

A Research on Student Management Mode at Sports Colleges and Universities in China under the Concept of “Three-All Education”—A Case Study on Sports Technology College of Wuhan Sports University

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Abstract: This essay conducts the analysis on the current status of the mode of student management at sports and universities in China, from the perspective of “Three-All Education” and with a case study on Sports Technology College of Wuhan Sports University, by using the research methods of literature review and logic analysis. This study reaches the conclusion that compared the traditional mode of student management, the mode under the concept of “Three-All Education” regards “educating people” as the core, emphasizes “students”, and is based on “ideological and political education”, which focuses more on integrating with the new era, fulfilling students’ subjective initiative, and eventually providing theoretical reference and seeking directions for future innovation of student management mode.

1. Introduction

As President Xi Jinping proposed on National Education Conference, efforts should be made to cultivate Socialism constructors and successors with comprehensive development of moral, intellectual, physical, aesthetics and labour education, to facilitate education modernization, to construct a powerful country in education, and to increase the people’s satisfaction towards schooling^[1]. Cultivating university graduates lies in educating people, particularly ideological and political education. The concept of “Three-All Education”, guided by Xi Jinping’s thought on Socialism with Chinese characteristics for a new era, aims to increase the work attitudes and specify the work targets. This concept takes full advantages of higher education under Socialism with Chinese characteristics, regards ideal and faith education as the core, focuses on improving the ability to cultivate talents, and is led by socialist core values^[2].

2. The Definition of “Three-All Education”

The concept of “Three-All Education” refers to all the educators are obligated to educate students with all aspects during all the processes. Firstly, all the educators, including all the departments, teachers and staffs, should shoulder the responsibility of education. Secondly, the education process should cover students’ growth throughout all the four years of higher education. Thirdly, all the five main aspects of comprehensive education - moral, intellectual, physical, aesthetics and labour education - should be equally focused on. The good atmosphere of “Three-All Education” should be based on cultural traditions, that is, “convincing people by reasoning”, “educating people by reading”, “facilitating people by learning”, “improving people by aesthetic education”, as well as appropriate interaction and integration among them.

3. The Significance of “Three-All Education” in Student Management

3.1 Injecting Vigor into Ideological and Political Education on students

In the new era, almost all the university students are post-2000s generation, which brings both challenges and opportunities. This generation tend to have active ideology and can be easily affected. Therefore, it is of great importance to establish a good campus atmosphere and management mode. The concept of “Three-All Education”, which can be applied throughout student management, can allow students to achieve clear self-recognition and raise their political awareness. This concept can also allow teachers to enhance ideological and political education in various forms such as theme-focused education in traditional festivals or holidays. Only through this way can help to lead students to the correct direction in all small aspects, and to cultivate the morally sound values and outlook on the world and life.

3.2 Guiding Student Management

A positive campus atmosphere plays a vital role in establishing an appropriate environment of education. Since student management involves a lot of small but complicated affairs, to persist in the rational faith of educating people is the key for the good management on students. The processes, from stepping into the campus to graduating from the university, are all belong to student management. To do this job well, teachers and staffs at colleges and universities are required to regard students as the core, conduct student management based on serving students, and focus on the group of students. The concept of “Three-All Education” serves as the guide of student management, and helps to seek a mature work mode of teaching, serving and educating. Student management should focus on different aspects in different stages of students. For example, students’ independence should be focused on in their first year, students’ learning attitude and living habits should be guided in the second year, students’ faith and goal should be clarified and specified in the third year, and innovating ability and tenacious spirit should be enhanced in the last year.

3.3 Providing Theoretical References for Professional and Vocational Teaching Team

The concept of “Three-All Education” helps to integrate excellent teachers into a team and consider moral standard as the crucial factor to teacher assessment, rather than previous “dissertation-oriented” standard. The professionalization of teaching team is reflected not only from research or teaching level, but more importantly, from student management, including students’ understanding of the courses and their abilities to master knowledge. Similarly, the establishment of vocational teaching team should rely not only on course designing and teaching, but also more importantly, on its combination with ideological and political education as well as the constant application into courses. The concept of “Three-All Education” can not only provide theoretical support for constructing teaching team, but also guide the development of the teaching team system and mechanism.

3.4 Laying the Foundation for the Increased Quality of Talent Cultivation

The plan for cultivating talents in China’s sports colleges and universities is designed according to the compulsory course setting and the current development status of sports industry. The concept of “Three-All Education” helps to cultivate qualified talents in colleges and universities, involving not only knowledge learning and ideological and political education but also internship to examine students’ abilities and skills. In order to promote “Three-All Education”, the following five specific concepts should be relied on:

- (1) Combination - to combine public courses and compulsory courses with ideological and political education;
- (2) Integration - to pay enough attention to both students’ academic performance and their psychological health;
- (3) Concentration - to concentrate on the comprehensive development of moral, intellectual, physical, aesthetics and labor education for increasing student quality;
- (4) Construction - to construct a high level teaching team to shoulder the responsibility of

educating and guiding students;

(5) Quality - to guarantee the establishment of qualified ideological and political work and the qualified management mechanism of talent cultivating plan.

4. The Current Status of Student Management at Sports Colleges and Universities in China

Most students in sports colleges and universities major in sports or arts. Among the total 6,000 students at Sports Technology College of Wuhan Sports University, a large proportion of them are from Faculty of Physical Education and major in sports and arts. In this new era, students of post-2000s generation has accounted for the majority of university students. Under this background, “educating people” is the key of higher education, and a student management mode that can meet new requirements in the new era can bring more benefits. Both the student management mode before and after the concept of “Three-All Education”, should be rooted in students’ comprehensive development. The following phenomena can be identified after the analysis on the moral education of China’s sports colleges and universities in this era:

4.1 Focusing More on Professional Skills but Less on Moral Standards

In terms of “sports students” and “arts students”, they spend a large amount of time in training courts or dancing rooms. These students tend to believe that they have to pursue professional skills in sports or dancing for a brilliant future development. Additionally, athletes in the early stage also lack enough attention to Socialism moral education and Chinese traditional merits, causing the unbalance between their professional skills and moral standards. With the continuously improved social education system and the implementation of related policies, an increasing number of colleges and universities have paid more attention to moral education on high level talents, and have offered students the chance of further study. Numerous facts have proven that students who neglect moral education are more likely to go astray. More seriously, their professional skills will also be affected at the same time. Therefore, the abilities to keep tenacious and judge right from wrong are basic requirements for each student.

4.2 Focusing More on Sensibility but Less on Rationality

Students of sports colleges and universities tend to be tenacious. Although students majoring in different subjects show different features, they still have common in emotional activities, with full passion and enthusiastic personalities, impulsive determinations and insufficient rationality on most conditions. These students normally deal with things or relationships in a simple and direct manner, seldom considering others’ feeling. All of these features make sports students more likely to lack careful consideration and make mistakes. More specifically, most of sports students rely overly on teachers or coaches and follow their own pattern to complete the assigned tasks and improve the professional performance. However, when dealing with issues or relationships, it would also be easy for them to form a fixed but inflexible thinking mode, without necessary consideration from the rational perspective. This would make things more complicated to some extent.

4.3 Focusing More on Major but Less on Literacy

“Sports students” and “arts students” are easily labelled by the public as the group with bad academic performance and intending to attend the ideal university through another simpler way. With such stereotype, some of them indeed focus more on their compulsory courses rather than the literacy courses, which can be reflected more from students with such intension before the National College Entrance Examination. Therefore, some students of sports colleges and universities devote all the efforts to compulsory courses and take rests in their spare time, with the belief that they can achieve the basic professional standard only with enough efforts and energies. For example, students majoring in Dance Performance 2019 tend to devote themselves to compulsory courses and be eager to make improvement in professional skills. They always keep training in the morning and evening, but lack passion in literacy courses, thinking that there is no use to learn literacy courses well. Unfortunately, this phenomenon exists extensively at sports colleges and universities.

4.4 Focusing More on Individuality but Less on Group

Although students at sports colleges and universities have strong sense of honor and cohesive force, and are willing to show themselves in large-scale activities, games and matches, it is still easy for these students to be affected by the Western ideologies and thinking patterns, family education or campus atmosphere. Therefore, some negative behaviors, such as money warship and even keeping up with the Joneses, will also emerge among these students. They tend to concentrate overly on themselves, and even feel proud of having a unique and free style, which generates problems at the same time. More specifically, these students are likely to change their consumption behaviors, blindly compare themselves with others, and overly pursue “being unique” or “being individualized”, in terms of the dressing style but not the inner spirits.

5. The Comparison Analysis on Student Management Mode before and after “Three-All Education”

5.1 The Vertical Comparison Analysis

As stated by Chen Jian in *From Management to Governance: The Conversion of Mode for Student Work in Higher Colleges*, the tradition mode of student management is mainly based on the core concept of “management”, and different departments may lack clear duties and responsibilities and fail to achieve a balance between student management and teaching. Therefore, “management” cannot fully cover all the student-related affairs. Accordingly, a new concept of management mode is proposed - “governance”, which emphasizes that the key of student management lies in participation, collaboration and legislation^[3]. Fang Ming proposed in *The Research on Student Management Mode in China’s Colleges and Universities* that the tradition mode of student management lies in education management and emphasizes the control of student behavior. Fang also stated that this is a vertical management structure from the top to the bottom with high level of centralization and autocracy^[4]. Fang illustrated the historical development of student management mode (see Table 1).

Table 1. The historical development of student management mode.

	Obey+Management	Obey+Management+Service	Obey+Management+Development
Content	Passivity, Collaborative development	Focusing on students’ individual interests	1. Guided by student-oriented concept 2. Effective management in the long term, and focusing on students’ individual demands 3. Scientific management, and focusing on serving students 4. Systematic management, and increased quality of management staffs and services

As can be seen from the table above, the student management mode historically develops from the hard management mode to the soft management mode. The new mode emphasizes the group of “student” and aims to serve students in almost all aspects of their study and life. It focuses on the individual students, and the function of “educating people”, which means that a higher requirement has been established for the mode of student management.

5.2 The Horizontal Comparison Analysis

Cao Miaosun’s book *The Research on Student Management Mode in China’s Sports Colleges and Universities* conducted analysis on 14 independent sports colleges and universities in China, and investigated student management at China’s sports colleges and universities. According to Cao, student management in sports colleges and universities should not only involve ideological education, managing students’ daily affairs, psychological consulting service, but also highlight the importance of online education. The book identified the change of student management mode from traditional

“management” to “service”, as well as from managers with force to guide and instructor. The innovation lies in the established awareness of service, the improved system of student management, and the promoted self-management of students^[5]. In addition, as pointed out by Su Bin in *The Research on Management Mode of Students Majoring in Physical Education in China*, the management of students majoring in Physical Education in China mainly focuses on two aspects: ideological and political education, and daily management. Su also conducted a brief analysis on the challenges faced by the management of students majoring in Physical Education in China in this new era, and proposed that the mode of student management at sports colleges and universities in the new era should be based on “student-oriented” and “educating is serving” concepts, and focus on humanistic, dynamic and systematic management. His article also proposed a new mode of student management which combines open management and detail management in the future^[6]. Considering the features of sports colleges and universities, it can be acknowledged that the student management mode of sports colleges and universities can be illustrated as follows (See Table 2):

Table 2. The comparison of student management mode in China’s sports colleges and universities.

	Before “Three-All Education	After “Three-All Education”
Student Management Mode	1. Emphasizing the core of “management” 2. Focusing on “governance” 3. Based on daily management	1. Emphasizing the core of “educating people” 2. Focusing on “student” 3. Based on ideological and political education

As can be seen from Table 2, student management mode emphasizes differently before and after the concept of “Three-All Education”. Firstly, before the concept, the management mode emphasizes the core of management, without soft and flexible management, and neglects students’ individual and subjective awareness, while after the concept, the management mode emphasizes the core of educating people, considers serving students as the goal, and notices the difference between student. Secondly, before the concept, the management mode emphasizes the governance with legislation, and solves problems in student management by political thoughts and concepts, while after the concept, the management mode emphasizes the student group, and becomes more student-oriented on the basis of the governance with legislation. Thirdly, before the concept, the student management is based on daily management with a wide range rather than any specification, while after the concept, the student management is based on the key of ideological and political education on students, which can guide students to establish correct concepts, values and outlook, and meanwhile know more about students’ thoughts.

5.3 The Analysis on Similarity and Difference in the meaning of student management mode

The traditional student management mode and the mode under the concept of “Three-All Education”, are both developed step by step, on the condition of the improved student system and mechanism. From Table 1 and 2, it can be seen that the student management mode after the concept of “Three-All Education” is improved on the basis of that before the concept, with gradual development of four steps. The first step is “obey”, which to some extent means that students should follow and obey rules and regulations of colleges and universities. The second step is “management”, which includes two aspects: the management of teachers, and the management of students themselves. The third step is “service”, which means that colleges and universities should provide students with specified service and respect students’ individual development with unique features. Finally, the last step “development” can be achieved. In terms of the difference between the management modes before and after the concept, students can be encouraged to take their subjective initiative, and they are oriented and focused in both courses and teaching activities with specified and targeted adjustment in time. Besides, the awareness of service has been enhanced at the same time, which means that the new management mode that is suitable for youths in this new era should be promoted rather than the tradition one that restricts students’ development.

6. The Innovation of “Three-All Education” in Student Management in Sports Colleges and Universities

Based on the above-mentioned common problems existing in China’s sports colleges and universities, and based on the case of Sports Technology College of Wuhan Sports University, five features of students in this college can be listed. Firstly, these students have outstanding social practical skills. Secondly, these students have unique characteristic and personality, but lack sufficient sense of discipline. Thirdly, these students do not pay enough attention to literacy courses and do not have clear goal and target. Fourthly, these students are likely to suffer from some certain psychological problems, and lack confidence to some extent. Fifthly, these students do not have strong awareness of career plan^[7]. In this situation, student management in this college should focus on serving and developing students from more levels and aspects, which will be illustrated in the following sections of this essay.

6.1 Being Student-oriented and Focusing on Students’ Moral Education

In order to pay more attention to students’ daily management and enhance their ideological and political education, setting up counsellor workshop or counsellor office has become a direct and effective approach. A series of salon activities with specific themes have been held by the counsellor workshop in Sports Technology College of Wuhan Sports University (see Table 3).

Table 3. Salon activities with specific themes held by the counsellor workshop.

Theme	Date
How to be a good student reporter?	2019-10-30
To establish a legislation-based governance in colleges and universities	2019-11-05
The mission of sports students and athletes	2019-11-12
To establish a harmonious student-counsellor relationship	2019-12-04
Be the best myself	2019-12-12
To develop spirit of patriotism into both heart and practice	2019-12-18
Physical education and aesthetic education	2019-12-22
To be a qualified Chinese Communist Party member with original missions	2019-12-31

From the theme activities listed above, it can be seen that Sports Technology College of Wuhan Sports University has analyzed how to make students become a qualified youth in this new era from the perspective of students, and has established a sharing platform based on the counsellor workshop with the combination of the college features. The college has made efforts to improve their student quality in aspects of legislation, spirit of patriotism, spirit of sports students and athletes, harmonious student-counsellor relationship, and the pursuit for a qualified Chinese Communist Party member, as well as to achieve more communication with students. All these efforts can help students in colleges and universities establish positive values, concepts and outlook, and further spend a more meaningful and valuable university life.

6.2 “3+2” Integrated Management Mode

Student management has always been the core of the management work at colleges and universities. Particularly, the management of daily work involves almost all aspects of students’ study and life. Therefore, it is of great importance to apply a scientific and appropriate approach and mode. With the “education-oriented” concept proposed, student management focuses more on the joint efforts of university departments, teachers and parents, rather than merely emphasizing students’ individual development. With such integrated management mode, “3” refers to the joint efforts of three parties: faculties, counsellors and student leaders. “2” refers to the management mode with the combination of two sides: colleges/universities and parents. Therefore, it can be seen that this “3+2” integrated management mode tries to cover the management affairs as much as possible, keep students’ thoughts into control, raise students’ awareness of career and enhance ideological and political education on students, which is consistent with the student management mode after “Three-All Education” and highlights the “student-oriented” concept.

6.3 Integrating “Three-All Education” into Courses

In terms of the course standard, in order to reflect the core quality of compulsory course, the required personal qualities and professional skills, such as being tenacious and innovative, should be reflected and covered in teaching methods, time allocation, textbook selection, examination setting, etc. Only through this way can ensure that all the educators and staffs should shoulder the responsibility of education. In terms of the teaching methodology, it should be student-oriented, which can not only design suitable teaching techniques and methods for students of different levels at different stages, but also enrich course contents and increase student participation with the help of combining online teaching and offline teaching. Only through this way can achieve the purpose of education in all the processes. In terms of the course content, ideological and political education should be involved in the establishment of knowledge system and the division of course contents of different difficulties. For example, creating a dance about the life during the COVID-19 epidemic can help to enhance students’ spirits of patriotism and devotion. Students can perform the images of heroes during the epidemic through the form of dancing with their professional knowledge and skills, which helps to enhance the ideological and political education. Only through this way can achieve the education in all the aspects.

7. Conclusion

Considering the current status of student management at sports colleges and universities in China, and conducting the case study on Sports Technology College of Wuhan Sports University, it can be seen that students at sports colleges and universities tend to focus more on professional skills but less on moral standards, focus more on sensibility but less on rationality, focus more on major but less on literacy, and focus more on individuality but less on group.

Based on the vertical and horizontal comparison between student management modes before and after the concept of “Three-All Education”, it can be seen that traditional student management mode focuses more on “obeying” and “management”, while the management mode after the concept focuses more on “service” and “development”. In terms of the management in sports colleges and universities, the management mode before the concept regards “management” as the core, emphasizes “governance with legislation” and be based on “daily affairs”, while the management mode after the concept regards “educating people” as the core, emphasizes “student” and be based on “ideological and political education”.

The innovation in management mode after the conception of “Three-All Education” can be reflected from three aspects: (1) establishing the counsellor workshop and focusing on students’ moral education; (2) establishing “3+2” integrated management mode, and managing and caring about students from various aspects; and (3) integrating the concept of “Three-All Education” into courses, which guides future investigation on the innovation of student management.

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