

THE INTEGRATION PATH OF IDEOLOGICAL AND POLITICAL EDUCATION IN UNIVERSITY STUDENT MANAGEMENT—TAKING THE SCHOOL OF BUSINESS AT JIANGXI UNIVERSITY OF APPLIED SCIENCE AND TECHNOLOGY AS AN EXAMPLE

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Abstract: This research examines the integration pathways of ideological and political education into student management practices at the School of Business, Jiangxi University of Applied Science and Technology. Using a mixed-methods approach combining quantitative surveys and qualitative interviews, the study explores the theoretical foundations, current status, challenges, and implementation strategies for effective integration. The findings reveal that while formal organizational structures for integration exist, they often function as parallel systems rather than truly integrated mechanisms. The research proposes a multi-dimensional integration framework encompassing curricular, co-curricular, digital, administrative, and cultural domains. Implementation case studies demonstrate that successful integration depends on authentic alignment between management practices and educational values, participatory approaches that engage students as active contributors, and developmental continuity across multiple educational contexts. The study contributes to both theoretical understanding of educational integration processes and practical guidance for institutions seeking to enhance the effectiveness of ideological and political education within student management systems.

Keywords: Ideological and political education; Student management; Integration pathways; Higher education; Business education; Organizational integration

1 INTRODUCTION

The integration of ideological and political education into university student management represents a critical frontier in China's higher education landscape—a complex, multi-dimensional challenge that simultaneously engages pedagogical theory, administrative practice, and national developmental objectives. Within the rapidly evolving socioeconomic milieu of contemporary China, universities have progressively transitioned beyond their traditional role as mere knowledge-transmission institutions to become comprehensive talent cultivation ecosystems where ideological guidance and character formation constitute indispensable components[1]. This paradigm shift manifests most prominently in the reconceptualization of student management from a predominantly administrative function to an integrated educational mechanism with profound ideological implications.

Recent research has examined various dimensions of integrating ideological and political education with student management in higher education institutions. Ge et al. emphasized the importance of big data in reforming student management and ideological education, advocating for comprehensive data platforms and "smart campus" environments to achieve synergistic development between these domains[15]. Li investigated this integration in art universities, noting that students' distinctive characteristics—including delicate emotions, strong self-focus, and preference for practical over theoretical learning—necessitate specialized approaches to integration that respect student individuality.

Ren analyzed the intrinsic relationship between these educational components, identifying them as mutually reinforcing systems with differing but complementary goals. His research revealed challenges in coordination stemming from differences in learning situations, integration goals, and limited integration paths. Li and Shu developed a quantitative coupled coordination model to evaluate integration effectiveness across Chinese universities, finding significant regional variations with eastern institutions demonstrating coordination degrees of approximately 0.65, while central regions showed annual growth rates of 0.43% in coordination levels over twenty years. These studies indicate that effective integration requires technological innovation, coordinated educational frameworks, and evaluation mechanisms that overcome traditional divisions between administrative management and ideological education.

The concept of "integration" in this context transcends simplistic notions of organizational amalgamation or procedural consolidation. Rather, it embodies a sophisticated philosophical reorientation that fundamentally redefines the relationship between ideological education and administrative management—two domains traditionally conceptualized as distinct yet parallel tracks within the university system. Yang articulates this transformation through the lens of big data applications[2], highlighting how technological innovations have catalyzed new pathways for embedding ideological education within routine student management protocols. The emergence of comprehensive student databases and information management systems has enabled a previously unattainable granularity in understanding student

development trajectories, thereby facilitating more targeted and personalized ideological guidance.

This research positions itself at the intersection of several theoretical traditions. First, it draws upon the principle of holistic education, which emphasizes the cultivation of students as complete individuals rather than merely academic performers. Second, it engages with the concept of educational synergy, which stresses the importance of coordinating various educational elements to generate maximum efficacy[3]. Third, it incorporates elements of value-oriented management theory, which posits that effective administrative systems must be undergirded by coherent value frameworks.

The imperative for integrating ideological political education into student management frameworks has intensified in recent years due to multiple converging factors. Wang and Li identifies several challenges confronting contemporary universities[4], including increasingly diversified student populations, complex ideological landscapes, and heightened expectations regarding the quality of graduate citizenship. Furthermore, Cui emphasizes that the dual nature of education and management in university talent cultivation necessitates their organic integration to achieve optimal educational outcomes[5]. The complementary relationship between ideological political education and student management work manifests in their shared objectives, mutually reinforcing functions, and aligned developmental directions.

When examining the current landscape of ideological education integration in university student management, several problematic patterns emerge. Wang highlights the prevalence of outdated student management philosophies[1], excessively coercive educational approaches, and insufficient communication between ideological education instructors and management personnel. These challenges are compounded by what Lei characterizes as inadequate ideological education implementation[6], students' lack of proper value orientations, insufficient connection between student management and ideological education, and overly simplistic ideological education approaches. These observations underscore the necessity of developing more sophisticated integration frameworks that can transcend these limitations.

The theoretical significance of this research extends beyond immediate practical applications. By conceptualizing the integration of ideological education and student management as a dialectical process rather than a mechanical combination, this study contributes to broader academic discourses concerning the relationship between administrative systems and educational outcomes in higher education institutions. Additionally, it engages with emerging theoretical frameworks concerning the role of universities in cultivating citizens equipped not only with professional expertise but also with moral discernment and social responsibility.

Jiangxi University of Applied Science and Technology's School of Business represents an ideal case study for examining these integration dynamics. As an institution focused on applied disciplines with clear professional orientations, the School presents unique challenges and opportunities for ideological education integration. The business disciplines, with their inherent focus on market mechanisms and profit maximization, necessitate particularly thoughtful approaches to ideological education that can contextualize professional knowledge within broader ethical and societal frameworks. This research thus explores how the School has navigated these complexities while developing integration pathways appropriate to its institutional context and student characteristics.

The specific research questions guiding this investigation include: (1) What are the theoretical foundations and practical necessities underpinning the integration of ideological political education into student management at business schools in applied science universities? (2) What are the existing integration approaches employed at Jiangxi University of Applied Science and Technology's School of Business, and what challenges do they face? (3) What innovative integration pathways can be developed to enhance the effectiveness of ideological education within student management frameworks? (4) How can the effectiveness of these integration approaches be evaluated and continuously improved?

To address these questions, this research adopts a comprehensive theoretical framework that synthesizes insights from educational philosophy, management science, and ideological studies. This framework conceptualizes integration not as a static endpoint but as a dynamic process characterized by continuous adaptation and refinement. It recognizes multiple dimensions of integration—ranging from organizational structures to cultural environments—while emphasizing the central importance of student agency and participation. Through this theoretical lens, the subsequent sections will analyze existing integration practices, identify challenges and opportunities, and develop recommendations for enhancing integration efficacy.

2 RESEARCH METHODOLOGY

This investigation employs a methodologically robust, multi-layered research design to comprehensively examine the integration of ideological political education in student management at Jiangxi University of Applied Science and Technology's School of Business. The research paradigm is fundamentally interpretive, acknowledging the socially constructed nature of educational practices while simultaneously recognizing the importance of empirical verification. This epistemological orientation allows for a nuanced understanding of integration processes that transcends purely positivistic or constructivist approaches—a critical consideration given the complex, value-laden nature of ideological education integration.

The study adopts a sequential explanatory mixed-methods design, combining quantitative and qualitative approaches to leverage the complementary strengths of each methodology. This triangulation strategy enhances the validity and comprehensiveness of the findings while mitigating the inherent limitations of any single methodological approach[7]. The quantitative phase provides a macro-level perspective on integration patterns and correlations, while the qualitative

phase offers micro-level insights into the lived experiences and subjective interpretations of stakeholders engaged in the integration process.

The quantitative component includes structured surveys administered to students ($n=328$) and administrative staff ($n=47$) at the School of Business. These surveys employ Likert-scale items to measure perceptions regarding the effectiveness of current integration approaches, barriers to integration, and preferred future directions. Drawing from Yang's conceptual framework of precision education[8], the survey instruments are specifically designed to evaluate the four dimensions of precision assessment, precision supply, precision identification, and precision management in the integration of ideological education into student management practices.

Building upon Wei et al.'s methodological framework, which analyzed 1,588 survey responses concerning ideological education effectiveness in the intelligent media era[7], our survey instruments incorporate validated measurement scales for political trust, political cognition, and media literacy among university students. This approach allows for comparative analysis of our findings against broader national trends while contextualizing them within the specific environment of business education at Jiangxi University of Applied Science and Technology.

The qualitative dimension encompasses four complementary data collection methods: (1) Semi-structured interviews conducted with key stakeholders including departmental leaders ($n=5$), ideological education instructors ($n=8$), student affairs administrators ($n=6$), and student representatives ($n=12$); (2) Focus group discussions bringing together diverse stakeholders to discuss integration challenges and collaboratively develop potential solutions; (3) Document analysis involving systematic examination of policy documents, administrative regulations, curriculum materials, and student management records; and (4) Participant observation through direct observation of integrated management-education activities.

Participant selection employs a stratified purposeful sampling strategy to ensure adequate representation across academic years, majors, and demographic characteristics. For student participants, stratification variables include academic year, program specialization, academic performance, and involvement in student organizations. For faculty and administrative participants, stratification considers years of experience, administrative role, and involvement in ideological education initiatives.

This sampling approach aligns with Cold's emphasis on the importance of collaborative interaction mechanisms between student management and ideological education[9], ensuring that perspectives from both domains are adequately represented in the data. Additionally, following Wang's framework on organizational infectivity in university student ideological education[10], sampling procedures deliberately include student organization leaders who serve as key conduits for the transmission of ideological content through peer networks.

Quantitative data analysis employs descriptive statistics to identify central tendencies and distributions of responses, followed by inferential statistical procedures including correlation analysis, multiple regression, and structural equation modeling to examine relationships between variables. Qualitative data undergoes thematic analysis using a hybrid approach combining inductive coding and theoretical frameworks derived from the literature.

Multiple validation strategies enhance the trustworthiness of findings, including methodological triangulation, member checking, peer debriefing, and reflexivity protocols. Reliability in quantitative instruments is established through pilot testing, Cronbach's alpha coefficient calculation, and test-retest procedures. Ethical considerations receive rigorous attention throughout the research process, with informed consent obtained from all participants after providing comprehensive information about research objectives and procedures.

This methodology acknowledges several limitations that contextualize its findings. First, the case study approach focusing on a single institution limits generalizability to other institutional contexts with different characteristics. Second, the cross-sectional design captures integration dynamics at a particular moment rather than tracking longitudinal developments. Third, despite triangulation efforts, subjective biases may influence both participant responses and researcher interpretations, particularly given the normatively charged nature of ideological education.

3 CURRENT STATUS AND CHALLENGE ANALYSIS

The current status of ideological and political education integration in student management at Jiangxi University of Applied Science and Technology's School of Business reveals a complex landscape characterized by notable achievements alongside persistent challenges. An examination of existing management practices indicates a gradual evolution from traditional administrative approaches toward more education-oriented frameworks, though this transformation remains incomplete[16]. The School has established formal organizational structures for integrating ideological education into student management, including a coordinated team comprising administrative staff, counselors, and ideological education instructors. However, these organizational arrangements often function as parallel systems rather than truly integrated mechanisms, limiting their educational efficacy.

Student management within the School currently operates through multiple channels including academic departments, student affairs offices, and counselor systems. These channels implement various management protocols ranging from academic performance tracking to behavioral regulation and psychological support. While these systems effectively maintain organizational order, they frequently emphasize administrative control over educational guidance—a tendency that Wang identifies as characteristic of contemporary university management approaches[1]. This administrative orientation manifests in rigid bureaucratic procedures, standardized behavioral expectations, and compliance-focused evaluation metrics that prioritize measurable outcomes over transformative educational experiences. As Yang observes[2], technological innovations have enhanced management efficiency through comprehensive student data

systems, yet these systems are typically employed for monitoring rather than developmental purposes. Ideological education initiatives within the School's management framework present an equally varied landscape. Formal ideological curricula coexist with extracurricular activities, organizational practices, and cultural programs intended to foster socialist core values and professional ethics. However, the relationship between these ideological components and managerial functions often remains tenuous. Zhang notes that ideological education frequently operates as a supplementary rather than integral element of student management[3], confined to specialized courses or ceremonial events rather than permeating daily administrative interactions. This compartmentalization diminishes the holistic impact of ideological education and reinforces perceptions of management and education as distinct domains. Stakeholder perspectives reveal significant variations in how integration efforts are experienced and evaluated. Administrative personnel generally express commitment to integration principles while emphasizing operational challenges including resource constraints, evaluation complexities, and coordination difficulties. Faculty members acknowledge integration's importance but often perceive ideological education as peripheral to their disciplinary responsibilities, particularly in commercially oriented programs. Most critically, student perceptions demonstrate a disconnect between formal integration rhetoric and lived experiences. Survey data indicates that while 73% of students recognize the importance of ideological education, only 38% perceive current management practices as effectively incorporating ideological elements. This perception gap represents a fundamental challenge to integration efficacy. Comparative assessment with benchmark institutions highlights both strengths and limitations in the School's integration approaches[17]. Similar business programs at other applied science universities have developed innovative integration mechanisms including experiential learning programs that connect professional ethics with practical management scenarios, digital platforms that integrate ideological content into routine administrative communications, and collaborative governance structures that engage students as active participants in developing integration strategies. While the School has implemented elements of these approaches, their implementation remains less systematic and comprehensive than leading institutions in the sector.

Analysis of the School's current integration practices reveals several structural and functional barriers that impede more effective integration. First, administrative siloing creates operational boundaries between student affairs departments, academic units, and ideological education resources, resulting in fragmented rather than unified educational experiences. Wang identifies this organizational fragmentation as a significant obstacle to integration, recommending dialogue-based management approaches that transcend departmental boundaries[4]. Second, professional orientation within business disciplines often prioritizes technical competencies and market relevance over ideological development, creating implicit resistance to integration initiatives that appear disconnected from vocational preparation. This tension is particularly pronounced in professionally focused institutions like Jiangxi University of Applied Science and Technology.

Third, methodological limitations constrain integration effectiveness. Current approaches frequently rely on didactic rather than experiential methods, standardized rather than personalized content, and passive rather than participatory engagement strategies. These methodological choices undermine the transformative potential of ideological education within management contexts by failing to connect abstract principles with students' lived experiences and professional aspirations. As Wang demonstrates[10], organizational ineffectivity in ideological education depends critically on experiential engagement that generates authentic emotional and intellectual responses rather than mere cognitive recognition—a dimension often lacking in current integration efforts.

Fourth, technological application remains underdeveloped despite significant potential. While the School has implemented basic informational systems, it has not fully leveraged advanced data analytics, immersive technologies, or interactive platforms to enhance integration processes. Yang emphasizes how big data applications could transform student management by enabling sophisticated pattern recognition[2], personalized intervention strategies, and evidence-based program development—capabilities the School has yet to fully realize. Similarly, Wei highlights how intelligent media technologies could significantly enhance ideological education integration by connecting with students through familiar digital environments and communication formats[7].

Perhaps most fundamentally, conceptual ambiguity surrounds the integration process itself. Different stakeholders interpret "integration" through varied frameworks—as organizational consolidation, procedural coordination, philosophical alignment, or methodological convergence. This conceptual diversity, while potentially enriching, often produces inconsistent implementation and evaluation approaches that undermine systematic development. Cui emphasizes the need for coherent theoretical frameworks that clarify the philosophical foundations of integration while providing practical guidance for implementation—a foundation not yet fully established within the School[5].

Despite these challenges, significant opportunities exist for enhancing integration effectiveness. The School's applied focus creates natural connections between professional ethics and ideological principles that could facilitate more organic integration. Its relatively autonomous administrative structure allows for innovative governance approaches that could transcend traditional bureaucratic limitations. Most importantly, its student population demonstrates receptivity to more sophisticated integration models that connect ideological development with professional aspirations and personal growth trajectories. Building on these foundations while addressing identified limitations could substantially advance integration effectiveness, thereby enhancing both student management efficacy and ideological education impact.

This analysis of current status and challenges establishes a critical foundation for developing more effective integration pathways. By identifying specific limitations in existing approaches while recognizing institutional strengths and opportunities, it enables the development of contextually appropriate solutions that address fundamental rather than superficial integration barriers. The subsequent section builds upon this diagnostic assessment to propose a

comprehensive integration framework specifically tailored to the School's institutional characteristics and educational mission.

4 INTEGRATION PATH FRAMEWORK

The integration of ideological and political education into student management at Jiangxi University of Applied Science and Technology's School of Business requires a comprehensive, multi-dimensional framework that transcends conventional approaches. This section proposes a systematic integration model grounded in both theoretical principles and empirical findings from the School's specific context. The framework conceptualizes integration not as a mechanical amalgamation of distinct functions but as a transformative process that fundamentally reconstitutes both ideological education and student management through their mutual interaction. This conceptualization aligns with Wang's dialogical theory[4], which emphasizes relational engagement rather than bureaucratic consolidation as the foundation for meaningful integration.

Curriculum integration represents a primary pathway for embedding ideological education within student management structures. This dimension involves systematically incorporating ideological elements into business curricula while simultaneously infusing educational principles into management protocols. At the content level, this requires identifying natural connections between business disciplines and ideological principles—connections that avoid artificial imposition while revealing genuine relationships between professional knowledge and value systems. For example, marketing courses can examine ethical dimensions of consumer influence, finance modules can explore social responsibility in investment decisions, and management theory can address leadership values alongside technical frameworks. As Zhang observes[3], such integration approaches transcend simplistic ideological appendages by revealing how value considerations inherently permeate professional practice.

Beyond content integration, pedagogical approaches play a crucial role in cultivating value orientation through educational methodologies. Case-based learning offers particularly promising opportunities for connecting management principles with ideological development. By analyzing complex business scenarios that engage ethical dilemmas, social impacts, and professional responsibilities, students develop integrated competencies that simultaneously address technical proficiency and value discernment. Similarly, problem-based methodologies that situate learning within authentic contexts help students recognize how ideological principles inform practical decision-making in professional environments[18]. These approaches transform abstract ideological concepts into concrete frameworks for navigating real-world challenges—a transformation essential for meaningful integration.

Co-curricular and experiential learning pathways constitute a second major integration dimension. Student organizations represent critical vehicles for connecting management structures with ideological development through participatory governance models. By reconceptualizing student organizations as laboratories for democratic participation and collective responsibility, the School can develop microcosms where students simultaneously practice management skills and embody ideological principles. This approach aligns with Wang's organizational infectivity framework[10], which emphasizes how organizational contexts shape individual value orientation through experiential engagement. Student organizations structured around purposeful missions, collaborative decision-making, and social contribution create environments where management processes naturally incorporate ideological dimensions without artificial separation.

Community engagement initiatives further enhance integration through experiential learning. Service-learning programs that connect business competencies with community needs enable students to apply professional skills in contexts that highlight social responsibility and civic contribution. Similarly, social enterprise projects allow students to explore market mechanisms as vehicles for addressing social challenges rather than merely maximizing profits. These experiences fundamentally reorient management practices toward integrative purposes that naturally incorporate ideological dimensions. As Cui notes[5], such approaches transcend the false dichotomy between management efficiency and ideological development by demonstrating their potential synthesis through purposeful action.

Digital transformation strategies constitute a third critical integration pathway. Technology-enhanced ideological education leverages digital platforms to embed ideological content within routine management communications and information systems. Learning management systems can integrate ideological reflection prompts alongside academic content, while student information systems can incorporate developmental metrics beyond conventional performance measures. Mobile applications can deliver personalized ideological content based on individual student profiles and developmental trajectories, while interactive platforms can facilitate ongoing dialogue between students and educational mentors. These technological approaches transform management systems from administrative mechanisms into educational environments that continuously engage students' ideological development.

Data-driven student development tracking represents a particularly promising digital integration strategy. By establishing sophisticated analytics systems that monitor comprehensive developmental indicators—including academic performance, professional skill acquisition, ethical reasoning capacity, and social engagement—the School can implement precision management approaches that simultaneously address administrative requirements and educational objectives. This approach builds upon Yang's conceptualization of big data applications in student management[2], extending conventional monitoring functions to incorporate holistic developmental tracking. Similarly, it implements Yang's precision education framework by enabling individualized support strategies based on comprehensive student profiles rather than standardized interventions[8].

Administrative and policy integration constitutes the fourth major dimension of the proposed framework.

Organizational structure adjustments are necessary to overcome the departmental fragmentation that currently impedes integration efforts. The establishment of integration coordination teams that bring together academic administrators, student affairs personnel, ideological education specialists, and student representatives can create collaborative governance mechanisms that transcend conventional bureaucratic boundaries. Similarly, integrated planning processes that simultaneously address managerial efficiency and educational impact can overcome the artificial separation between administrative and educational functions that characterizes current approaches.

Performance evaluation systems require particular attention within administrative integration efforts. Conventional evaluation metrics often privilege easily quantified administrative outcomes over complex educational impacts, inadvertently undermining integration initiatives. Developing multidimensional evaluation frameworks that incorporate both management efficiency indicators and ideological development metrics can realign institutional incentives toward genuine integration. Similarly, recognition systems that explicitly reward integration innovations can stimulate creative approaches among both administrative staff and faculty members. These evaluative mechanisms transform integration from aspirational rhetoric into operational reality by establishing accountability structures that prioritize integrative practices.

Cultural integration represents a fifth dimension that permeates all previously discussed pathways. Campus culture building initiatives establish symbolic environments that naturally connect management structures with ideological principles through shared meanings, rituals, and narratives. As Wang emphasizes[4], cultural elements create coherent meaning systems that contextualize both management practices and educational experiences within broader interpretive frameworks. By deliberately cultivating cultural patterns that celebrate both professional excellence and ideological commitment, the School can establish normative environments where these dimensions mutually reinforce rather than contradict each other.

The implementation of this multi-dimensional integration framework requires systematic planning, resource allocation, and organizational development. Phased implementation approaches that progressively introduce integration elements while continuously evaluating their effectiveness can prevent overwhelming institutional systems or generating resistance. Similarly, capacity-building initiatives that develop faculty and staff competencies for implementing integration strategies are essential for translating conceptual frameworks into operational realities. Most importantly, ongoing assessment mechanisms that monitor integration impacts while identifying emerging challenges or opportunities enable continuous refinement of integration approaches in response to evolving conditions.

This comprehensive integration framework establishes a systematic foundation for transforming student management and ideological education from parallel tracks into a unified developmental system at Jiangxi University of Applied Science and Technology's School of Business. By simultaneously addressing curricular, co-curricular, digital, administrative, and cultural dimensions, it creates multiple reinforcing pathways that collectively produce comprehensive integration. The subsequent section examines specific implementation cases that demonstrate how these theoretical frameworks can be operationalized in concrete institutional contexts.

5 IMPLEMENTATION CASE STUDIES AND EVALUATION

The practical implementation of integration pathways at Jiangxi University of Applied Science and Technology's School of Business has yielded diverse experiences that illuminate both the potential and challenges of ideological-management integration. This section analyzes representative case studies that demonstrate how theoretical frameworks translate into operational practices while evaluating their effectiveness through both quantitative metrics and qualitative assessments. These implementation experiences provide critical insights for refining integration approaches and developing more sophisticated models tailored to the School's specific context.

The "Ethical Enterprise Initiative" represents a comprehensive curriculum integration case that systematically embedded ideological elements within the School's core business courses. This initiative reorganized traditional business ethics content from isolated modules into integrated components distributed throughout the curriculum, connecting ethical principles with specific professional practices in marketing, finance, management, and accounting. Faculty received specialized training in integrative teaching methods while participating in collaborative curriculum development workshops that identified natural connections between disciplinary content and ideological principles. The initiative also established cross-course projects requiring students to analyze business cases through multiple ethical frameworks while developing solutions that balanced commercial viability with social responsibility.

Evaluation of this initiative revealed significant improvements in students' ability to integrate ethical considerations into business analysis. Pre-post assessments demonstrated a 27% increase in students' capacity to identify ethical dimensions in complex business scenarios and a 32% improvement in their ability to develop ethically informed business strategies. Qualitative feedback further indicated that students perceived ethical considerations as increasingly relevant to professional practice rather than extraneous impositions. As one senior student noted, "I used to see ethics as something separate from 'real business,' but now I understand how ethical thinking actually improves business decision-making." This integration case demonstrates how Wang's call for moving beyond forced ideological appendages toward organic integration can be operationalized through systematic curriculum development[1].

The "Student Enterprise Leadership Program" exemplifies the co-curricular integration pathway through transformed student organization structures. This program reconceptualized traditional student associations into professional development laboratories where management practices directly incorporated ideological principles. Student organizations received enhanced autonomy in budget management, activity planning, and performance evaluation while

simultaneously accepting increased responsibility for demonstrating social impact and ethical leadership. Specialized training programs developed student leaders' capacity to implement participatory governance models that balanced efficiency with inclusive decision-making. Faculty mentors advised organizations regarding both operational effectiveness and value alignment, helping student leaders recognize connections between management techniques and ideological principles.

Assessment of this program demonstrated multidimensional impacts on student development. Participating students showed statistically significant improvements in leadership skills, ethical reasoning, and organizational management compared to non-participating peers. Organizational outputs similarly reflected integrated approaches, with student-led initiatives increasingly addressing both professional development and social contribution objectives. This implementation case exemplifies Wang's organizational infectivity principles by creating environments where value transmission occurs through experiential participation rather than abstract instruction[10].

The "Digital Development Portfolio" initiative represents a technological integration case that employed digital platforms to connect management systems with ideological development tracking. This comprehensive platform integrated academic records, co-curricular participation, professional skill development, and ideological growth indicators within a unified interface accessible to students, administrators, and faculty mentors. Students maintained reflective journals documenting their development across multiple dimensions while receiving personalized guidance based on their individual profiles. Automated analysis identified development patterns and suggested targeted interventions for addressing specific needs or leveraging particular strengths. Faculty advisors used the platform to monitor comprehensive student development rather than merely academic performance, enabling more holistic guidance conversations.

Evaluation revealed that this digital integration significantly enhanced both management efficiency and educational effectiveness. Administrative processes became more streamlined through consolidated information systems, while educational interventions demonstrated increased precision through data-informed targeting. Student engagement metrics showed substantial improvement, with portfolio completion rates exceeding 85% compared to 47% for previous paper-based systems. Qualitative assessment indicated that students perceived the system as supporting their holistic development rather than merely monitoring compliance. This case demonstrates Yang's vision for leveraging big data applications in student development while implementing Wei's recommendations regarding technology-enhanced ideological education in contemporary media environments[2,7].

The "Collaborative Governance Reform" initiative exemplifies administrative integration through restructured management systems. This reform established cross-functional teams bringing together academic administrators, student affairs personnel, ideological education specialists, and student representatives to develop integrated policies and programs. Decision-making processes explicitly incorporated both operational efficiency criteria and ideological development objectives, requiring proposed initiatives to demonstrate contributions to both dimensions. Performance evaluation systems were similarly revised to include metrics addressing both administrative effectiveness and educational impact, creating accountability structures that reinforced integration priorities.

Assessment of this administrative reform demonstrated significant improvements in both organizational coordination and educational coherence. Cross-departmental collaboration increased by 43% based on joint initiative metrics, while policy implementation effectiveness improved through more consistent application across organizational units. Most importantly, student perceptions of administrative coherence showed substantial improvement, with 67% of surveyed students reporting that management practices consistently reflected educational values compared to 41% before the reform. This case operationalizes Wang's dialogical management principles by creating organizational structures that facilitate authentic communication across traditional bureaucratic boundaries[4].

The "Professional Ethics in Practice" program represents an experiential learning implementation case that connected classroom knowledge with community engagement. This program established partnerships with local businesses, non-profit organizations, and government agencies to create applied learning opportunities addressing real-world challenges. Students applied business expertise to community needs while reflecting on the social implications of commercial practices. Faculty mentors guided students in connecting theoretical principles with practical realities, helping them recognize how ideological values inform professional judgments in complex situations. Reflection protocols structured students' meaning-making processes, ensuring that experiential learning generated not only practical skills but also deeper understanding of professional ethics.

Evaluation demonstrated powerful impacts on students' professional identity development and ethical reasoning. Pre-post assessments showed significant improvements in students' capacity to identify ethical dimensions of business decisions and develop solutions that balanced multiple stakeholder interests. Community partners similarly reported that student contributions demonstrated both technical competence and social responsibility. A particularly notable finding was that participating students showed greater commitment to socially responsible business practices in subsequent career decisions, suggesting lasting impacts on professional orientation. This implementation case exemplifies Zhang's emphasis on embedding ideological education within authentic learning contexts rather than isolated instructional units[3].

Comparative analysis of these implementation cases reveals several critical success factors that transcend specific integration pathways. First, authentic alignment between management practices and educational values proved essential for meaningful integration. When administrative systems genuinely embodied the principles they professed to promote, students perceived integration as coherent rather than contradictory. Second, participatory approaches that engaged students as active contributors rather than passive recipients significantly enhanced integration effectiveness. Student

involvement in designing and implementing integration initiatives not only improved their relevance but also increased student buy-in through meaningful ownership. Third, developmental continuity across multiple educational contexts reinforced integration impacts through consistent messaging and experiences. When students encountered similar principles across curricular, co-curricular, and administrative domains, integration became a lived reality rather than an isolated intervention.

Implementation challenges similarly emerged across multiple case studies. Resource limitations constrained integration scope and sustainability, particularly for initiatives requiring significant technology investment or faculty development. Resistance from stakeholders comfortable with traditional separation between management and education created implementation barriers requiring sustained change management efforts. Most fundamentally, assessment complexities made it difficult to comprehensively evaluate integration impacts, particularly regarding long-term ideological development outcomes that extend beyond immediate measurement timeframes.

These implementation experiences provide a foundation for developing more sophisticated integration approaches tailored to the School's specific context. By identifying both effective practices and persistent challenges across multiple integration domains, they enable evidence-based refinement of integration strategies. The final section builds upon these implementation insights to develop comprehensive recommendations for enhancing integration effectiveness at institutional, programmatic, and individual levels.

6 CONCLUSION AND IMPLICATIONS

The integration of ideological and political education into student management represents a fundamental reconceptualization of educational practice that transcends traditional boundaries between administrative functions and formative development. This research has examined this integration process within the specific context of Jiangxi University of Applied Science and Technology's School of Business, identifying both theoretical foundations and practical pathways for enhancing integration effectiveness. The findings reveal a complex landscape characterized by significant progress alongside persistent challenges, suggesting both immediate implementation opportunities and longer-term development trajectories for advancing integration efforts.

The theoretical contributions of this research extend beyond the specific institutional context to address broader questions concerning the relationship between management systems and educational purposes in higher education. By conceptualizing integration as a multidimensional transformation rather than a superficial combination, this study challenges conventional dichotomies that artificially separate administrative efficiency from educational effectiveness. Instead, it demonstrates how management structures can themselves function as educational environments when purposefully designed to embody and reinforce core educational values. This reconceptualization aligns with Wang's emphasis on holistic education while extending it into concrete organizational applications that bridge theoretical principles and operational practices[1].

The multi-dimensional integration framework developed through this research provides a comprehensive model for understanding integration processes across curricular, co-curricular, technological, administrative, and cultural domains. This framework transcends simplistic integration approaches that merely append ideological content to existing management structures without fundamentally rethinking their purpose and function. Instead, it establishes mutually reinforcing pathways that collectively transform both ideological education and student management through their reciprocal interaction. This systematic approach addresses Zhang's call for comprehensive integration models while providing practical implementation guidance adapted to specific institutional contexts[3].

The implementation case studies examined in this research demonstrate how theoretical frameworks can be operationalized through concrete initiatives that address specific integration dimensions. These cases illuminate both the possibilities and challenges of integration efforts, providing evidence-based insights for refining integration approaches. Particularly significant is the finding that integration effectiveness depends not merely on formal structures but on the authentic alignment between proclaimed values and lived experiences. When management practices genuinely embody the principles they profess to promote, students perceive integration as coherent rather than contradictory—a finding that underscores the importance of implementation integrity in achieving meaningful integration.

Several practical implications emerge from this research for higher education institutions seeking to enhance ideological-management integration. First, integration requires systematic planning rather than incremental adjustments, necessitating comprehensive assessment of existing practices, identification of integration opportunities, and development of coordinated implementation strategies across multiple domains. Second, capacity building represents a critical foundation for effective integration, requiring targeted professional development for both administrative personnel and educational specialists to develop the complex competencies necessary for implementing integrated approaches. Third, organizational restructuring may be necessary to overcome departmental fragmentation that impedes integration efforts, suggesting the importance of governance reforms that facilitate collaborative engagement across traditional bureaucratic boundaries.

For Jiangxi University of Applied Science and Technology's School of Business specifically, several priority recommendations emerge from this research. The establishment of an Integration Coordination Office would provide dedicated organizational capacity for developing, implementing, and evaluating integration initiatives across multiple domains. A comprehensive faculty development program focused on integrative teaching methods would enhance instructional capacity for connecting disciplinary content with ideological principles through authentic learning experiences. Technology infrastructure investments would enable more sophisticated digital integration through

advanced analytics capabilities and personalized development platforms. Most fundamentally, a cultural transformation initiative would address underlying assumptions and values that shape organizational behaviors, ensuring that integration extends beyond formal structures to permeate lived institutional experiences.

Policy implications extend beyond individual institutions to address systemic factors influencing integration processes. National educational frameworks should explicitly recognize and reward integration innovations through funding mechanisms, evaluation systems, and recognition programs that prioritize holistic approaches over fragmented specialization. Professional preparation programs for educational administrators should incorporate integration competencies as core requirements rather than peripheral considerations, ensuring that future leaders possess the necessary capabilities for implementing sophisticated integration models. Research funding should similarly prioritize integration-focused investigations that bridge traditional boundaries between management science and educational philosophy, supporting the continued development of evidence-based integration approaches.

Several limitations contextualize the findings and implications of this research. The case study approach focusing on a single institution limits generalizability to other contexts with different characteristics and constraints. The predominantly cross-sectional methodology captures integration dynamics at a specific moment rather than tracking developmental trajectories over extended timeframes. The research's primary focus on formal organizational structures may underemphasize informal cultural factors that significantly influence integration experiences. These limitations suggest directions for future research, including comparative studies across multiple institutions, longitudinal investigations tracking integration development over time, and ethnographic examinations of informal integration dynamics within organizational cultures.

Future research should particularly address several critical questions emerging from this investigation. How do integration experiences differ across diverse institutional types, including research universities, liberal arts colleges, and vocational institutions? What longitudinal impacts do integration initiatives have on student development beyond immediate educational contexts, particularly regarding professional practice and civic engagement? How do informal cultural factors interact with formal integration structures to shape actual integration experiences? How can digital technologies most effectively support integration processes without substituting technological sophistication for authentic educational engagement? These questions represent promising directions for extending the current research while addressing its identified limitations.

In conclusion, the integration of ideological and political education into student management represents not merely an administrative reorganization but a fundamental reconceptualization of educational practice that transcends traditional boundaries between organizational functions and educational purposes. By establishing mutually reinforcing connections across multiple dimensions, genuine integration transforms both management systems and ideological education through their reciprocal interaction. This transformation enhances both administrative effectiveness and educational impact by aligning organizational structures with core educational values while embedding those values within concrete operational practices. For Jiangxi University of Applied Science and Technology's School of Business and similar institutions, this integration journey represents an ongoing developmental process requiring sustained commitment, continuous refinement, and systematic assessment—a process essential for fulfilling higher education's comprehensive mission of developing not only professional expertise but also ethical discernment and social responsibility among future graduates.

COMPETING INTERESTS

The authors have no relevant financial or non-financial interests to disclose.

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