our intention is not merely to summarise achievements, but rather to examine the underlying deep-seated structural issues and how these issues arise. On this basis, we seek to propose a systematic and feasible set of improvement strategies, in the hope of providing a reference for other similar colleges.

2. Findings of the Survey

This survey targeted undergraduate and postgraduate students at the School of Middle Eastern Studies, yielding 160 valid questionnaires. The sample encompassed all academic levels—from first-year undergraduates to postgraduate students—and demonstrated reasonable representativeness. Statistical analysis of the questionnaire data, supplemented by thematic synthesis of open-ended responses, indicates that teaching management at the School of Middle Eastern Studies, with respect to the 'Three Comprehensive Education' framework, exhibits a solid foundational implementation but limited depth. While notable progress has been achieved, several areas for improvement remain evident [4].

2.1. Key Achievements: A Preliminary Foundation for Education Has Been Laid

The data indicate that the School has established a foundational framework for 'Three Comprehensive Education' in teaching management, and students have provided relatively positive evaluations across several dimensions [5].

2.1.1. Education by All: Core Figures Play a Prominent Role, and Home-School Collaboration Yields Good Results

Among the various roles involved in 'Education by All', students identify subject lecturers and counsellors or form tutors as the two groups most instrumental to their personal development. Data indicate that 87.5 per cent of students affirm that subject lecturers have contributed positively—not only through academic instruction but also by shaping values and nurturing scholarly interests. Concurrently, 84.38 per cent of students report constructive engagement with counsellors and form tutors, particularly in daily ideological guidance, class management, and support for psychological well-being and lifestyle development. This reflects effective integration between the academic instruction framework and the student support system [6].

Moreover, home-school communication has proven highly effective: 53.75 per cent of students describe it as 'very good, enabling parents to better understand and support

me'—a proportion markedly higher than for other response categories. The collaborative mechanisms—including parent-teacher meetings and regular informational updates—have been widely accepted by students and are perceived by the majority as a valuable source of support [7].

2.1.2. Holistic Education: Outstanding Guidance for Lower-Year Students, Extensive Coverage in Academic Culture Development

Regarding holistic education, the College's guidance for first-year students has been widely commended. Survey data indicate that 90 per cent of first-year undergraduates rated their adaptation to university life and foundational academic support—including orientation programmes, curriculum introductions, study skills development, and academic planning—as either 'very effective' or 'fairly effective'. This reflects sustained institutional efforts to facilitate a smooth transition into higher education [5].

Similarly, initiatives aimed at cultivating a robust academic ethos have demonstrated broad reach and tangible impact: 94.38 per cent of students reported that measures such as attendance monitoring, academic early warning mechanisms, and peer-led tutoring positively influenced their learning. These efforts not only engage the overwhelming majority of students but also actively contribute to a disciplined, supportive, and academically oriented campus environment [8].

2.1.3. Administrative Efficiency: Operations Are Generally Smooth, with High Overall Satisfaction

Teaching administration functions effectively, with students expressing a high level of approval overall. A total of 86.88 per cent of students rate teaching management methods as either 'highly modern and efficient' or 'relatively efficient and generally meeting needs'. With regard to cross-departmental collaboration—particularly among the Academic Affairs Office, the Student Affairs Office, and academic departments—60 per cent of students perceive cooperation as 'highly efficient, with smooth information flow and rapid problem-solving', a proportion notably higher than for other response categories. Overall satisfaction with the college's 'Three-Pronged Education' initiative stands at 89.38 per cent, combining responses of 'very satisfied' and 'fairly satisfied'. These findings reflect robust administrative operations that provide a stable foundation for educational delivery [2].

2.2. Current Challenges: Structural Contradictions Are Becoming Increasingly Apparent

A comprehensive analysis of the data indicates that, despite strong aggregate performance, persistent structural imbalances remain. Addressing these imbalances is essential to advance the 'Three-Pronged Holistic Education' initiative to a more substantive and sustainable stage [9].

2.2.1. Ineffective 'All-Staff' Coordination: Obvious Blind Spots and Inertia within the Educational Network

The key to 'All-Staff Holistic Education' lies in effective coordination, yet survey findings indicate that the college has not yet achieved this goal. Educational responsibilities remain heavily concentrated among subject-specialist lecturers and student counsellors, while the contributions of other roles remain underutilized. For example, only 42.1 per cent of students recognize the positive influence of college Party and administrative leaders—such as deans and Party secretaries—on their development, and recognition of external figures and alumni is even lower at 28.7 per cent. This suggests minimal direct engagement between students and these groups. Additionally, certain established mechanisms suffer from a gap between awareness and active involvement. Regarding peer-support initiatives like 'one-to-one mentoring', 44.38 per cent of students report being aware but not participating, indicating that information dissemination alone is insufficient without corresponding incentives, accessible participation pathways, or a shared understanding of value. When asked to identify the area most requiring improvement, 33.13 per cent selected 'whole-staff education', underscoring students' perception that insufficient collaboration remains the most pressing challenge.

2.2.2. "Holistic" Education Is Fragmented: "advanced-Level" Guidance Lags Significantly, with the Educational Chain Prioritising the Early Stages over the Later Ones

Holistic education necessitates targeted and continuous guidance across all stages of student development. However, empirical evidence indicates a pronounced decline in guidance intensity as students advance academically. Specifically, positive assessments of guidance—categorised as 'very adequate' or 'fairly adequate'—stood at 90 per cent among first-year undergraduates, dropped to 83.76 per cent among senior undergraduates, and further declined to 80 per cent at the postgraduate level [10]. Concurrently, negative evaluations—including 'not very adequate' and 'not felt at all'—rose from 1.25 per cent among first-year students to 6.88 per cent among seniors and 9.38 per cent among postgraduates. More critically, 14.38 per cent of postgraduate students reported having 'never been exposed to' any holistic education guidance pathways—a proportion substantially higher than at earlier stages. These patterns reflect a systemic imbalance: educational support is comparatively robust in early years but diminishes significantly in later stages. As students progress to senior undergraduate and postgraduate levels—where challenges become increasingly complex and individualised—guidance provision fails to scale accordingly. At the postgraduate stage especially, support for research skill development and career planning remains markedly insufficient.

2.2.3. 'all-Round' Mismatch between Supply and Demand: Resource Allocation Deviates from Students' Actual Needs

All-round education aims to meet students' diverse developmental needs through multiple channels and platforms. However, the survey revealed a pronounced mismatch between faculty-provided resources and students' actual requirements. This misalignment manifests in three key dimensions. First, an imbalance exists between academic instruction and practical experience: open-ended responses frequently cited 'excessive academic workload' alongside 'insufficient practical resources', including limited internship opportunities and insufficient engagement with society beyond campus—indicating a potentially suboptimal ratio of theoretical to experiential learning time. Second, resource allocation exhibits unevenness across disciplines: students in less commonly enrolled programmes, such as Turkish studies, reported markedly fewer extracurricular and curricular support activities, weakening their disciplinary identification and sense of belonging. Third, certain initiatives display tendencies toward formalism; approximately 28.1 per cent of respondents rated career guidance activities as 'more form than substance', suggesting implementation driven by procedural compliance rather than substantive student need. Collectively, these patterns point to an ongoing transition in teaching management—from an administration-centred paradigm toward a genuinely student-centred orientation—whose full realization remains incomplete.

3. Pathways to Optimisation: Establishing a Refined 'Three-Pronged Education' Teaching Management System

To address the challenges outlined previously, faculty-level teaching management must transition from an emphasis on 'scale' and 'standardisation' toward a more refined, responsive governance model. This entails shifting from generic provision to precisely calibrated support, and from administrative convenience to sustained commitment to student growth and development. Concrete implementation can focus on the following dimensions.

3.1. Further Refining Collaborative Mechanisms to Build a 'whole-Staff Education Community'

The key to resolving the issue of insufficient collaboration lies in transforming all staff from conceptual stakeholders into institutionally defined accountable parties, whilst simultaneously mobilising the enthusiasm of all parties through effective incentive measures [11].

3.1.1. Establish a Collaborative Platform with Clearly Defined Powers and Responsibilities, Along with a List of Responsibilities

Firstly, a 'Joint Conference on Education for All' could be established, led by the Party and administrative leaders of the faculty and involving representatives from the Academic Affairs Office, Student Affairs Office, Research Office, academic disciplines, the Alumni Association, and parents. This body would meet regularly to examine and coordinate challenges in educational work. Secondly, under this mechanism, a 'List of Educational Responsibilities' should be drawn up for each educational stakeholder. For example, the specific duties and frequency of contact for Party and administrative officials with classes or student residential units should be clarified. A communication platform shall be established between the Party and administrative management team of secondary colleges and students. The leaders of secondary colleges and persons in charge of various functional departments constitute the core members of the college's Party and administrative management team. Face-to-face exchange sessions with faculty members will be set up within the secondary college to create opportunities for undergraduate and graduate students to communicate directly with Party and administrative personnel. In this way, personnel can fully understand students' needs and help resolve difficulties and questions encountered during study and life; specific requirements for subject-specific lecturers regarding the integration of ideological and political education into disciplinary teaching, academic guidance, and academic integrity education should be defined; and the annual contributions of alumni—such as delivering career planning lectures and facilitating internship placements—should be specified. By transforming abstract responsibilities into concrete, assessable tasks, 'passive participation' can be transformed into 'active fulfilment of duties'.

3.1.2. Implementing a Multi-Pronged Incentive and Engagement Mechanism

To address the issue of student mutual-aid organisations where members are aware of initiatives but do not participate, more attractive incentives can be introduced. For example, participation in one-to-one academic support, voluntary service, and peer mentoring may be integrated into the second classroom credit system or the comprehensive quality assessment framework, helping students recognise the practical developmental value of these activities beyond moral expectations. To mobilise alumni resources, an Alumni Educational Contribution Award could be established and promoted through the college website, official WeChat accounts, and other approved channels. Contributions may include returning to campus for lectures, serving as external mentors, providing internship opportunities, or establishing scholarships [6]. An online Alumni Mentor Pool platform could be developed to facilitate matching between students and alumni and support structured one-to-one exchanges.

3.2. Building a Comprehensive 'Lifelong Education Chain' Tailored to Actual Circumstances

To bridge the gap between higher-level educational stages, it must be recognised that education constitutes a continuous process; learners at different stages confront distinct core tasks and require correspondingly differentiated support [12].

3.2.1. Implementing a 'Phased and Differentiated' Targeted Guidance Programme

The faculty can systematically review and redesign guidance programmes spanning the entire university cycle. For first-year students, the emphasis is on adaptation to university life and foundational academic development. Existing initiatives—including freshers' seminars, introductory disciplinary lectures, and learning communities—should be further strengthened and consolidated. During the second and third years, the focus shifts to specialist knowledge advancement and industry engagement. Practical elements such as frontier-industry lectures, company visits, case-based instruction, and simulated professional training should be expanded. Career preparation may begin earlier, for instance through CV development workshops and mock interviews. At the postgraduate level, a dual-mentor system—comprising an on-campus research supervisor and an off-campus industry mentor—is implemented [13]. The research supervisor oversees

academic growth and thesis supervision, while the industry mentor—drawn from distinguished alumni or senior professionals in partner organisations—supports career planning and employment readiness. This structure helps align academic development with professional pathways.

3.2.2. Establish Data-Driven Dynamic Student Development Profiles

Achieving 'targeted support' requires a comprehensive understanding of individual student development. Each student maintains an electronic profile documenting academic performance, research engagement, social practice experiences, and career aspirations. The academic affairs department leverages these profiles to implement early intervention, deliver customised support services, and allocate resources precisely—facilitating a transition from broad-based provision to targeted support.

'Targeted tracking' entails systematically recording student feedback and developmental progress after each guidance session to construct personalised learning and growth trajectories.

3.3. Deepening Supply-Side Reform to Enhance "Comprehensive Educational Resources"

To address the imbalance between educational resource supply and student demand, teaching administration must prioritize students' developmental needs over administrative efficiency, implementing systematic adjustments to resource development and distribution.

3.3.1. Establishing a Balanced Model Driven by Both "Academic Studies" and "Practical Experience"

To address the challenges of excessive academic workload and insufficient practical training opportunities, a dual-focus strategy is recommended. A specialized curriculum optimization task force should be formed to systematically identify and prioritize issues contributing to unreasonable academic burdens. Concurrently, the institution should strengthen industry partnerships by establishing strategic collaborations with leading enterprises to co-develop and sustain off-campus internship and practical training platforms.

3.3.2. Implementing a 'Support Scheme for Less Popular Majors' to Promote Fair Resource Allocation

To prevent excessive concentration of high-quality resources in a limited number of disciplines, the college may proactively reallocate support toward less popular majors. For instance, a dedicated fund could be established to advance initiatives such as flagship events—including 'Language and Culture Weeks' and 'Regional and Country Studies Salons'—to strengthen visibility and student engagement; facilitate student participation in domestic and international academic exchanges and professional competitions; and provide discipline-specific scholarships or research grants. Furthermore, an on-campus platform for cross-disciplinary electives and micro-major programmes could be developed, enabling students in less popular programmes to pursue complementary academic pathways aligned with their interests and career goals.

3.3.3. Strengthening Quality Monitoring and Closed-Loop Feedback Based on Student Satisfaction

To avoid formalism, it is necessary to establish a quality monitoring and improvement mechanism centred on the student experience. Firstly, implement 'project-based management' for all extracurricular activities—including lectures, workshops, and competitions—ensuring each has clear objectives, content, target audience, and expected outcomes; a satisfaction survey must be conducted after each activity concludes. Survey results should be published regularly, and activities with consistently low satisfaction ratings should be optimised or discontinued. Secondly, develop a secure, confidential online feedback system to encourage students to provide timely input on courses, administrative processes, and support services. Thirdly, establish an efficient response mechanism featuring a '48-hour initial response protocol': regardless of resolution

timeline, the responsible department must acknowledge receipt of the feedback and outline next steps within 48 hours. The entire process must constitute a transparent, closed-loop system, reinforcing students' confidence that their perspectives are meaningfully considered [5, 13].

4. Conclusion

Guided by the philosophy of 'all-round education', teaching management in secondary colleges must avoid a narrow, technical interpretation that prioritises isolated improvements. Instead, it should foster holistic student development through a coherent, multi-dimensional approach grounded in students' evolving needs. This requires institutional innovation to enhance collaboration among educational stakeholders, data-informed strategies to optimise educational workflows, and resource allocation aligned with pedagogical priorities. Integrating these four dimensions—stakeholder coordination, process integration, evidence-based decision-making, and targeted support—establishes a robust teaching governance framework. Such a framework supports sustained institutional advancement while maintaining responsiveness to learner-centred objectives.

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