

## Article

# Construction of a Long-Term Mechanism for Education through Management in Universities under the "Three-Wide Education" Concept

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**Abstract:** Education is a fundamental priority for the nation and the state. Fostering virtue through education (Lide Shuren) constitutes the core task of higher education and defines the developmental trajectory of university education through management in the new era. This paper clarifies the connotation of education through management in universities under contemporary circumstances. Guided by the "Three-wide Education" concept (encompassing the full staff, the whole process, and all-round education), it analyzes existing challenges in current administrative practices. The study asserts that education through management should be manifested through the involvement of all staff, applied across all dimensions, and integrated throughout the entire educational process. Ultimately, this paper explores the construction of a long-term mechanism for university education through management characterized by universal participation, comprehensive coverage, and whole-process integration.

**Keywords:** Three-wide Education; Management Education; Long-term Mechanism

## 1. Introduction

Upholding the mission of cultivating talent for national development and centering on the fundamental task of moral cultivation and character building are the cornerstones of higher education. The objective is to foster well-rounded individuals with comprehensive development in moral, intellectual, physical, aesthetic, and labor domains. In recent years, comprehensive reforms have been initiated to establish a multi-dimensional educational framework that integrates curriculum, scientific research, practice, culture, digital networks, psychology, management, service, financial aid, and organizational structures. Currently, numerous provinces and universities have launched pilot programs, establishing mechanisms with significant potential for widespread implementation. Leveraging the guiding role of comprehensive educational philosophies in administrative work and establishing a sustainable, operable mechanism that aligns with contemporary demands is of profound significance for cultivating high-quality talent and achieving the qualitative development of higher education.

Defining the Connotation of Education through Management in Universities: Administrative work is a vital component of university operations and a critical link in the talent cultivation system. Under current circumstances, university management serving educational goals has acquired deeper connotations. Academic discourse explores "Education through Management" through three primary dimensions. Regarding the subjects involved, while administrative departments are the primary executors of institutional policies, a holistic management perspective suggests that organizational units and logistics services also bear educational responsibilities, providing guidance and value leadership within their respective roles [1]. Furthermore, regarding the recipients, although students are the primary targets, the indirect and pervasive nature of education through management implies that faculty, staff, and even

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administrative personnel themselves can be subjects of this process [2]. Finally, concerning the methodology, management behaviors serve as the external manifestation, while administrative activities act as the primary medium; this involves the rational organization of resources through purposeful actions—utilizing institutional systems, role models, and environmental factors—to subtly foster a positive atmosphere for teaching, learning, and professional conduct [3].

In summary, education through management in universities is defined as the process through which management and service departments influence the ideological and moral quality of students, faculty, and staff through systematic activities, thereby aligning individual development with institutional and educational objectives.

## **2. Current Problems in Education through Management in Universities**

### *2.1. Unclear Understanding of the "all-Staff" Involvement Concept*

Ideology is the precursor to action; the key to education through management lies in the underlying philosophy and awareness of the educational mission. It is widely recognized that universities shoulder three major missions: talent cultivation, social service, and scientific research. These three are complementary and integrated, such that none should be neglected or advanced in isolation. Currently, however, some universities still lack sufficient emphasis on the importance of education through management, manifesting an imbalance characterized by "prioritizing research over management." There is a tendency to "focus on utilization while neglecting cultivation" regarding administrative staff. Furthermore, student agency in the management process remains indistinct. These issues lead to a separation between education and administration, a severe disconnection between management and the educational mission, and the gradual marginalization of talent cultivation as a primary objective. Consequently, education through management, a vital aspect of talent development, faces the risk of becoming peripheral.

Low professional identity and instability within the administrative workforce. University positions are generally categorized into administrative, teaching and research, and other professional technical roles. Administrative staff are recruited from both external society and internal transfers. Currently, while recruitment for full-time faculty and laboratory personnel typically requires doctoral degrees, specific professional alignment, and high levels of expertise, administrative roles usually require a master's degree or above with broader professional requirements. Comparatively, the professional entry barriers for administrative positions are lower. Furthermore, many universities have attempted to replace the "up-or-out" policy with an "up-or-transfer" approach. Consequently, faculty members who fail to meet teaching or research targets are transferred to administrative roles, despite often lacking management experience and the necessary professional competencies [4]. Additionally, with the widespread adoption of "professor-led governance" and "expert-led governance," many academic leaders with high professional titles and strong research backgrounds have joined mid-to-senior management. While these "dual-role" administrators have improved the age, education, and knowledge structure of the leadership, research capacity does not automatically equate to management proficiency; research talent does not necessarily translate into administrative expertise. As a result, administrative roles are often misperceived as low-skill, highly replaceable positions. Over time, this leads to diminished self-identity and a weakened sense of belonging among staff. This "low recognition" inevitably results in "high turnover," which is detrimental to the stable and sustained function of education through management.

Weak subjective educational awareness among administrative personnel. This issue stems primarily from three factors. First, administrators often have an unclear understanding of their dual role as "both managers and educators." They mistakenly believe that education is solely the responsibility of student affairs departments, organizational counselors, or specialized instructors, thereby lacking the initiative to

fulfill their education through management duties. Second, narrow career development prospects lead to a lack of professional motivation. Currently, administrative staff follow a "triple-track" development model involving position, rank, and professional title. However, due to vague evaluation metrics and ineffective promotion incentives, many tenured staff choose to rely on seniority rather than initiative, leading to severe professional burnout. Third, universities lack systematic and professional training for administrators. Consequently, some staff suffer from obsolete knowledge and outdated concepts, relying on inertia and experience rather than modern practices. Their work remains reactive rather than proactive, failing to address the increasingly diverse, complex, and growing volume of administrative affairs, and falling short of the higher expectations for quality and service held by faculty and students.

Lack of innovation in management and low student participation. The essence of education through management lies in establishing shared values between faculty and students. Institutional, classroom, and student self-management should all respect students' democratic rights and reflect their status as stakeholders. Contemporary university students possess broad horizons, advanced awareness, a drive for innovation, and vibrant personalities. They generally have a strong desire to participate and succeed. Through participation in management, they can exercise their comprehensive abilities and elevate their ideological outlook. Therefore, university administration should provide an environment and mechanism conducive to the cultivation of diverse, individualized, and innovative talents. In reality, however, the phenomena of excessive formalization and bureaucratization remain severe in many institutions. Students are often placed in passive, subordinate roles with limited rights to participate in, decide on, or supervise institutional affairs. When universities equate management goals with "obedience" and "compliance," they stifle student agency. The lack of equitable, effective communication and feedback mechanisms leads to a loss of innovation and individuality among students, and can even trigger resistance toward institutional management.

## *2.2. Incomplete Understanding of the "whole-Process" Education through Management Model*

Education through management spans every stage of a student's journey, from initial enrollment to graduation and eventual career success. The entire process must be guided by the fundamental task of moral cultivation and character building, following an educational model that is progressive, deepening, and spiraling upward. In practice, however, many universities have not fully grasped the essence of the "whole-process" model, leading to several systemic issues in its implementation.

Regarding the fragmentation of education through management across different educational stages, basic education in China primarily functions as general education, laying the knowledge foundation for higher education. In secondary schools, the National College Entrance Examination acts as the primary driver, leading to a focus on academic management. Despite the modern advocacy for well-rounded education, many secondary institutions still employ closed-campus management, where students are on campus from early morning until late evening, highlighting the restrictive and mandatory nature of such oversight. In contrast, higher education is more professionally oriented and offers students a significantly higher degree of autonomy; consequently, university management is much more relaxed than that of secondary schools. Since basic and higher education are intrinsically linked, universities must address how to help students adapt to this shift in management styles and ensure a smooth transition from secondary school to the university environment, thereby maintaining educational effectiveness within a relatively flexible administrative framework.

Furthermore, concerning the lack of differentiation in educational content across grade levels—often characterized by a "one-size-fits-all" approach or an asymmetrical focus on the beginning of the journey rather than the end—it is essential to recognize that university students exhibit distinct psychological characteristics and practical needs at different stages. Therefore, the focus of education through management should vary accordingly. The first year constitutes the "navigation" phase, where students must

familiarize themselves with university life, adapt to new roles, and adhere to institutional regulations. The second year is the "exploration" phase, focused on building a rational knowledge structure and enhancing comprehensive quality. The third year represents the "striving" phase, requiring strengthened social practice and improved professional competitiveness. Finally, the fourth year is the "sprinting" phase, where the focus shifts to clarifying career goals, refining job-seeking skills, and mitigating the psychological pressure associated with employment. Currently, some universities fail to fully recognize the interplay between individual uniqueness and the general patterns of physical and mental development. Their management methods remain confined by tradition, are often superficial, and lack specific targeting. These institutions frequently prioritize orientation and professional skill enhancement for lower-level students while neglecting the comprehensive development and psychological well-being of those in their senior years.

### *2.3. Ineffective Implementation of the "all-Around" Education through Management Mechanism*

In the context of the 5G era and the post-pandemic period, the spatial scope of education through management has expanded significantly, requiring universities to implement educational influence at all times, in all matters, and in all places. However, many institutions have failed to effectively link internal and external educational resources. They have neither fully tapped into internal resources such as institutional systems and culture, nor utilized the synergistic educational functions of the government, social organizations, enterprises, and families. This has led to issues such as a low level of informatization and a lack of diverse educational platforms.

Regarding the incompleteness of institutional construction and management systems, "Institutional Education" serves as the most fundamental and direct method of administration. Regulatory frameworks and management measures provide immediate guidance and constraints for student behavior. The effectiveness of this process depends on whether university regulations are rational, legal, and humane. A transparent, law-based environment and a well-coordinated management system are essential for reinforcing the role of scientific management in moral cultivation. However, research indicates that management systems in many domestic universities are inadequate, with unscientific organizational structures and a lack of educational elements in their regulations. These systems often lack humanistic warmth, moral depth, and educational vision. From the perspective of policy-making, centralization often outweighs democracy; students have few opportunities to participate in decisions affecting their vital interests, and even their basic right to remain informed is often neglected. Furthermore, performance evaluation systems for staff fail to act as an effective lever to stimulate educational enthusiasm among administrators.

Furthermore, the educational impact of the campus environment remains indistinct. The campus environment comprises both the "hard" physical environment and the "soft" cultural and interpersonal environment. An elegant physical space and a rich cultural atmosphere significantly enhance education through management. The dedication of staff, a collaborative professional atmosphere, and a respectful attitude toward others exert a positive moral influence on the university community. As the renowned educator Vasily Sukhomlinsky noted, an elegant campus environment is like a "three-dimensional, multi-colored, and attractive textbook" that cultivates students' sentiments and enlightens their minds [5]. Nevertheless, many universities, during renovations or the construction of new campuses, focus excessively on modern fashion at the expense of cultural heritage. Consequently, architectural designs often lack character, and cultural activities are frequently marred by bureaucratization, utilitarianism, and superficial entertainment. This leads to a superficial understanding among students regarding institutional history, values, and educational objectives.

Concerning the spatial scope of education through management, the university is a relatively open environment where "the socialization of campus issues" is an inevitable reality. The educational function of administration is not confined to formal processes but is continuously reflected in the conduct of administrators. Their personal refinement and

integrity, exhibited both inside and outside the workplace, directly or indirectly influence students. During breaks and internships, students are exposed to familial and social environments. Strained family dynamics or negative social trends can adversely affect young students during their formative years. Many universities, however, focus their efforts solely on the campus, neglecting the integration of external resources, which significantly diminishes the overall educational effect.

Finally, the level of informatization in education through management requires substantial improvement. For contemporary students who are digital natives, university administration is highly transparent and subject to public online supervision. Traditional, top-down management styles are no longer sufficient for the demands of the new era. Moreover, as online management becomes a vital supplement to university operations, leveraging information technology to enhance efficiency has become a global trend. While many top-tier "Double First-Class" universities lead in digitalization, institutions in less developed regions face challenges such as insufficient funding, a lack of understanding of student networking habits, and a failure to grasp the patterns of digital communication. These factors collectively result in a low level of informatization in education through management.

### **3. Constructing a Long-Term Mechanism for Education through Management in Universities under the Comprehensive Education Concept**

Education through management in universities represents a systematic reform of educational philosophies, strategies, and methodologies. In practice, the educational mission must remain the core priority of all management activities. Constructing a sustainable mechanism requires mobilizing the potential of various departments and personnel while coordinating multiple resources to ensure that every individual is involved, every matter is connected, every link is integrated, and every space is responsive.

#### *3.1. Consolidating Consensus and Synergizing Personnel to Form a Collective Effort*

To establish a collaborative platform characterized by unified institutional leadership and two-tiered responsibility, universities must deepen the reform of the "school-college" management system. This involves streamlining administrative authority and delegating power while optimizing services. By clarifying the rights, responsibilities, and obligations at both levels, institutions can ensure that leadership responsibility is effectively communicated and implemented across all layers. Top-level design should be strengthened through the establishment of specialized leading groups and the allocation of dedicated funds to ensure holistic planning. At the college level, systems should be established for leadership to maintain close contact with faculty and students. Through regular visits to classrooms, dormitories, and cafeterias, administrators can better understand student needs. Furthermore, specific leaders should be designated to oversee student affairs and coordinate administrative support, ensuring that management and service remain centered on the overarching goal of talent cultivation.

Regarding the scientific configuration of departments and the identification of educational elements within administrative roles, universities should promote a transition toward a paradigm of integrated departments and holistic services. This shift aims to eliminate the "fragmentation" and "bureaucratic tendencies" often found in traditional management. First, institutional structures should be streamlined into broader categories such as administrative governance, academic support, and social organizations, ensuring that decision-making, execution, and supervision remain independent yet coordinated. Second, personnel efficiency should be improved by implementing "alternate-role systems" within offices, creating teams that possess both theoretical depth and professional competence. This approach reduces redundant positions and facilitates better internal communication. Finally, job responsibilities for every administrative position should be meticulously defined in "position descriptions" that explicitly incorporate educational elements. These guidelines serve as a scientific manual for administrators to integrate character-building into their daily tasks.

Furthermore, the cultivation of a professional workforce and the optimization of evaluation systems are essential, as the competence of administrators directly determines the quality of institutional education. This involves a rigorous entry process with high standards for both political integrity and professional expertise, utilizing multi-dimensional assessments such as interviews and psychological testing to ensure a match between candidates and their roles. For existing staff, dynamic mechanisms for promotion, rotation, and demotion should be established to foster a competitive yet healthy environment. Systematic and comprehensive training programs must be planned to update the political, ideological, and professional qualities of all staff. Finally, the reform of the administrative rank system should include the integration of faculty and student satisfaction into performance assessments. Linking these results to salary adjustments, professional development, and promotions will encourage administrators to improve their service quality and efficiency voluntarily.

Finally, emphasizing student participation and respecting their agency is crucial for a student-centered management philosophy. Universities should expand democratic and law-based elements in their governance by establishing mechanisms that allow students to participate in institutional affairs. By inviting student representatives to attend key administrative meetings, institutions can guarantee their right to be informed and to voice opinions on matters affecting their interests. Communication channels, such as direct mailboxes and leadership reception days, help administrators address student concerns effectively. Moreover, leveraging the cohesion of organizational and student groups can help young people strengthen their values and pursue scientific truth. Implementing reforms such as the residential college system and student self-management committees allows students to participate deeply in university governance, fostering a sense of belonging and enabling them to witness and contribute to the institution's progress.

### *3.2. Integrating Educational Links and Breaking Barriers to Achieve Comprehensive Coordination*

Regarding the differentiation of management focus across grade levels, education through management must adapt its objectives and content to the specific needs of students at various stages of their four-year journey. For first-year students, the priority is facilitating their transition to university life and fostering disciplined habits through orientation programs and foundational guidance. In the second and third years, the focus shifts to consolidating professional knowledge and academic integrity. This is achieved through cross-departmental efforts, such as academic lectures and skill competitions organized by student affairs and academic departments, which cultivate an innovative and rigorous scholarly atmosphere. By the senior year, the emphasis transitions to career development. Employment departments provide professional internships and targeted recruitment fairs, helping students clarify their life direction and transition smoothly into their professional careers.

Furthermore, it is essential to break down the barriers between administration, teaching, and research to create a synergistic educational system. Various departments must transcend institutional silos and share resources rather than operating in isolation. Academic registrars ensure orderly teaching schedules; research administrators provide information on scholarly projects; librarians offer rich learning resources; and logistics personnel ensure a high-quality living environment. Since the ultimate goal of administrative services and academic research is identical—talent cultivation—universities should maximize the synergy between full-time and part-time staff. "Dual-role" administrators, who are familiar with both governance and scholarship, play a crucial role in linking management with teaching and research. Additionally, administrators should be encouraged to serve as mentors, class advisors, or student organization supervisors, leveraging their comprehensive expertise to support the holistic development of students.

### *3.3. Innovating Educational Carriers and Pathways to Achieve Full Coverage*

To cultivate character through culture, universities must enhance both the physical and cultural dimensions of the campus environment. First, the maintenance of public facilities, landscaping, and cleanliness—combined with symbolic architecture, sculptures, and inspirational aphorisms—provides a learning environment that integrates natural and formal beauty [6]. Second, institutions should tap into cultural resources such as school mottos, flags, and anthems to communicate their educational philosophy. Utilizing university history museums to display institutional heritage deepens students' sense of identity and belonging. Finally, healthy and diverse cultural and sports activities, such as expert forums and artistic performances, introduce rigorous science and elegant arts into the campus, fostering an atmosphere that inspires students through the pursuit of knowledge and aesthetic beauty.

Regarding the legal framework, universities must advance governance by law by integrating university charters and regulations into a comprehensive education through management system. This involves combining strict regulatory requirements with nurturing, transformative educational methods, ensuring that every link of student management is grounded in established rules. Educational activities such as lectures and competitions can help the university community internalize these regulations. When administrators lead by example and maintain rigorous oversight, they guide students toward self-discipline. By commending compliance and addressing violations through reasoned dialogue, institutions help students distinguish right from wrong and cultivate a strong sense of professional ethics.

Furthermore, a synergistic educational community should be formed by integrating school, family, and society. First, the crucial role of the family as the "primary school" must be leveraged, with parents providing moral guidance through their own conduct. Schools should maintain close contact with parents to monitor students' well-being and provide professional guidance on family education. Second, the broader social environment should serve as a practical classroom. By coordinating resources from government agencies, social organizations, and enterprises, universities can create a supportive atmosphere for education. Through social surveys, work-study programs, and volunteer services, students can better understand national conditions, develop a strong work ethic, and enhance their social responsibility and practical innovation skills.

Finally, universities must construct a multi-dimensional educational field by creating "online + offline" panoramic spaces. Institutions should accelerate digital campus construction, shifting from traditional paper-based, decentralized workflows to integrated electronic services. For instance, the implementation of "one-stop" student affair platforms provides timely and convenient services, minimizing administrative burdens on students. Moreover, university portals can be used to host specialized columns that explain contemporary developmental philosophies and announce education through management initiatives. Finally, by integrating mainstream social media platforms and mobile applications, universities can actively manage the digital ideological landscape. Promoting exemplary cases encourages students to emulate excellence, while using negative examples as cautionary tales fosters reflection and self-discipline across the university community.

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